

SPED 2000
SURVEY OF SPECIAL EDUCATION
SPRING SEMESTER, 2005

Instructor: Gabriela Anton
Email: You can e-mail me through WebCT. Please do not e-mail me anywhere else. It easier for me to keep up with e-mails only through WebCT during this class;
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Location: Building 1140 (Forest Resources – 2); Room 100;
Class hours: Monday 5-8 p.m.

Required Text: Hallahan, D. P., & Kauffman, J. M. (2003). *Exceptional learners: Introduction to special education* (9th edition). Needham Heights, Boston: Allyn and Bacon. The textbook is available in the UGA Bookstore.

Additional Selected Readings: available on WebCT.

Course Description

Introduction to major issues in the field of special education. Emphasis is placed on understanding the characteristics and etiologies of individuals with diverse needs and on identifying the qualities of home, school and community environments that support these individuals in achieving their potential. This course serves as a prerequisite to all other special education courses. This course also provides information that links it to the College of Education's Conceptual Framework. That is, this course aspires to prepare exemplary, reflective practitioners to serve a global community.

Course Objectives

The following topics that provide a structure for this course are identified by the Council for Exceptional Children and also Georgia House Bill 671 as critical content knowledge and skills for pre-service teachers.

THE LAW:

- History of Special Education Law:
 Issues in definition and identification procedures for individuals with exceptional learning needs including individuals from culturally and / or linguistically diverse backgrounds.
 (CC1: K3)
- Due Process:
 1. Assurances and due process rights related to assessment, eligibility and placement. (CC1:K4)
 2. Typical procedures used for screening, pre-referral, referral, and classification. (CC3:K3)
- Trends and Issues:
 3. Models theories and philosophies that provide the basis for special education practice.
 (CC1:K1)

4. Articulates personal philosophy of special education including its relationship to / with regular education. (CC1:S1)
5. Laws, policies, and ethical principles regarding behavior management planning and implementation. (CC6: K1)
6. Articulate the pros and cons of current issues and trends in the education of individuals with disabilities.
- Cultural Diversity:
 7. Issues in definition and identification procedures for individuals with exceptional learning needs including individuals from culturally and / or linguistically diverse backgrounds. (CC1:K3)
 8. Characteristics and effects of the cultural and environmental milieu of the child and the family including cultural and linguistic diversity, socioeconomic level, abuse / neglect, and substance abuse. (CC2:K5)
 9. Cultural perspectives influencing the relationship among family, schools, and communities as related to effective instruction. (CC4:K4)
 10. Strategies for preparing individuals to live harmoniously in a culturally diverse world. (CC6:K5)
 11. Personal cultural biases and differences that affect one's teaching. (CC8:K2)

CHARACTERISTICS:

- Attitudes toward Disabilities:
 12. Ways specific cultures are negatively stereotyped. (CC1:K7)
 13. Ethical considerations inherent in behavior management. (CC6:K1)
 14. Personal cultural biases and differences that affect one's teaching. (CC8:K2)
 15. Importance of the teacher serving as a model for individuals with exceptional learning needs. (CC8:K3)
- Eligibility Decisions:
 16. Issues in definition and identification procedures for individuals with exceptional learning needs including individuals from culturally and / or linguistically diverse backgrounds. (CC1:K3)
 17. Screening, pre-referral, referral, and classification procedures. (CC3:K3)
 18. Effects an exceptional condition(s) may have on an individual's life. (CC2:K4)
 19. Educational implications of characteristics of various exceptionalities. (CC2:K3)
- Placement and Service Delivery:
 20. Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services. (CC1:K4)

INSTRUCTIONAL ADAPTATIONS

- Classroom Organization:
 21. Demands of various learning environments. (CC4:K2)
 22. General and special curricula for individuals with exceptional learning needs. (CC4:K3)
 23. Modify the learning environment (schedule – physical arrangement) to manage inappropriate behaviors. (CC6:S3)
 24. Prepare and organize materials to implement daily lesson plans. (CC5:S1)
- Behavior Management:

25. Laws, policies, and ethical principles regarding behavior management planning and implementation. (CC6:K1)
26. Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs. (CC6:K2)
27. Strategies for crisis prevention and intervention. (CC6:K4)
- Accommodations and Modifications:
28. Educational implications of characteristics of various exceptionalities. (CC2:K3)
29. Modify the learning environment to manage inappropriate behaviors. (CC6:S3)

After completing this course you will be able to:

- A. Explain the relationship of special education to regular education;
- B. Describe contributions of other disciplines to the identification, classification, treatment and education of exceptional pupils;
- C. Identify contributors to the growth and improvement of special education knowledge and practices;
- D. Describe types of instructional arrangements for exceptional students;
- E. Explain the impact that state and national legislation, litigation and professional and parent organizations have upon the development of special education programs;
- F. Describe the roles that teachers, other professionals and parents assume in providing instruction and other services for exceptional and nonexceptional pupils;
- G. Explain commonalties and differences among special education areas for etiology, diagnosis, characteristics, treatment/instructional approaches and post-school status;

Rationale

With increasing collaboration between special education and regular education, all teachers will need the tools to work cooperatively for the best interests of all students. For this to occur, all teachers need a basic understanding of student exceptionalities as well as the language, methods, delivery models, and other components of special education. With the information you learn in this course you will have the foundation necessary for building quality collaborative relationships with educators in all manner of service provision for exceptional students.

Presentation

This course is designed in a very general sense to provide a foundation for you as a professional. Course lectures will be structured to cover highlights from the text and to elaborate on the most important points presented by Hallahan and Kauffman. I expect that you will have read the chapter before class and be prepared with any questions about the text. Lectures will provide up to date information on research and characteristics of the field not contained in the text. The notes for the lectures will be available on WebCT for your convenience. It is students' responsibility to regularly check their WebCT account regularly, especially the day before class, for any important announcements. We

may have guest lectures that are either practitioners in the field of disability services or possess some expertise in the areas we will be discussing.

Class Schedule and Assigned Readings

The reading assignments embedded into the class schedule are presented below in the syllabus and discussed in class.

Course Requirements

Requirement	Points	Due Date
Tests (2)	1 st : 150 p.	February 7 th
	2 nd : 150 p.	March 21 st
Quizzes (6)	20 p. / each	Pop-quizzes
Film Reaction	250 p.	April 18
Final Exam	250 p.	May 9 th
Class Participation	100 p. (+ 5 possible bonus points)	Random Check
Total	1000 p.	-

Assessment Descriptions and Grading

1. Class Participation (10% of Grade, i.e. 100 pts.). Students must come to class thoroughly prepared. Readings listed on the course schedule below are to be completed by the assigned date. Additional readings will occasionally be assigned. The instructor's judgment will be used to determine this portion of the student's grade, which will include attendance, appropriate participation in class discussion, and preparedness for class. Ten (10) random attendance verifications will be taken throughout the semester. Five (5) bonus points may be granted to students who sign all 10 times on the attendance form. In case of absenteeism, it is the students' responsibility to obtain information or materials distributed in class. *Please turn off the cellular phones or other devices that may interrupt the class.*

2. Pop 5-10 min. quizzes randomly dispersed throughout the semester (10% of Grade, i.e. 100 p.). The instructor may present timed quizzes at the beginning or during a class meeting. The pop quizzes assess students' preparedness for class (i.e. completing reading assignments) and assist students in determining their understanding of the course content. Quizzes may require students to answer questions that involve multiple choice, matching, true/false, and short essay answers and may involve material from the assigned readings, class lectures, and class discussions prior or during that class session. Six (6) quizzes will be presented to the students throughout the semester. If all 6 will be taken, the student may choose to drop the lowest-grade quiz. Quizzes may be made up only if a student communicates his/her absence to the instructor prior to the beginning of the class, but not for more than one quiz per semester.

3. Tests (30% of Grade, 150 pts. each, 300 pts. total), comprised of any combination of multiple choice, short answer, matching, true/false, and application questions. The tests will take place on February 7th and, respectively, on March 21st.

4. Film Reaction (25% of Grade, 250 pts.). Guideline:

- Students will choose one film/book whose content focuses on an individual with a particular disability. Students will respond in writing to particular requirements that correlate information presented in class and/or textbook and readings with the content of the film or book.
- Students will consult the list of films and books, which is provided at the end of this syllabus. Films or books that are not on the list will have to be approved by the instructor at student's written (emailed) request.
- Relate the book or film to the course content by discussing the points provided in the list below. Discuss the information in the order presented in the list of topics by putting its number and restating each of the five requirements as an introduction to your response.
- The purpose of this assignment is to evaluate your degree of understanding of the information discussed in this class, rather than your ability to critique the film or book.
- The minimum requirement for this assignment is 2 FULL pages, single-spaced for each section, and double-spaced between sections, with 12-point font, Times New Roman, 1 inch margins all around (i.e., top, bottom, left, and right). All assignments should have a cover page and be stapled. Handwritten papers will not be accepted. Not abiding to these rules, will result in point reduction(s).
- Please check spelling and grammar before submitting the final product. Points for spelling and grammar are also subject to deduction.
- Follow the person-first rule when referring to individuals with special needs.
- The scoring rubric for this assignment will be provided following the list of films and books related to disabilities.
- The topics the students have to address are:
 - 1) Describe the specific psychological and behavioral characteristics of the individual that correspond to the IDEA definition of that particular disability. If there is more than one disability, choose only one to respond to.
 - 2) If you know, provide a description of the cause of the disability and the age of the individual when the disability was diagnosed in the context of the book or film.
 - 3) Describe both positive and negative reactions of others (not family) towards the individual with disability.
 - 4) Describe the type of family support for the person with the disability.
 - 5) How would you work with such an individual in the classroom? Address the following: a) teaching techniques (you will find suggestions at the end of each chapter) and b) behavioral support or management plan.

5. Final Examination (25% of Grade, 250 pts.) comprised of any combination of multiple choice, short answer, matching, true/false, and application questions. The Final Examination will be cumulative (i.e., information from all chapters will be assessed) and it will take place on May 9th.

Nota Bene: 1) One letter grade (10%) from the project's total will be assessed, as a fine for each day the written component of either project assignment is late. The written projects will be considered late if not turned-in at the beginning of the scheduled time session, i.e. April 18th. An additional 5% will be penalized for each additional day on which the written project is not turned-in by 5:00 pm.

2) Make sure you are present for all exams. If a test will be missed, and the student will fail to provide a documented excuse within 5 calendar days ulterior to the test, the student will not be allowed to take a make-up test and will receive a zero (0) for that particular test. Students are responsible for requesting and scheduling a make-up test. Early test-taking will not be available. Make-up examination will be available only with the instructor's permission, with a 7-days warning prior to the test date. During or after the test, a request of make-up examination will be denied, with the exception of a documented excuse. Again, the decision of a make-up test rests solely with the instructor.

3) On test/exam sessions, students will not be allowed to take the exam after the first person to finish the examination has left the room. Students are expected to be on time for all exams.

4) All written assignments should demonstrate student's understanding and use of relevant readings, a critical engagement with the topics under discussion, and a clear and fluent organization and structure. All written assignments are to be typed, 12-point font, Times New Roman, single-spaced, and stapled. All assignments will be expected to reflect person-first language. International students are directed to Student Learning Center from University of Georgia campus for advice on English grammar and essay-writing style.

5) Feel free to ask any questions pertinent to the subject.

Course Grading Scale *

Grade	Percentage	Points
A	90-100	900-1000
B	80-89	800-899
C	70-79	700-799
D	65-69	650-699
F	<65	<650

* I do not "round-up" grades.

Disability Services

In compliance with Section 504 of the Rehabilitation Act of 1973: *"No individuals who are otherwise qualified shall be excluded from participation in, be denied benefits of, or be subjected to discrimination under any program or activity, solely by reason of having a disability"*.

The Department of Special Education supports equal access and support for all individuals with disabilities. We also support the policies and procedures of the University of Georgia relating to students who have disabilities. Disability Services, a part of the Office of the Vice President of Student Affairs, provides academic and support services to qualified students with disabilities to ensure equal access to all programs and

activities at the University of Georgia. The mission of the Disability Services is to create an accessible academic, social and physical environment for students with disabilities at University of Georgia.

Students who may need special consideration in meeting any of the course requirements for any reason are encouraged to make an appointment to see the instructor of this course early in the semester (i.e., following the first class meeting or prior to the second class meeting).

Academic Honesty Policy

The University of Georgia has adopted policy and procedures to promote a culture of academic honesty. The academic honesty regulations and procedures found in the UGA Student Handbook “A Culture of Honesty” will be adhered to stringently. Students are responsible to inform themselves about those standards before performing any academic work. You can access it online at

http://www.uga.edu/ovpi/academic_honesty/culture_honesty.htm

Course Schedule and Assigned Readings *

* This schedule is intended as a guide for this course and is subject to change.

Date	Topic, readings, and assignments
January 10	Review of Syllabus Ch. 1 Exceptionality and Special Education
January 17	<i>Holiday, Martin Luther King Jr. Day</i>
January 24	Ch. 2 Current Trends and Issues
January 31	Ch. 3 Multicultural and Bilingual Aspects of Special Education
February 7	Test 1
February 14	- Ch. 4 Learners with Mental Retardation (Intellectual Disability) - Reading on characteristics of ID
February 21	Ch. 5 Learners with Learning Disabilities
February 28	Ch. 6 Learners with Attention Deficit Hyperactivity Disorder
March 7	Ch. 7 Learners with Emotional or Behavior Disorders - Reading on characteristics of EBD
March 14	<i>Spring Break</i>
March 21	Test 2
March 28	Ch. 9 Learners who are Deaf or Hard of Hearing
April 4	Ch. 10 Learners with Blindness or Low Vision
April 11	Ch. 8 Learners with Communication Disorders
April 18	- Film/Book Reaction Assignment Due - Ch. 11 Focus only on the Autism segment of this chapter - Reading on characteristics of Autism
April 25	Ch. 12 Learners with Physical Disabilities
May 2	Ch. 13 Parents and Families
May 9	Final Exam

Note: The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

List of popular films and books related to disabilities

Films:

1. **A Beautiful Mind** – Schizophrenia, Behavioral Disorder;
2. **At First Sight** – Visual Impairment;
3. **Born on the Fourth of July** – Physical Disability (Vietnam War);
4. **Elephant Man** - Physical Disability;
5. **Flowers for Algernon** – Intellectual Disability;
6. **Forest Gump** - Intellectual Disability;
7. **I am Sam** – An individual with Autism struggling to raise his daughter;
8. **Memento** – Traumatic Brain Injury, loss of short term memory;
9. **Miracle Worker** – Hearing and Vision Impairment with Behavior Disorder;
10. **My Left Foot** - Physical Disability, Irish author afflicted with Cerebral Palsy from birth;
11. **Nell** – language development of an individual raised under extraordinary circumstances;
12. **Ordinary People** – Behavior Disorder, struggle of younger brother to cope with older brother suicide;
13. **Rain Man** – Autistic Spectrum Disorders;
14. **Regarding Henry** – Traumatic Brain Injury;
15. **Simon Birch** - Physical Disability;
16. **The Breakfast Club** – Emotional Behavioral Disorder, socially maladjusted, withdrawn and acting-out behaviors;
17. **The Other Sister** – Intellectual Disability;
18. **What Eating Gilbert Grape** - Intellectual Disability.

Books:

1. **Anthropologist from Mars** – Neurological Disorders and Autism by Oliver Sacs.
2. **Icy Sparks** – Tourette Syndrome, by Gwyn Hyman Rubio.
3. **Thinking in Pictures** – Autism, by Temple Grandin.

Film/Book Reaction Grade Rubric

Note: If the assignment is not typewritten, the paper will not be accepted.

	Items	Maximum Possible Points
Content	Completely leave a section out	25 points for each section (Question 5 has two parts/sections)
	Inadequate contents	20 points
	Alternating film/book without permission	10 points
Format	Full 2 (two) pages at min.	8 points – the percentage missing will be counted off (eg., 1 page only: 4 points, 1 pages: 6 points).
	One inch margins	8 points total, with 1 point per each side (eg., 1 st page: 1 point bottom, 1 point top, 1 point left, 1 point right).
	Cover page (containing name of student, name of instructor, name of class, name of film/book, name of university, date)	6 points
	Times New Roman	4 points
	12-point fonts	4 points
	Single spaced each section	8 points
	Double spaced between sections	2 points
	Information addressed to each section/question (I highly recommend numbering each section)	25 points total – 5 points per each question
	Spelling and grammar errors, including people-first language	5 points – Up to two (2) spelling and/or grammar errors will be accepted, then 1 point will be deducted for each additional error. A deduction for more than 5 points is possible if the number of mistakes is greater than 5.
	Time	Papers should be submitted on hard paper by April 18 th 5 pm., at the beginning of class. Papers may also be submitted through WebCT only in case of absenteeism, by the same time.
Total		250 points