

SPED 2000
FALL SEMESTER, 2004

Instructor: Amy Spriggs
Email: You can e-mail me through WebCT. Please do not e-mail me anywhere else... I cannot keep up with e-mails to three different accounts for this class.
Office hours: By appointment only. I will remain after class for any questions.
Location: Building 1140 (Forest Resources – 2); Room 100
Class hours: Monday 5-8pm

Required Text: Hallahan, D., & Kauffman, J. (2003) *Exceptional learners: Introduction to special education* (9th edition). Needham Heights, MA: Allyn and Bacon.

The textbook is available in the UGA Bookstore. I urge you to get the 9th edition of the book because it will have the information that you will be held responsible for in this course.

Course Description

This course is designed to provide an overview of various exceptionalities and the services offered in special education. The information presented in this course will include causes and characteristics of specific disabilities, service delivery models, modifications and technology adaptations in the regular education setting.

COURSE OBJECTIVES: The following topics provide a structure for this course and were 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 pupils;
- 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 commonalities 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. Periodically throughout the semester we will have guest lectures that are either practitioners in the field of disability services or possess some expertise in the areas we will be discussing. Following their presentations, I will post my notes to WebCT so that you can see what I thought was the most important (i.e. what you will likely see again)

Attendance Policy

TEST / ABSENCES

- If you have an excused absence on the day of a test, you will be able to make up the test within 7 calendar days at an agreed upon time. The make-up test will be constructed in an alternate format (i.e., all discussion questions). If you miss a test, and fail to provide a documented excuse within 5 calendar days following the test, you will not be allowed to make up the test and will receive a zero for that particular test.
- Students who have three final examinations scheduled within a calendar day, or two final examinations at the same time, may petition me to schedule the SPED 2000 exam to different time of day.

On examination days, no students will be admitted to the classroom after the first person to finish the examination has left the room. You are expected to be on time for all exams.

Attendance Policy

While I feel that attendance is important for you to succeed in this course, it is optional. However, periodically throughout the semester we will have in class assignments that count toward the final grade.

The University of Georgia seeks to promote and ensure academic honesty and personal integrity among students and other members of the University Community. A policy on academic honesty has been developed to serve these goals. All members of the academic community are responsible for knowing the policy and procedures on academic honesty. Please see the following web site for complete details.

(<http://www.uga.edu/vpaa/polproc/ahpol/main.html>)

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 Disability Services is to create an accessible academic, social and physical environment for students with disabilities at UGA

If you have a documented disability and require specific instructional adaptations you must notify me prior to the beginning of the second week of class. Your notification must be accompanied by written documentation from the UGA office of Disability Services or the Regents Center for Learning Disabilities.

Grades:

The following table will assist you with tracking your grades. The grades will be calculated on a total point system. For the in class assignments there will be no make-ups (no exceptions), if you are not here you will receive no credit for the assignment.

Assignment	Total Possible Points	Your points
Test #1	40	
Test #2	50	
Test #3	50	
Quiz 1	5	
Quiz 2	5	
Quiz 3	5	
Quiz 4	5	
Quiz 5	5	
Quiz 6	5	
Quiz 7	5	
Quiz 8	5	
Quiz 9	5	
Quiz 10	5	
In class #1	4	
In class #2	4	
In class #3	4	
In class #4	4	
In class #5	4	
Final	100	
Total	310	

Percentage of total points for each grade:

A	90%+
B	89-80
C	79-70
D	69-60
F	<59

WEB CT

- All notes will be available on Web CT. Further, this is where I will post grades and changes to the syllabus and schedule.
- Quizzes will be taken via Web CT. The quizzes will be available from the Sunday night before class until the Sunday following the class that covers that material. So, if we are covering LD, the quiz will be available from the Sunday night (@10PM) before we have our class covering LD until the Sunday after class that we have LD (@10pm). These quizzes are designed to help you identify major aspects of lectures, activities and text that are important for tests. Most quiz questions will come from the text but at least one will cover something addressed in class. The quizzes are of course open note/open book. You will have one hour to take each quiz. You may not go in and out of

the quiz, so before you enter the quiz, you need to make sure you are ready to complete the quiz.

Following is a tentative schedule for the semester:

Dates	Topics	Readings from Text	
8/23	Basics/Major Issues	Ch.1, Ch. 2	
8/30	Laws/IEP	Look on WebCT	Quiz
9/13	Multicultural Issues Families	Ch.3, Ch. 14	
9/20	Test #1		
9/27	LD	Ch.5	Quiz
10/4	EBD	Ch.6	Quiz
10/11	ADHD	Ch.7	Quiz
10/18	MR	Ch.4	Quiz
10/25	Test #2		
11/1	Communication Disorders	Ch.8	Quiz
11/8	VI/HI	Ch. 9, Ch. 10	Quiz
11/15	Autism	Ch. 11	Quiz
11/22	PD/Gifted Education	Ch. 12,13	Quiz
11/29	Test #3		Quiz*
12/6	Review for Final		
12/17/2004	Final	3:30-6:30	

**Changes to this schedule will be announced during class and will be posted on Web CT.

*The last quiz will be 10 questions over the entire semester. I will pull most of the questions from previous quizzes to help you study for the final... it will only be worth 5 points so you can earn up to 5 points extra credit.