

SPED 3040 Fall 2005

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Office Hours

MWF 10-11

I am also usually available right before class and right after class. The BEST way to contact me is by email. Feel free to send me an email to schedule a time outside of my normal office hours or poke your head in my door and see if I am available.

Required materials

- Livetext
- Raymond, E. B. (2004). Learners with mild disabilities: A characteristics approach (2nd ed.). New York: Pearson Education Inc.
- Burnes, M. E. (2005). Taking sides: Clashing views on controversial issues in special education (2nd ed.). Boston: McGraw-Hill.

Overview

You can look at characteristics classes in a number of ways. One initial reaction might be, well I am going to have to teach kids with disability XYZ so I need to know what makes them tick. On the other hand, one might think, well, I am going to teach any and all kids whom I get so a course that provides me with general descriptions on the characteristics that some of my students MIGHT have is not really useful. The first perspective tends to assume that by knowing a student's "label" one will know how to teach that student: that the label is somehow prescriptive of intervention. The latter thought considers that the "label" is insignificant because each student is an individual most of all. While this may create a false dichotomy, both views of this sort of course are too narrow and short sighted. True, the label will not tell you how to teach a student and true, regardless of the categorical label, you will have to teach the student.

The issue is much more complex. The first premise ignores that "we" created these definitions. The definitions are socially constructed. In other words, we decided what would be called intellectual disabilities. What degree of deviation from "the norm" would be identified as ID. That definition has shifted over the years. One year, some one might have an intellectual disability and then are suddenly "cured" because our definition changed. As we await the regulations for the reauthorization of IDEA, we essentially wait to see what the new definitions of disability might be. The second premise above ignores the social construction of the disability as well. While trying to look past the label, the premise overlooks the fact that the label did not materialize out of thin air. The individual, with or without the label lives in a community with which they have to interact. Their interactions might be somehow hindered by their ability to interact with the

community. On top of this, with a disability label, they begin to experience things differently not because of what the label describes but because of the label itself.

Objectives

This course will attempt to accomplish 2 broad objectives:

1. Prepare you to identify and analyze the learning characteristics of your students relative to the legal definitions of disability eligibility.
2. Prepare you to address the complex issues involved in special education relative to student learning characteristics, learning environments, and public policy.

On a more refined level, this course is designed to address the following CEC competencies:

<u>Common Core: 1. Foundations of Special Education</u>
1. Describe models, theories, and philosophies that form the basis for special education practice. (CC1:K1)
2. Discuss issues in definition and identification of individuals with special needs, including those from culturally and linguistically diverse backgrounds. (CC1:K3)
3. Describe the issues, assurances, and due process rights related to assessment, eligibility, and placement within a continuum of services. (CC1:K4)
4. Articulate personal philosophy of special education.
<u>Common Core: 2. Characteristics of Learners</u>
5. Describe the similarities and differences of individuals with and without special learning needs. (CC2:K1)
6. Discuss the similarities and differences among individuals with special learning needs. (CC2:K2)
7. Describe the educational implications of characteristics of various individuals with special needs. (CC2:K3)
8. Discuss the effects a special need can have on an individuals life. (CC2:K4)
<u>Common Core: 3. Assessment, Diagnosis, and Evaluation</u>
9. Use assessment information in making eligibility, program, and placement decisions for individuals with special needs, including those from culturally and/or linguistically diverse backgrounds. (CC3:S10)
<u>Common Core: 8. Professionalism and Ethical Practices</u>
10. Describe the importance of the teacher serving an a model for individuals with special need. (CC8:K3)
<u>General Curriculum: 1. Foundations</u>
11. Describe the current educational terminology and definitions of individuals with special needs in Georgia and the nation, including the identification criteria and the labeling controversies. (GC1:K1)
12. Determine placements based on the continuum of services, including alternative programs available for individuals with special needs. (GC1:K6)
13. Articulate the pros and cons of current issues and trends in the education of individuals with special needs. (GC:S1)

14.	Delineate the principles of normalization versus the concept of least restrictive environment in designing educational programs for individuals with special needs. (GC:S3)
General Curriculum: 2. Characteristics of Learners	
15.	Describe the effects of dysfunctional behavior on learning, and the differences between the major disabling conditions. (GC2:K2)
16.	Describe the psychological, social, emotional and resilience characteristics of individuals with special needs. (GC2:K4)
17.	Describe and define general developmental, academic, social, career, and functional characteristics of individuals with special needs as they relate to level of support needed. (GC2:S1)
General Curriculum: 8. Professionalism and Ethical Practices	
18.	Describe rights to privacy, confidentiality, and respect for differences among all persons interacting with individuals with special needs. (GC8:K2)
19.	Articulate the teacher's ethical responsibility to nonidentified individuals who function similarly to individuals with special needs. (GC8:S2)

Topic Overview

Week		Readings	Due
8/30	Law & History	R. Ch. 1&2	
9/6	Assessment & Placement, Curriculum	R. Ch 3,4 &5	<ul style="list-style-type: none"> Teaching Philosophy #1
9/13	Issue #19&20	B. Issues 19&20	<ul style="list-style-type: none"> Group Presentations
9/20	MR	R. Ch 6	
9/27	Cognitive Characteristics	R. Ch. 10	
10/4	Issue #1&3	B. Issues 1&3	<ul style="list-style-type: none"> Group Presentations Case #1
10/11	LD	Ch. 7	
10/18	Language	Ch. 11	
10/25	Midterm		
11/1	Issue #12,14,&15	B. Issues 12,14&15	<ul style="list-style-type: none"> Group Presentations Case #2
11/8	EBD	Ch. 8	
11/15	Social	Ch. 13	
11/22	Issue #5,6, & 16	B. Issues 5,6,&16	<ul style="list-style-type: none"> Group Presentations Case #3
11/29	ADHD	Ch. 9	
12/6	Academic	Ch. 12	<ul style="list-style-type: none"> Teaching Philosophy #2

FINAL EXAM:

Measurement and Evaluation:

Item	Frequency	Total Value
Periodic Quizzes	10	50pts (10x5pts)
Discussion Topic Presentations	2	30pts (2x15pts)
Case Studies	3	300 (3x100pts)
Final Exam	1	100
Teaching Philosophy	2	30 (2x15pts)
Total		510

Quizzes: These will be short 5-10 question short 1-2 sentence answers. Some multiple choice or true/false may be included. The quizzes will cover details from previous class meetings as well as the text assigned for that class period.

Discussion topic presentations: Each person will participate with a group in developing an overview of a topic position and leading a discussion of the issue. A sample will be provided in the second week of class.

Case studies: You will be provided with video of a student as well as parts of a student's psychological. You will then be asked to relate that information to what you know about disabilities. An example will be provided in the third week of class.

Final exam: This is a comprehensive examination covering all material in the course.

Teaching philosophy: Allows students an opportunity to clearly articulate their beliefs about teaching.

Letter Grades will be assigned according to the following percentage of TOTAL POINTS earned:

A= 90-100%

B=80-89%

C=70-79%

D=60-69%

F<60%

Honor Code

All academic work must meet the standards contained in ³A Culture of Honesty.² Students are responsible for informing themselves about those standards before performing any academic work.

The link to more detailed information about academic honesty can be found (until August 22) at:

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

The link after August 27 will be:

<http://www.uga.edu/ovpi/honesty/acadhon.htm>

Plagiarism will not be tolerated. Please see the above listed website for an explanation of plagiarism. The instructor of the course is bound by the University's Honor Code to submit student work that is believed to have been plagiarized to the University. It is not the role of the instructor to judge the intent behind copied work but only to report it to the University.

Attendance Policy

Attendance is mandatory and I expect you to be on-time to class. It is disrespectful to be late to class and interrupt your classmates' learning. If you are late to class, please wait outside until we take a break.

Make up policy

All assignments are due on their due date (including quizzes). Anything turned in late will be penalized the equivalence of one letter grade per day it is late. Assignments are due at the beginning of class. Quizzes are taken in class and you must be present to take the quiz. If you are not present to take the quiz then you will receive a zero for that quiz unless you have a note from a doctor verifying your illness.

Disability

If you have a disability and you are working with the LD Center or Disability Services, it is your responsibility to inform me within the first two weeks of class with proper documentation. Please do so as soon as possible so that I can make certain that I make the appropriate accommodations.

Disclaimer

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