

DEPARTMENT OF SPECIAL EDUCATION  
SPED 3040  
INTRODUCTION TO INDIVIDUALS WITH SPECIAL NEEDS  
FOUR CREDIT HOURS

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Office hours by appointment

REQUIRED TEXT BOOKS:

\$ FAKING IT - A LOOK INTO THE MIND OF A CREATIVE LEARNER  
Christopher Lee and Rosemary Jackson Boynton / Cook Publisher  
ISBN 0-86709-296-3

\$ TAKING SIDES - CLASHING VIEWS ON CONTROVERSIAL ISSUES IN  
SPECIAL EDUCATION  
Mary Ann Byrnes McGraw-Hill Dushkin Publisher  
ISBN 0-07-248056-4

\$ BEL-JEAN PACKET - REQUIRED READINGS

COURSE DESCRIPTION: This course will introduce topics related to characteristics of students with high incidence disabilities, including students with learning disabilities, emotional and behavior disorders, mental retardation (intellectual disability) attention deficit hyperactivity disorder and autism. Upon successful completion of this course the student will be able to:

- \$ Describe typical cognitive, learning, social/emotional and behavioral characteristics of students with high incidence disabilities.
- \$ Describe and apply eligibility requirements for these students
- \$ Recognize potential cultural and gender differences in the assessment and eligibility determinations of these students.
- \$ Become familiar with the major Federal laws that impact the management of these students in the public schools.
- \$ Examine opposing views and lead class discussions related to current trends and issues in special education.
- \$ Become familiar with standard forms used in the process of referral, placement and development of an Individual Education Program for students with high incidence disabilities in the public schools.

COURSE OBJECTIVES:

### Common Core: 1. Foundations of Special Education

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 (CC1:S1)

### Common Core: 2 Characteristics of Learners

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:K2)
8. Discuss the effects a special need can have on an individual's life. (CC2:K4)

### Common Core: 3 Assessment, Diagnosis, and Evaluation

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)

### Common Core: 8 Professionalism and Ethical Practices

10. Describe the importance of the teacher serving as a model for individuals with special needs. (CC8: K3)

### General Curriculum: 1 Foundations

11. Describe the current educational terminology and definitions of individuals with special needs in Georgia and the nation, including the identification criteria and labeling controversies. (GC1:K1)
12. Determine placements based on the continuum of services, including alternative programs available for individual with special needs. (GC1:K6)
13. Articulate the pros and cons of current issues and trends in the education of individuals with special needs.
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 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 the 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 who are interacting with individuals with special needs. (GC8:K2)

COMPETENCIES	PRODUCT	ASSESSMENT CRITERIA
2,4,8,10,18	Personal philosophy of special education	Based on thoughtfulness and completeness of the response.
2,7,8,9,10,16	Structured written response to the film AWild Child@	Based on thoughtfulness and completeness of the response.
1,2,3,8,9,10,11,12,13,18	Student led discussions	Based on thoughtfulness and conciseness of the argument and appropriate group participation.
2,3,5,6,7,8,9,10,11,12,13,14,15,16,17,18	Determination of eligibility requirements for autism to the individual portrayed in the film, ARain Man@.	Based on alignment of eligibility requirements with the characteristics of individual portrayed. Must include supporting details.
2,3,5,6,7,8,9,10,11,12,13,14,15,16,17,18	Determination of eligibility for learning disability for the individual portrayed in the book <u>Faking It</u>	Base on alignment of eligibility requirements with the characteristics of individual portrayed. Must include supporting details.
1,2,3,5,6,7,8,9,11,12,13,14,15,16,17,18	Examinations	Based on correctness of response to AEssential Questions@ identified at

		the beginning of each section.
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### SPECIFIC ACTIVITIES ADDRESSING COMPETENCIES

\$ Participation in class discussions and activities. Students are expected to attend and participate. Whole class discussion is encouraged and expected.

\$ Complete assigned readings. Students are expected to complete readings prior to lecture.

\$ Complete a mid-term examination and a final examination based on AEssential Questions@ that are identified at the beginning of each section.

\$ Determination of eligibility requirements based on IDEA definition applied to individuals portrayed in a particular film / book.

\$ Student led discussions relating to current issues in Special Education

It is sometimes necessary to remind a very few students that everyone in this class is expected to do their own work. Students who choose to violate the standards of ethical conduct will be dealt with as outlined in A Culture of Honesty: Policies and Procedures on Academic Honesty distributed by UGA.

If you have a request for services based on a documented disability, notify me and I will make arrangements for these services.

### ABSENCES:

Students are expected to attend class daily and be present for every discussion / activity. If a class is missed, it is the responsibility of the student to get the information presented in class. Attendance is required. Failure to attend must be supported with a documented excuse of a serious nature. (Illness - accident - court appearance).

Three excused absences will be permitted during the semester, but each unexcused absence will result in a 5% reduction in total points accumulated to determine the final grade. Students will be expected to sign attendance book each day of class.

### ASSIGNMENTS:

Assignments should be turned in on the date they are due (during class). Special considerations will be carried out on a case by case basis. There will be a grade reduction of 20% for each day that an assignment is turned in late without an acceptable excuse.

PROFESSIONAL BEHAVIOR: Ten percent of your grade will be determined by your professional behavior. Indicators of a student exhibiting professional behaviors include but are not limited to the following:

\$ Attendance in class

\$ Participation in class discussions

\$ Accepting constructive criticism in a positive manner

\$ Punctuality in turning in assignments

\$ Willingness to work hard

\$ Following guidelines for the development of written products

\$ Putting the same effort into ungraded activities as ones that are graded

\$ Completion of readings prior to the lecture

\$ Meticulous editing of written work prior to turning in.

\$ Making an effort to communicate with instructor when having difficulties related to the course.

**SCHEDULE: THIS GUIDE IS TENTATIVE AND IS SUBJECT TO CHANGE.  
SUMMER VERSION**

Friday June 11 <sup>th</sup> 1:00 - 3:15	Go over syllabus. Distribute and become familiar with course packet. <b>Required assignment:</b> Initial teaching philosophy - <i>Due Monday - June 14<sup>th</sup>.</i>
Monday June 14 <sup>th</sup> 1:00 - 4:30	<b>Class Activity:</b> View and take structured notes relating to the film - <i>A Wild Child@ Completed assignment due June 16<sup>th</sup>.</i>
Wednesday June 16 <sup>th</sup> 1:00 - 4:30	<b><u>Mental Retardation (Intellectual Disability)</u></b> \$ Characteristics IDEA Definition \$ Evaluation I.Q. Adaptive Behavior \$ Eligibility
Friday June 18 <sup>th</sup> 1:00 - 3:15	<b><u>Mental Retardation (Intellectual Disability)</u></b> \$ Inclusions Issues \$ Film <i>A Educating Peter</i> \$ <b>Graded Activity:</b> Student Led Discussion: Issue # 9 Does Inclusion Work? (P. 196 Taking Sides)
Monday June 21 <sup>st</sup>	<b><u>Autism</u></b> \$ Characteristics - IDEA Definition \$ Evaluation
Wednesday June 23 <sup>rd</sup> 1:00 - 4:30	<b><u>Autism</u></b> \$ Eligibility \$ Articles related to Autism
Friday June 25 <sup>th</sup> 1:00 - 3:15	<b><u>Autism</u></b> \$ Film: <i>A Rage for Order - Autism@</i> \$ <b>Class Activity:</b> Correlate eligibility requirements with characteristics of Jessica Parks displayed in the film. \$ <b>Graded Activity:</b> Correlate eligibility requirements with characteristics of Raymond Babbit displayed in the film <i>A Rain Man@ Due Friday July 2<sup>nd</sup></i>
Monday June 28 <sup>th</sup> 1:00 - 4:30	<b><u>Learning Disability</u></b> \$ Learning disability Simulation(s) \$ Characteristics (IDEA Definition)

<p>Wednesday June 30<sup>th</sup> 1:00 - 4:30</p>	<p><b><u>Learning Disability</u></b>  \$ Evaluation (WRAT - PIAT)  \$ Eligibility  \$ Article: CEC - Changing the Way We Identify Learning Disabilities Pros and Cons</p>
<p>Friday July 2<sup>nd</sup> 1:00 - 3:15</p>	<p><b><u>Learning Disability</u></b>  \$ <b>Class Activity:</b> Compare eligibility requirements with characteristics of Christopher Lee in the book: <u>Faking It A look into the Mind of a Creative Learner</u>  \$ <b>Graded Activity:</b> Using guidelines provided, determine eligibility of Christopher Lee by comparing his academic performance to the eligibility requirements identified by IDEA. <i>Due Monday July 12<sup>th</sup></i>  \$ <b>Graded Activity:</b> Student Led Discussion: Issue # 14 Are Learning Disabilities a Myth? (P. 274 Taking Sides)</p>
<p>Monday July 5<sup>th</sup> <b>Holiday: Independence Day</b></p>	
<p>Wednesday July 7<sup>th</sup> 1:00 - 4:30 <b>MID TERM EXAM</b></p>	<p><b><u>Emotional and Behavior Disorders</u></b>  \$ Characteristics (IDEA Definition)  \$ Evaluation</p>
<p>Friday July 9<sup>th</sup> 1:00 - 3:15</p>	<p><b><u>Emotional and Behavior Disorders</u></b>  \$ Eligibility  \$ Manifestation Determination  \$ Functional Behavioral Assessment  \$ Behavior Intervention Plan  \$ Articles relating to Emotional and Behavioral Disorders  \$ <b>Graded Activity:</b> Student Led Discussion: Issue # 6 Discipline of Students with Disabilities - Are Schools Limited? (P. 116 Taking Sides)</p>
<p>Monday July 12 1:00 - 4:30</p>	<p><b><u>Attention Deficit Hyperactivity Disorder</u></b>  Film: The Merrow Report: Attention Deficit Disorder - A Dubious Diagnosis  \$ Characteristics (DSM-IV Diagnostic Criteria)  \$ NIMH Q and A</p>

Wednesday July 14 <sup>th</sup>	<p><b><u>Attention Deficit Hyperactivity Disorder</u></b></p> <ul style="list-style-type: none"> <li>\$ Evaluation</li> <li>\$ Eligibility</li> <li>\$ Articles relating to ADHD</li> <li>\$ Film: ADHD 48 Hours - Opposing views on the Use of Psychostimulants (DSM-IV checklist used during film)</li> </ul> <p><b>Graded Activity:</b> Student Led Discussion: Issue # 15 Is ADHD Real (P. 294 <u>Taking Sides</u>).</p>
Friday July 16 <sup>th</sup>	<p><b><u>Forms Used in Special Education</u></b></p> <p><b><u>Laws</u></b></p> <ul style="list-style-type: none"> <li>\$ Public Law 94-142</li> <li>\$ Section 504 of the Rehabilitation Act</li> <li>\$ IDEA</li> </ul>
Monday July 19 <sup>th</sup>	<p><b><u>No Child Left Behind</u></b></p> <ul style="list-style-type: none"> <li>\$ Discussion of Major Provisions</li> <li>\$ Articles related to subject</li> <li>\$ Overview of Federally Produced Booklet</li> <li>\$ <b><u>Graded Activity:</u></b> Student Led Discussion</li> </ul> <p>from Issue # 18 Do Students with disabilities benefit participating in high stakes testing? (P. 358 - <u>Taking Sides</u>)</p> <ul style="list-style-type: none"> <li>\$ Final teaching philosophy due</li> </ul>
Wednesday July 21 1:00 - 4:30	<b>Final Examination</b>

**Grading Scale:**

\$	Initial and Final Teaching Philosophy	5 points	
\$	Structured notes from film AWild Child@	10 points	
\$	Eligibility requirements for Autism		
	from Film ARain Man@	15 points	
\$	Eligibility requirements for LD		
	from book <u>Faking It</u>	15 points	
\$	Student led discussions	15 points	
\$	Mid Term Exam		15 points
\$	Final Exam		15 points
\$	Professional Behavior	<u>10 points</u>	

Total Points 100

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FALL 2004**

<p>August 19<sup>th</sup></p>	<p>Go over syllabus <b>Required assignment:</b> Initial teaching philosophy - <i>Due Tuesday- August 24<sup>th</sup>.</i></p>
<p>August 24<sup>th</sup> August 26<sup>th</sup>  * Initial teaching philosophy due the 24<sup>th</sup>.</p>	<p>Go over contents of packet. <b>Required assignment:</b> View and take structured notes relating to the film - <i>A Wild Child@. Due Tuesday, August 31<sup>st</sup>.</i> <b>Mental Retardation - (Intellectual Disability)</b> \$ Characteristics - IDEA definition \$ Evaluation I.Q. Adaptive Behavior \$ Eligibility</p>
<p>August 31<sup>st</sup> September 2<sup>nd</sup>  * <i>A Wild Child</i> Assignment due August 31<sup>st</sup>.</p>	<p><b>Mental Retardation - (Intellectual Disability)</b> \$ Inclusion Issues \$ Film: <i>A Educating Peter@</i> \$ <b>Student Led Discussion:</b> Issue # 9 Does Inclusion Work? (P. 196 <u>Taking Sides</u>) Sept 2<sup>nd</sup></p>
<p>September 7<sup>th</sup> September 9<sup>th</sup></p>	<p><b>Autism</b> \$ Characteristics - IDEA definition \$ Evaluation \$ Eligibility \$ <b>Class activity:</b> Film: <i>A Rage for Order - Autism</i> correlate IDEA definition with characteristics displayed in the film about Jessica Parks.</p>
<p>September 14<sup>th</sup> September 16<sup>th</sup>  *View the film <i>A Rain Man</i> before class on the 16<sup>th</sup>.</p>	<p><b>Autism</b> \$ Pervasive Developmental Disorders \$ Autism Checklists \$ Film: <i>Understanding Autism: A Biochemical Approach?</i> \$ Articles Relating to Autism \$ Discussion about how the characteristics of <i>A Rain Man@</i> correlate with autism eligibility requirements.</p>

<p>September 21<sup>st</sup> September 23<sup>rd</sup></p> <p>* ARain Man@ assignment due on the 23<sup>rd</sup>.</p>	<p><b><u>Learning Disability</u></b></p> <ul style="list-style-type: none"> <li>\$ Learning disability simulation</li> <li>\$ Characteristics</li> <li>\$ IDEA definition</li> <li>\$ Overview of the field of Learning Disabilities</li> </ul>
<p>September 28<sup>th</sup> September 30<sup>th</sup></p>	<p><b><u>Learning Disability</u></b></p> <ul style="list-style-type: none"> <li>\$ Evaluation</li> <li>\$ Eligibility</li> <li>\$ Identification and Planning for the Student with Learning Disabilities</li> <li>\$ Article relating to Learning Disability</li> </ul>
<p>October 5<sup>th</sup> October 7<sup>th</sup></p> <p>*Have the book <u>Faking It</u> read prior to this week.</p>	<p><b><u>Learning Disability</u></b></p> <ul style="list-style-type: none"> <li>\$ <b>Student Led Discussion:</b> Issue # 14 Are Learning Disabilities a Myth? (P. 274 - <u>Taking Sides</u> October 5<sup>th</sup>)</li> <li>\$ Using guidelines provided, determine eligibility of Christopher Lee by comparing his academic performance to the eligibility requirements identified by IDEA (page 81 in packet for guidelines) Due October 12<sup>th</sup></li> </ul>
<p>October 12<sup>th</sup> October 14<sup>th</sup></p> <p>*<u>Faking It</u> assignment due October 14<sup>th</sup></p>	<p><b><u>Emotional and Behavior Disorders</u></b></p> <ul style="list-style-type: none"> <li>\$ Characteristics (IDEA definition)</li> <li>\$ Evaluation</li> <li>\$ Eligibility</li> <li>\$ Manifestation Determination</li> <li>\$ Functional Behavioral Assessment</li> <li>\$ Behavior Intervention Plan</li> </ul>
<p>October 19<sup>th</sup> October 21<sup>st</sup></p> <p><b>MID TERM EXAM October 21<sup>st</sup> Covers Mental Retardation, Autism, and Learning Disability</b></p>	<p><b><u>Emotional and Behavior Disorders</u></b></p> <ul style="list-style-type: none"> <li>\$ Film: Schizophrenia</li> <li>\$ Articles Relating to Emotional and Behavioral Disorders</li> <li>\$ <b>Student Led Discussion:</b> Issue # 6 Discipline of Students with disabilities - Are Schools Limited? (P. 116 <u>Taking Sides</u>) October 19<sup>th</sup></li> </ul>
<p>October 26<sup>th</sup> October 28<sup>th</sup> (Fall Break - no class on the 28th)</p>	<p><b><u>Attention Deficit Hyperactivity Disorder</u></b></p> <ul style="list-style-type: none"> <li>\$ Characteristics (DSM-IV Diagnostic Criteria)</li> <li>\$ Evaluation</li> </ul>

no class on the 28th)	\$ Eligibility
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November 2 <sup>nd</sup> November 4 <sup>th</sup>	<p><b>Attention Deficit Hyperactivity Disorder</b></p> <p>\$ National Institute of Mental Health Q and A</p> <p>\$ Articles relating to Attention Deficit Hyperactivity Disorder</p> <p>\$ Film: The Merrow Report: Attention Deficit Disorder - A Dubious Diagnosis</p> <p>\$ Film: ADHD 48 Hours Opposing Views on the Use of Stimulants</p> <p>\$</p>
November 9 <sup>th</sup>	<p><b>Attention Deficit Hyperactivity Disorder</b></p> <p>\$ Film: ADD / ADHD / LD Understanding the Connection</p> <p>\$ <b>Student Led Discussion:</b> Issue # 5 Is ADHD Real? (P. 294 <u>Taking Sides</u>) November 9th</p>
November 11 <sup>th</sup>	<p>\$ <b>Student Led Discussion:</b> Issue # 2 Are Minority Children Over Represented in Special Education? (P. 26 <u>Taking Sides</u>)</p> <p>\$ The Effect of Poverty on Students With Disabilities.</p>
November 16 <sup>th</sup> November 18 <sup>th</sup>	<b>No Child Left Behind</b>
November 23 <sup>rd</sup> November 25 <sup>th</sup> (no class on the 25 <sup>th</sup> - Thanksgiving holiday)	<p><b>No Child Left Behind</b></p> <p>\$ <b>Student Led Discussion:</b> Will No Child Left Behind Ultimately Benefit Special Education Students?</p>
November 30 <sup>th</sup> December 2 <sup>nd</sup>  * Final teaching philosophy due on Dec. 2 <sup>nd</sup> .	<p><b>Forms used in Special Education</b></p> <p><b>Individual Education Plan</b></p>
December 7 <sup>th</sup> (no class - Friday class schedule on this day)	
December 9 <sup>th</sup>	<p><b>Final Examination</b></p> <p>Covers Emotional and Behavior Disorders, Attention Deficit Hyperactivity Disorders and No Child Left Behind</p>

**Grading Scale:**

Initial and Final Teaching Philosophy	10 points
Structured notes from film AWild Child@	10 points
Eligibility requirements for Autism from Film ARain Man@	15 points
Eligibility requirements for LD from book <u>Faking It</u>	15 points
Student led discussions	15 points
Mid Term Exam`	15 points
Final Exam	15 points
Professional Behavior	5 points
Total	100 points