

SPED 120: Introduction to Special Education

Semester SPRING 2020	Program/Department California State University, Fresno
SPED 120: Introduction to Special Education	Michael Mahoney, Ph.D.
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VISION

The Kremen School of Education and Human Development is a center for academic excellence and collaboration in the fields of education and counseling. Graduates will become community leaders who advocate for high standards and democratic values with attention to professional ethics and diversity.

The faculty of the Kremen School of Education and Human Development foster the development of the following candidate dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-long Learning. Candidates will increasingly reflect these dispositions in their work with students, families, and communities.

REQUIRED COURSE MATERIALS

Required Text: There is not a required text for this course. All reading materials are available via hyperlink and uploaded to Canvas.

COURSE DESCRIPTION

This course provides an introduction to the terminology, identification, and issues commonly encountered when addressing the needs of diverse students with disabilities. Emphasis will be placed on inclusion, diversity issues, federal and state legislative mandates pertinent to nondiscriminatory assessments, parental involvement, individualized education programs; and professional practice and foundations in special education. The course addresses the collaborative

roles of a multidisciplinary approach to supporting children and youth with disabilities in a diverse society. Assignments include 20 hours of school-based observation and participation.

Coursework will include varied instructional strategies (e.g., lecture, group activities, discussion, topic investigation, collaborative activities, online assignments), as well as an emphasis on diversity and multicultural influence as they relate to identifying and programming for students with disabilities.

This course is approved by the Liberal Studies Committee as meeting the required standards for part of the blended program in the undergraduate teacher preparation, which includes the multiple subject candidates by connecting subject matter and pedagogical studies in a manner that emphasizes quality, depth, rigor and scope. This course adds to the candidates' knowledge of major themes, concepts, principles and ways of knowing of discipline-based studies and of interdisciplinary studies. Students also learn the content-specific instruction consistent with content standards for students.

AN INTRODUCTION TO THIS COURSE

Since their inception, public schools have been caught in a contradiction that continues to this day. On the one hand, schools promise to provide education to all to promote effective citizenship and social and economic opportunities. On the other hand, schools have systematically offered different opportunities to students of different races, classes, and abilities, segregating them into tracks to attain their "proper" place in society.

One result of this contradiction has been the growing fragmentation of the school community into separate classes for many students perceived as not "fitting" a narrowly defined mold. Early on people thought you couldn't have students with wide ranges of abilities in a class together. Thus, schools created pull-out programs and ways of labeling "gifted and talented" students, students with an increasing array of disabilities, students "at risk", second language learners and more. Some analysts calculate that such 'second system' programs account for approximately 50% of school budgets. Many have argued that such segregation and teaching a "one size fits all" curriculum has hurt all students and has served to intentionally maintain students in the same socio-economic status that they brought to the school, thus denying the promise of opportunity and upward mobility. Others have argued that schools should accommodate those with differences and create conditions to fulfill the original promises of school. Increasingly we see schools demonstrating that having students of difference learn together is not only possible but also supported by research as most effective for individual and social outcomes. Thus, efforts to desegregate schools based on race starting in the 1950's, the push for models of second language learning that mix different ethnic groups in collaborative learning, and initiation of "talent development" approaches to schooling that would integrate the best of gifted education strategies to develop the gifts of all students. Not all of these efforts have been coordinated. Advocates for racial and cultural diversity and those for those highly able students, for example, seldom collaborate, attend different conferences, and talk a different language. Yet, all have, at their base, a vision of schooling that is inclusive, heterogeneous, respectful of human diversity, and, one which helps build citizenship to promote an inclusive and more democratic community.

No group is more indicative of these issues than are students with disabilities. Consequently, the move towards truly inclusive education, where schools aim intentionally to create classrooms that

not only have racial and cultural diversity and talent development but also include students with mild to severe disabilities in ‘regular classes’ as part of the learning community, such an approach is a particularly important next step towards fulfilling the original dream of inclusion and equality for public schools.

This class is designed to help you develop a vision of an inclusive school and classroom by providing practical skills, attitudes, and understandings that will help you on your journey toward being an effective and inclusive teacher. Your ideas, input, and collaboration, respectfully and inclusively stated, are welcome.

PREREQUISITES

Previous or concurrent enrollment in EHD 50 and CI 100 is required.

PRIMARY LEARNING OUTCOMES

Program Standards: 2, 3, 11, 13, 14. Specialty specific standards: MM: 1, 3; MS: 1, 3.

Upon completion of this course, the student will exemplify in practice the Kremen School of Education and Human Development’s (KSOEHD) broad vision and mission of ethically informed community leaders for classroom teaching, education administration, and/or higher education who advocate for high standards and democratic values with attention to professional ethics and diversity.

After completing the course, the student will be able to:

1. Discuss the major components of an IEP/IFSP the referral and assessment processes, as well as the roles of students, families and professionals on the team.
2. Evaluate current legislation pertaining to students with disabilities and their families, as well as ethical standards related to professional practices in the field.
3. Discuss significant philosophical and historical aspects of special education, as well as emerging issues, practices, and research in the field.
4. Describe similarities and differences of students with and without disabilities, and the teaching implications of diversity, including culture, language, ethnicity, race, socioeconomic status, gender, religion, and lifestyle orientation factors.
5. Demonstrate knowledge of a variety of disabilities including the etiologies, characteristics, specialized physical health care procedures and regulations related to such care, educational and social impact, educational approaches and resources.
6. Analyze the concepts of Universal Design for Learning in inclusive classrooms.
7. Develop critical reflection and thinking practices.

8. Discuss strengths and challenges an observed child with disabilities may face in the school setting and the effects that special education services and supports may have on the child.

9. Discuss and describe effective communication strategies with parents from diverse backgrounds as well as professionals from other disciplines and communities useful to those working with exceptional students.

10. Complete 20 hours of fieldwork with students with disabilities in school settings.

ADDITIONAL/SUPPLEMENTAL RESOURCES (TEXTS, ARTICLES, JOURNALS, WEBSITES, ETC.)

CALSTAT. The Edge [Special Education free publication for teachers]. <https://www.calstat.org/>

Center for Applied Special Technology website: <http://www.cast.org/>

Center for Parent Information and Resources website: <http://www.parentcenterhub.org/nichcy-resources/>

Council for Exceptional Children. (2005). *Universal design for learning: A guide for teachers and education professionals*. CEC/Merrill: Arlington, VA.

Meyer, A., Rose, D.H. & Gordon D. (2013). *Universal Design for Learning: Theory and Practice*. CAST

Available online, kindle or paperback.

National Center for Response to Intervention. (2010). *RtI Resources and Tools*. Retrieved from www.rti4success.org

COURSE POLICIES

Classroom Expectations

- Use respectful, person-first language at all times.
- Come to class fully prepared, having completed the assigned readings for the week and fully ready to participate.
- You are encouraged to bring laptop computers to class sessions. However, since the primary purpose of class sessions is to facilitate learning through interactions with colleagues, please refrain from using your computers for purposes not directly related to the class discussion and arrange your desk space so that the computer does not prevent eye contact with other students and instructors. Cell phones should remain muted during class sessions and used only for emergency calls. If you are found to be on your laptop or cell phone unengaged from your learning (aka on Facebook, etc.), you will be given a warning and/or asked to leave and will lose quiz points.

Attendance

The Special Education Faculty place great importance on attendance and participation, as these are professional expectations. Much of the work of this course is done during class in a collaborative environment, because of this, attendance is of particular importance. To receive points for group quizzes and participation for the day, you must be in class **for the entire class session**. Every unexcused/ unauthorized absence, early departure, and/or tardy may result in a lower grade. Students who leave early will lose points on the classwork for that day. Students will

be able to make up points for missed class assignments only in exceptional circumstances and only with prior permission from the instructor.

A total of 2 excused absences/tardies/early departures are allowed in order to make up missing credit/points. Each additional absence will result in a lower grade. Students who miss more than 2 classes will receive a grade no higher than a B. Each additional absence/tardies/early departures will result in the lowering of grade (e.g., 4 absence/tardies/early departures will receive a grade no higher than C, etc.)

Per University policies, excused/authorized absences/tardies/early departures will be allowed only under these conditions: (1) when a student has a serious and compelling medical condition that s/he can support with documentation, or (2) when a death or serious illness in the immediate family (i.e. parents, sibling, spouse, or child) prohibits student from attending class.

ASSIGNMENTS

1. Students are expected to complete all assignments due before each scheduled class session.
2. Students are expected to complete assigned readings prior to each class session and to participate in class discussions and to collaborate with group members.
3. Assignments must be completed independently and individually and must be each student's own work.
4. Scoring guidelines will be provided for each assignment.
4. All assignments are to be uploaded and submitted to Canvas by 11:59pm on the date the assignment is due. **Late assignments must be submitted within one week of the due date in order to receive credit. For each day that an assignment is late, a total of 5 points will be deducted per day.** Late assignments will receive, at maximum, the number of points equal to a grade no higher than a 'B' (i.e., up to 80% of points possible).

GRADING

- There is a total of 330 points available
- Grades are calculated by percentage (the total points received divided by the total points possible).
- Percentages: 100-90% = A; 89-80% = B; 79-70% = C; 69-60% = D; 59%-0 = F

In-Class Quizzes, Activities, and Participation (150 points)

Class sessions will start with a 5-minute Home Group meeting to review the assigned readings for the day. After the Home Group meeting, you will take a group quiz (5 points) on the reading, which will help prepare you for the final exam. You may use your notes from the readings on all

quizzes. In addition, there will be an in-class activity (5 points) each week. We will spend class time reading and discussing a case aligned with the reading for that week. Class will conclude with a short lecture and presentation on the reading and topics for the following week. Each unauthorized/unexcused absence will result in a deduction of 10 points per class sessions. In-class participation points cannot be made up. Excessive unexcused absences, tardies, or early departures (i.e., 2 or more class sessions) will result in a lowered letter grade.

MAJOR ASSIGNMENTS

1. Special Education Fieldwork Experience, Professional Interview, and Reflection (Individual; 100 points total). During the semester, candidates will engage in 20 hours of documented field experience with learners (ages 3-21) identified as having disabilities. Fieldwork can take place in either: 1) a special education classroom, 2) a general education classroom, or 3) a residential or clinical setting providing special education services.

a. School-Based Field Experience (40 Points)

- Select a school, residential facility, or clinical setting and contact the appropriate site administrator (e.g., principal or administrator in charge of facilities) and the teachers or service providers that you wish to observe to obtain permission and to pre-arrange the hours.
- Document all observation hours spent in the classroom or facility providing services on the fieldwork log provided. Each line of the log must be signed by the teacher or administrator. Candidates may not sign for the teacher or administrator.

b. Special Education Professional Interview (30 Points)

- Candidates will interview an individual in the field of special education who works directly with students with disabilities (e.g., special education teacher, school counselor, paraprofessional educator, behavior specialist, etc.).
- A template of interview questions and prompts is located on Canvas.

c. Reflection (30 Points)

- Candidates will write-up a detailed description of their fieldwork experience including a description of the classroom or facility and staff (e.g., grade and setting, number of adults assigned, class size, etc.), classroom or behavior management, one selected student with a disability, the student's typical daily schedule, and special education services and supports.

2. IEP or IFSP Meeting Visual Representation (Individual; 25). Candidates will create a visual representation (e.g., diorama, drawing, comic strip, infographic, movie, cartoon, etc.) illustrating all of the components of an IEP/IFSP meeting including all required members and their roles. No wording/language is allowed on this project.

3. **Resource Guide for Families and Professionals** (Individual; 25 Points). Candidates will engage in a jigsaw activity in which each candidate will provide a 10-minute overview of effective strategies applied to a specific disability area commonly found in schools to their colleagues (e.g. autism, ADHD, Emotional/Behavior Disability, Learning Disability). This activity will be supported by a one to two page outline or “brochure”. Students will select their particular topic area during the first session. Details & exemplars are available on Canvas.

4. **Final Project** (Individual; 50 Points). The final project will enable you to demonstrate your breadth of the knowledge about special education. This project will be discussed further in class and examples will be provided in class. The final project will be completed individually.

Assignment and Examination Schedule

Due Date	Assignment	Points
Weekly	In-class Quizzes, Activities, and Participation	130 Points
2/25	IEP or IFSP Meeting Visual Representation	25 Points
3/24	Resource Guide for Families and Professionals	25 Points
4/14	Special Education Fieldwork Experience, Professional Interview, and Reflection	100 Points
5/05	Final Project	50 Points

COURSE POLICIES & SAFETY ISSUES

Disruptive Classroom Behavior

"The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Plagiarism Detection

The campus subscribes to Turnitin, a plagiarism prevention service, through Canvas. You will need to submit written assignments to Turnitin. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work. **Turnitin Originality Reports WILL NOT be available for your viewing.**

UNIVERSITY POLICIES

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

The following University polices can be found at:

- [Adding and Dropping Classes](#)
- [Cheating and Plagiarism](#)
- [Computers](#)
- [Copyright Policy](#)
- [Disruptive Classroom Behavior](#)
- [Honor Code](#)
- [Students with Disabilities](#)
- [Title IX](#)

UNIVERSITY SERVICES

The following University services can be found at:

- [Associated Students, Inc.](#)
- [Dream Success Center](#)
- [Learning Center Information](#)
- [Student Health and Counseling Center](#)
- [Writing Center](#)

THIS SYLLABUS AND SCHEDULE ARE SUBJECT TO CHANGE IN THE EVENT OF EXTENUATING CIRCUMSTANCES.

COURSE CALENDAR

Date	Topic	Readings	Assignments Due
Week 1 (01/21)	Introduction and Course Overview		
Week 2 (01/28)	History of Special Education, IDEA, People First Language	READ: http://www.specialednews.com/the-history-of-special-education-in-the-united-states.htm WATCH: https://www.youtube.com/watch?v=ZMpay6mdLYw	In-class Quiz (5 points) Case Study 1 (5 points)
Week 3 (02/04)	Accommodations, Modifications, and Individualized Education Plans (IEPs)	READ: https://www.mdsc.org/mdsc_Content/documents/Accommodations vs Modifications.pdf WATCH: https://www.youtube.com/watch?v=X6rT2_fn4u0	In-class Quiz (5 points) Case Study 2 (5 points)
Week 4 (02/11)	Universal Design in Learning (UDL) and Assistive Technology	READ: (2002) Hitchcock et al. (UDL) – Download on Canvas-Module #4 WATCH: http://www.cast.org/our-work/about-udl.html -.Xho2WpJKjBI	In-class Quiz (5 points) In-class UDL Classroom (5 Points)
Week 5 (02/18)	Functions of Behavior –	READ: https://pro.psychcentral.com/child-therapist/2019/07/functions-of-behavior-ab/ WATCH: https://www.youtube.com/watch?v=PZMj14gXbml OPTIONAL: https://www.behaviorbabe.com/functions-of-behavior	In-class Quiz (5 points) In-class Functions of Behavior Report (5 points)

Week 6 (02/25)	Classroom Management and Evidence-Based Practices (EBPs)	<p>READ:</p> <p>https://www.prodigygame.com/blog/classroom-management-strategies/</p>	<p>IEP or IFSP Meeting Visual Representation DUE (25 Points)</p> <p>In-class Quiz (5 points)</p> <p>In-class Visual Representation Gallery Walk (5 points)</p>
Week 7 (03/03)	High Incidence Disabilities – Specific Learning Disabilities (SLD), Attention Deficit Hyperactivity Disorder (ADHD), UDL and Assistive Technology	<p>READ:</p> <p>https://ldaamerica.org/types-of-learning-disabilities/</p> <p>WATCH:</p> <p>https://www.youtube.com/watch?v=6hmwM5G2mCw</p>	<p>In-class Quiz (5 points)</p> <p>Case Study 3 (5 points)</p>
Week 8 (03/10)	Supporting Students with Autism Spectrum Disorder (ASD), UDL and Assistive Technology	<p>READ:</p> <p>Grandin & Panek (2013) “<i>The Autistic Brain: Thinking Across the Spectrum</i>” - Chapter 1 (Download on Canvas)</p> <p>OPTIONAL:</p> <p>2.)https://www.nimh.nih.gov/health/topics/autism-spectrum-disorders-asd/index.shtml (Download on Canvas)</p> <p>3.)http://nymag.com/news/features/autism-spectrum-2012-11/</p>	<p>In-class Quiz (5 points)</p> <p>Case Study 4 (5 points)</p>
Week 9 (03/17)	Collaborating with Families and Multi-tiered Systems of Support (MTSS)	NO READING – Resource Guide for Families Due	<p>DUE: Resource Guide for Families and Professionals (25 Points)</p> <p>In-class Resource Guide Presentation (10 points)</p>

Week 10 (03/24)	Low Incidence Disabilities I – Emotional Behavior Disorder, UDL and Assistive Technology	<p>READ: https://community.cec.sped.org/ccbd/about/ebddefintion</p> <p>WATCH: https://www.friendshipcircle.org/blog/2013/10/02/who-cares-about-kelsey-a-must-see-documentary-about-emotional-behavioral-disability/</p>	<p>In-class Quiz (5 points)</p> <p>Case Study 5 (5 points)</p>
Week 11 (03/31)	No Class – Cesar Chavez Day		
Week 12 (04/07)	No Class – Spring Break		
Week 13 (04/14)	Low Incidence Disabilities II - Supporting Students with Intellectual Disabilities and Other Health Impairment (OHI), UDL and Assistive Technology	NO READING – Professional Interview and Observation Due	<p>Professional Interview (Part B of Fieldwork Experience)</p> <p>In-Class Peer Reviewed Article (10 points)</p>
Week 14 (04/21)	Supporting Students Who are Culturally and Linguistically Diverse	<p>READ: (2012) Lo (Demystifying the IEP Process for Diverse Parents of Children with Disabilities (Download from Canvas)</p> <p>WATCH: https://www.youtube.com/watch?v=yiZQaE0q9BY</p> <p>OPTIONAL: https://www.colorincolorado.org/article/addressing-ells-language-learning-and-special-education-needs-questions-and-considerations</p>	<p>In-class Quiz (5 points)</p> <p>Case Study 6 (5 points)</p>
Week 15 (04/28)	Inclusion Debate	<p>READ: <u>Student Choice:</u> Identify and summarize 1 peer reviewed article on the inclusion of students with disabilities</p>	Bring to Class 1 peer reviewed article (5 points)

		<p>OPTIONAL:</p> <p>Ayers et al. (2011) – <i>“I Can Identify Saturn but I can’t Brush My Teeth”</i> (Uploaded to Canvas)</p>	<p>In-class Debate (5 points)</p>
<p>Week 16 (05/05)</p>	<p>Bringing it All Together</p>	<p>NO READING – Final Projects Due</p>	<p>DUE: Final Projects</p> <p>Project Galley Walk (10 points)</p>
<p>Week 17 (TBD)</p>	<p>Finals Week</p>		<p>DUE: Final Observation Hours (05/12)</p>