If we challenge ourselves and encourage each other, we all will achieve.

SED 201 FOUNDATIONS OF SPECIAL EDUCATION

Monday, Wednesday, Friday SED201 8:10-9:10 or 9:20-10:20

Instructor: Mrs. Jane Dean

Office: Old Main 316D

Office Hours: 10:30-11:30 Wednesday and Friday unless needed in the field supervising students) and by appointment

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Course description: This course is a survey of the basic characteristics and unique educational and life needs of populations of children and youth who have been determined to differ significantly from their "typical or average" peers in terms of mental, physical, and/or emotional characteristics. It is also a brief introduction to those educational and related programs and services that are collectively known as "special education" in contemporary K-12 schools. This aspect of the course will include programming theories and approaches, legal requirements, and other general topics. Early Intervention and Transition to Adult serves will also be presented.

Knowledge base: The purpose of this introductory course is to provide a foundation of legal, social, educational, medical, and psychological concepts that focus on an understanding of who exceptional children are. The Individuals with Disabilities Education Act (IDEA) and corresponding state regulations provide the basis for understanding the definitions of ten areas of exceptionality and their means of identification. The definitions are fleshed out with knowledge of the social, cultural, and family context in which exceptional children live and learn. General characteristics of each area of disability and of giftedness are related to typical developmental and educational expectations. The framework
for understanding intervention strategies from birth to adulthood includes procedural requirements as well as discussions of different etiological perspectives: medical, cultural, behavioral, and cognitive processing. Also provided are overviews of various approaches to instructional interventions for students with exceptionalities (Kirk, Gallagher, & Anastasiow, 1996). Educational approaches are discussed within the context of educational restructuring, with an emphasis on determining the appropriateness of the educational placement of students who are viewed as exceptional (Evans, 1995; McLeskey, Lancaster, & Grizzle, 1995; Robinson, 1991).


Course outcomes: (Pa. Dept. of Education 1/01): The professional education program provides evidence that PreK-8/Special Education certification and 7-12 and K-12 Secondary Education minor candidates complete a program of studies the same as the academic content area courses and required electives of a major in a bachelor’s degree. The program shall require the candidates to demonstrate their knowledge of the fundamental concepts of Special Education and competence in applying developmentally appropriate practices to meet the diverse needs of all students (PreK-8, 7-12, K-12) including those with special needs or who are at risk.

At the conclusion of this course the student will be able to:

1. compare and contrast the issues surrounding inclusion for students with special needs (teacher interview)
2. be knowledgeable concerning federal laws protecting the educational services for students who have disabilities (exams)
3. effectively advocate for students with exceptionalities (student referral and case study)
4. identify the disability categories served under IDEA (exams)
5. make an appropriate student referral for specialized education services (activity based on a case study, referral, and subsequent IEP)
6. determine the eligibility of a student for specialized education services (case study)
7. describe and discuss the prevalence and characteristics of students (by category) who are identified as having disabilities qualifying them
for special education services and suggest appropriate modifications for students who have exceptionalities (exams)
8. gain understanding of the importance of partnerships between special and general educators (teacher interview)
9. provide support and information to families of students who have exceptionalities (brochures and resource guides)

Course Content:

Children with Exceptionalities and Their Families

Exceptional Children and Social Institutions: Government, the Courts and Schools

Early Intervention Supports and Services

Children with Intellectual and Developmental Disabilities

Children with Autism Spectrum Disorders

Children with Learning Disabilities

Children with Attention Deficit/Hyperactive Disorders

Children with Emotional and Behavior Disorders

Children with Communication, Language, and Speech Disorders

Children Who Have Gifts and Talents

Children Who are Deaf or Hard of Hearing

Children with Visual Impairments

Children with Physical Disabilities, Health Impairments, and Multiple Disabilities
Course Format: Typical instructional strategies to be used to develop and reinforce course content include the following:

Cooperative/collaborative learning activities
Lecture
Discussion and questioning
Practicum with those with special needs
Videotape/digitized presentations

Methods of student evaluation/assessment:

A. Major activities, tasks, and deadlines: Required activities and tasks and assigned deadlines will be explained during class orientation. Each assignment will be further described and specific deadlines will be made available to students as each activity is presented throughout the course. Rubrics will be given.

B. Grading system or scale: Final course grades will be assigned on the basis of total points earned during the semester.

The following is a list of the major course activities and their point values:

1. Related Topics (20 points)
2. Field Work - completion of a minimum of 7 hours working with persons who have special needs. (30 points)
3. Interview with a person working with special needs population (20 pts.)
4. Typed Log Sheets stating observations, connections to SED 201, and personal insights on own ability to interact and manage activities observed during Field Work. A one page reflection page in addition to the log sheets is required. (30 points)
5. Visit to the Disabilities Student Services Center on campus with written documentation (and signature of Mrs. Craig) detailing what you learned with respect to assistive devices, services, and accommodations available for students who have special needs (20 points)
6. Student Inventory (20 points) Optional Extra Credit of 5 points for inventory completed by client/subject
7. Behavioral Chart/ Contract (20 points)
8. Presentation of Teaching Strategies for a Specific Disability (20 points)
9. Case Studies, Referral Procedures, and IEP components (30 points)
10. One exam (50 points)
11. One exam with a group component (60 points)
12. Final Exam (80 points)
13. Two quick assessments- (5 points each)
14. Quizzes may be given if lack of class participation so necessitates
15. Attendance/Participation in class collaborative activities, (in-class work) (25 points)

Total points: 435 plus 5 additional extra credit points (optional)

Assignments:

1. Related Topics - Students will be asked to participate in one of the following group activities: (Double check facts used by referring to more than one information source. Information must be cited.)

(A) create a model of a trifold brochure for distribution to pregnant women and girls that alerts them to the connection between certain high-risk behaviors and birth defects and complications. Recommendations for appropriate pre-natal care should be included in the brochure. Information about drug use must be included. Information for fathers is also required in the content.

(B) develop a guide of resources available in the community to support families with children who have disabilities. The guide should be divided into four sections: (1) agencies and individuals who provide screening and diagnostic services, (2) agencies and individuals who provide intervention programs and services, (3) agencies and individuals who provide respite care, and (4) agencies and individuals who provide parent support and advocacy. The guide should list the name of each resource, provide a brief description of services, and give a phone number (information taken from sites and publications must be cited.)

(C) create a list/tri-fold/poster that includes a list of at least 10 picture, chapter, or poem books (for children that can be used in the classroom) and 10 adult books that are about disabilities or have a character/s with a disability. Include title of book, author, date of publication, publisher, and age of target audience. Categorize or label the books according to disability, and include a brief 2-3 sentence description of each book written in your own words. Use the internet and library to help you. If information is taken from a site, it must be cited. Please bring a few examples on the day of the presentations.

(D) identify and share specific information about five of the following: articles, videos, television programs, or movies addressing disabilities. The student will provide a written analysis of each media item. In a concise manner, explain in your own words what the media is about in relation to the disability and what can be learned from it. Video clips/visual presentation format should be used when presenting your project in class.
(E) create a trifold that provides information relating to the adoption of a Special Needs child. Specific considerations should be included along with agency information for the geographical area chosen.

**Due Sept. 25, 2017 (20 points)** Information will be presented to the class.

2. A field component of a minimum of 7 documented hours (a signature of your supervisor[s] must appear on the hour log sheet) of interactions/observation in a special education classroom or institutional/agency setting is **required** for this course. Other observations may be made if approved by Mrs. Dean.

**Due Nov. 29, 2017 (30 points)**

3. An observation log is to be kept for **all field component experiences** in a three-fold log format: (a) Observations of Activities; Strategies; Teacher/Supervisor Behaviors; Student/Client Behaviors; and Environment. (b) Identifying and exploring the connection to elements of the course content (c) Personal Reflection concerning your management style if asked to supervise the activities; personal ability to assist students/clients. Notes may be taken on the form provided, but the forms are to be typed for submission. A one page paper is also required stating insight gained from the experience.

**Due Nov. 29, 2017 (30 points)**

4. Student will conduct, write, and share an interview with a special education professional regarding the overall success of the inclusion process. The interview questions are to be composed so that information is gained about the teaching/learning process of students who have special needs. Information is to be gathered about how inclusion and pull out classrooms operate to best serve students who have disabilities. Suggested areas to cover for the interview: why the person chose to teach students who have disabilities, what type of students does he or she teach who have disabilities or are at-risk, how the teacher meets the instructional, social, and emotional needs of the students, and how the teacher integrates personnel, resources, parents, and community members to serve all students in today's general education classroom. Interviews are typically 2-3 pages in length and have 10 questions. Please supply the questions and paraphrase the answers (if long) or write the answers out if they are short in length.

Interviews may be conducted with other professionals who deal with the special needs population if permission is granted by Mrs. Dean.

**Due Nov. 8, 2017 (20 points)**

5. Visit the Disability Support Services on campus in small groups - each student is to get a signature from a staff member. After visiting, as a group, make a chart listing the
services, accommodations, and devices, how they can be used and the target population. 
Individually write a one page paper reflecting on the insights that were gained from the 
experience.

Due Oct. 11, 2017 (20 points)

6. Student Inventory - Each student will create a student inventory that will ask questions 
to help determine intraindividual differences, learning styles, and preferences for a given 
student/client. Preferences for rewards must be included.

Due September 13, 2017 (20 points) (plus 5 points optional for extra credit if 
inventory is completed by client/subject) Extra credit section only may be turned in on 
Oct. 27, 2017 (This allows for working with a participant over Break)

7. Behavioral Chart/ Contract - A behavioral chart will be developed. It should include 
specified problematic target behaviors written in positive terms, “strength” behaviors in 
positive terms, rewards/ consequences, and state the frequency of monitoring. A behavior 
contract may be written for older children.

Due Oct. 18, 2017 (20 points)

8. Presentation of Teaching Strategy

Each student will choose a disability and present a 5-10 minute teaching strategy/technique 
that is appropriate. The presentation will include the scenario for the child chosen that 
includes grade, type of disability, level of functioning, subject area/s. Visuals will be 
expected. Groups of two may work together. Role playing, demonstrations, or action based 
learning should be used in addition to the power point that has been created.

Due Dec. 1, 4, 6, 8 Due the day of presentation

9. Case Studies and IEP Projects: The purpose of the case study is to provide the 
students with a practical problem-solving experience involving an individual with a disability. 
Classes will be devoted to small group practice with reviewing an evaluation report and 
writing an IEP from it. The students will work in teams to problem solve and discuss options 
to address the condition/scenario presented. Outside of class work will be necessary for 
this project. Details will be provided when the assignment begins.

Due: November 15, 2017 (30 points)

10. Examinations: There will be three exams in this course. One of the exams has a 
combination of multiple choice, matching, fill-in, short answer, and essay and will be
completed in class. The exam with only the group component is multiple choice. The final exam will have a group component and an individual essay section. Exam 1 will cover Chapters 1, 2, 3, and 4. Exam 2 will cover 5, 6, 7, 8, and 9 and the final exam will cover 10, 11, 12, 13, and IEP information.

Exam 1 Sept. 18  Exam 2 Oct. 30- Group Component Exam

Exam 3 Finals week  Group Component Exam

11. Attendance & Participation (25 points) - Because this is a foundation class and the information and skills presented build on each other in a developmental sequence, any student missing four or more sessions may be asked to withdraw. Additionally, learning is not passive. We will depend on each other for learning through discussion, debate, and questioning. Be prepared to actively participate in class discussions and activities. Active participation is essential and will be evaluated in the following way: Excellent - proactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. This does not mean dominating discussion or using many words to say little. Satisfactory - reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation. Minimally Acceptable - passive participation: present, awake, alert, attentive, but not actively involved. Unsatisfactory - uninvolved: absent, present but not attentive, sleeping, irrelevant contributions that inhibit the progress of the class, discourteous, disruptive behavior. Use of cell phone during class when not given permission.

The final grade for the course will be assigned by a percentage determined by dividing the number of points earned by the total number of points possible.

Grading scale:

A 93  B+  86  C+  76  D+  68
A-  90  B  84  C  74  D  66
B-  80  C-  70
Exceptions to the above policy will occur under the following conditions:

- Late submission of any course activities or tasks.
- Failure to perform any activities or tasks assigned.
- Failure to comply with the class attendance policy as described in the syllabus. You must be present to participate. **You are expected to be in attendance for every class. If absence or tardiness is necessary, it is to be reported prior to class. Documentation for excuse may be required.** Unreported absences or tardiness from class will necessitate a conference with the instructor. Unexcused absences or tardiness may have a negative impact on your final grade.

**Method of course evaluation:**

Selected questions from the instructor and course appraisal: The standard Westminster form will be used at the end of the course to evaluate this course and its instructor.

**Attendance and assignment policy:**

A. All students are to comply with the class attendance policy as described in the syllabus.

B. All assignments and exams are to be submitted or taken as scheduled. Failure to be evaluated as scheduled without a written medical excuse or documented family emergency will lower a student's grade for that assignment 20 percent each week it is late.

C. All work is to be original except for cited information. Correct grammar, spelling, and mechanics are expected. *The Prentice Hall Reference Guide* by Muriel Harris will be used as the guideline.

**Cell Phone Usage**

The use of cell phones in class is prohibited unless permission for a specific use is granted by the instructor.
**Disability Policy**

"Students who desire some form of accommodation for a diagnosed learning disability or physical problem must inform their instructors at the beginning of each semester (within two weeks) as to the nature of the disability and type of accommodation requested. If the disability or physical problem is diagnosed during the semester, students should inform their instructors immediately of the problem and accommodations needed. Students with disabilities should also inform the Disabilities Coordinator in the Student Affairs Office, who is available to assist in evaluating the disability and to facilitate communication between the College and the students in considering special accommodations. The type of accommodation provided will depend on the needs of the student, the circumstances of the student’s classes, and the resources of the College. Because of limited resources, final determination of whether an accommodation can be provided will be at the discretion of the College."

**Substance Abuse Policy**

"The mission of Westminster College is to help men and women develop competencies, commitments, and characteristics, which have distinguished human beings at their best. The abuse of alcohol and other drugs serves only to undermine the achievement of these goals. The faculty therefore expects all students, as they do of themselves, to take seriously the implications of such risk-taking behaviors in their pursuit of a Westminster education."

**Integrity Policy**
## Class Schedule

Assignments/Course Calendar: In the field of Special Education, educators must monitor and adjust in response to the learners so that learning can be optimized. The Instructor, therefore, maintains the right to change lecture dates/assignments/exams if she deems necessary. Therefore the following course calendar should be viewed as highly probable but not an absolute.

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Topic(s)</th>
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| Aug. 28,30       | Introduce Expectations  
Chapter 1 - Children with Exceptionalities |
| Sept. 1,4        | Chapter 2 - Exceptional Children and Social Institutions: Government, Schools, and the Courts  
Discuss Assignment for Student Inventory |
| Sept. 6,8        | Chapter 3 - Early Intervention Supports and Services  
Movie on Child Abuse (30th) |
| Sept. 11,13      | Due (13th Student Inventory)  
Chapter 4 - Children with Intellectual and Developmental Disabilities |
| Sept. 15         | Review for Exam  
Chapter 5 - Children with Autism Spectrum Disorders  
Discuss Assignment for Related Topics |
| Sept. 18         | Exam 1 |
| Sept. 20,22      | Chapter 5 - Children with Autism Spectrum Disorders |
| Sept. 25,27      | Due (25th) Related Topic Assignment  
Related Topic Presentations |
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<th>Date</th>
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<tr>
<td>Sept. 29, Oct. 2,4</td>
<td>Chapter 6 - Children with Learning Disabilities</td>
<td>Discuss Assignment for Disability Center</td>
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<tr>
<td>Oct. 6,9,11</td>
<td>Chapter 7 - Children with Attention Deficit/Hyperactive Disorders (ADHD)</td>
<td>Due (11th) Disability Center Assignment</td>
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<td>Oct. 13</td>
<td>Chapter 8 - Children with Emotional Disorders</td>
<td>Discuss Assignment for Behavior Chart</td>
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<td>Oct. 16</td>
<td>Chapter 8 - Children with Emotional Disorders</td>
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<td>Oct. 18,20</td>
<td>Chapter 9 - Children with Communication, Language, and Speech Disorders</td>
<td>Due Oct. 18 Behavior Chart Assignment Due DVD</td>
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<td>Oct. 21-24</td>
<td>Fall Break</td>
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<td>Oct. 25</td>
<td>Chapter 9 - Children with Communication, Language, and Speech Disorders</td>
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<td>Oct. 27</td>
<td>Review for Exam</td>
<td>Oct. 27 Due Extra Credit Inventory (optional) Chapter 10- Children Who Have Gifts and Talents</td>
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<td>Oct. 30</td>
<td>Exam with Group Component</td>
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<td>Nov. 1,3</td>
<td>Chapter 10 - Children Who Have Gifts and Talents</td>
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<td>Nov. 6,8,10</td>
<td>IEP Project</td>
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<td>Nov. 6,8,10</td>
<td>Discuss Assignment for Teaching Technique</td>
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| Nov. 13,15,17,20 | Chapter 11 - Children Who Are Deaf or Hard of Hearing and Chapter 12 - Children with Visual Impairments |

| Nov. 13,15,17,20 | IEP Due Nov. 15 |

| Nov. 22-26 | Thanksgiving Break |

| Nov. 22-26 | Chapter 13 - Children with Physical Disabilities, Health Impairments, and Multiple Disabilities - ADA |

| Nov. 27,29 | Due (29th), Field Study and Log Sheets with Reflection |

| Nov. 27,29 | Teaching Technique Presentations and Review for Final |

| Dec. 1,4,6,8 | Due Day of Presentation Teaching Strategy |

| Dec. 1,4,6,8 | Exam 3 |

| Finals Week | Final Examination |

| 8:10 Class | 11:30-2:00 Dec. 12 |
| 9:20 Class | 8:00-10:30 Dec. 14 |

Let no child have his wonder diminished because of our lack of commitment!
Practica Log

SED 201 (7 hours required*)

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Signature of student:_____________________________

Signature of supervisor:__________________________

*The 7 hours you will log must be with children who have been identified as having special needs. The signature of your supervisor(s) must be on this form.
STUDENT DATA SHEET

Name: _____________________________________ Preferred Name _____________

Hometown: __________________________________________

Email ____________________________________________

Class: Freshman Sophomore Junior Senior

Major(s):
_____________________________________________________

Minor:
_____________________________________________________

Previous experiences with individuals with disabilities or gifted and talented
individuals:_____________________________________________
_____________________________________________________

Reason for taking this class:
_____________________________________________________
_____________________________________________________

BRIEF GOAL STATEMENT: (What goals do you have for this class, what do you
hope to learn?)
_____________________________________________________
_____________________________________________________
_____________________________________________________

Rate preferences (1 being highest)

_____ activities _____ projects _____ discussions _____ lecture

Are there any circumstances that might affect your performance in class of which
I should be aware?

no yes (explain)