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

Cell Phone 724-944-943

E-mail address: ----------------------------deanj@westminster.edu

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 services 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 the 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. Field Work - completion of a minimum of 7 hours working with persons who have special needs. (70 points)
2. 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 also required. (50 points)
3. Student Inventory (50 points) Optional Extra Credit of 5 points for inventory completed by client/subject
4. Related Topics (50 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. A chart and a one page reflection are submitted. (50 points)
6. Behavioral Chart/Contract (30 points)
7. Interview with a person working with special needs population (50 pts.)
8. Case Studies, Referral Procedures, and IEP components (70 points)
9. Presentation of Teaching Strategies for a Specific Disability (50 points)
10. One exam (100 points)
11. One exam with a group component (90 points)
12. Final Exam (130 points)
13. Two quick assessments - (5 points each)
14. Review test question cards (5 points each)
15. Quizzes may be given if lack of class participation so necessitates
16. Attendance/Participation in class collaborative activities, (in-class work) (25 points)

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

Assignments:

1. 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 April 23, 2018 (70 points)

2. 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 (at least 6 are given) (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 April 23, 2018 (50 points)

3. 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 Feb. 2, 2018 (30 points) (plus 5 points optional for extra credit if inventory is completed by client/subject)

4. 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/power point 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 Feb. 14, 2018 (50 points) Information will be presented to the class.

5. Visit the Disability Support Services on campus in small groups - each student is to obtain 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 Feb. 28, 2018 (50 points)
6. 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 March 16, 2018 (30 points)

7. Interview - 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 at least 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 April 6, 2018 (50 points)

8. 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: April 20, 2018 (50 points)

9. 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 April 27, 30, May 2, 4 Due the day of presentation (50 points)
10. **Problem Based Learning Exercise**: The class will design a problem based learning exercise. (50 points) Activities will include the development of action plans and locating resources to help a child exhibiting various symptoms or behaviors.

11. **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 with 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** Feb. 7   **Exam 2** March 26 - Group Component Exam

   **Exam 3** Finals week 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:**

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<tr>
<th>Grade</th>
<th>Points</th>
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<tr>
<td>A</td>
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<td>B+</td>
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<td>C+</td>
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<td>D+</td>
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<td>D-</td>
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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 10 percent each day it is late unless a plan has been developed with the instructor.

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

Westminster College is committed to providing services and support for students with physical, psychological, visual, hearing or learning disabilities as defined by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. All students who seek accommodations for diagnosed disabilities should contact the director of the Office of Disability Resources for further information. Signed comprehensive medical documentation and/or test evaluations that indicate the nature of the disability and appropriate professional recommendations is required. Guidelines for the documentation can be obtained from the Office of Disability Resources. The disability resources director will review the documentation, determine if the student is eligible for services, and then coordinate the accommodations, auxiliary aids, academic support, and/or referrals as deemed appropriate, necessary, and within the current resources of the College. You can contact the Office of Disability Resources by calling 724-946-7192. For information regarding civil rights or grievance procedures, contact the Vice President for Student Affairs and Dean of Students at 724-946-7110. The brochure for disability services can be accessed by using the link below.

http://www.westminster.edu/campus/services/pdf/disabilities.pdf

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

Central to the purpose and pursuit of any academic community is academic integrity.

All members of the Westminster community, including students, faculty, staff, and administrators, are expected to maintain the highest standards of honesty and integrity, in keeping with the philosophy and mission of the College. The College's expectation for strong integrity applies to all academic work, including work on campus, online, and at other locations where Westminster courses are offered. Refer to the Undergraduate Catalog.
**Teaching Strategies** - Many different teaching strategies are effective in education. Various strategies and techniques will be incorporated into the class. Mindfulness and Action Based Learning will be used.

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**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</th>
<th>Topic</th>
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</table>
| Jan. 17, 19| Introduce Expectations  
Chapter 1 - Children with Exceptionalities |
| Jan. 22, 24| Chapter 2 - Exceptional Children and Social Institutions: Government, Schools, and the Courts  
*Discuss Assignment for Student Inventory* |
| Jan. 26, 29| Chapter 3 - Early Intervention Supports and Services  
Movie on Child Abuse (29th) |
| Jan. 31, Feb. 2| Chapter 4 - Children with Intellectual and Developmental Disabilities  
*Discuss Assignment for Related Topics* |
| **Due Feb. 2nd - Student Inventory** | |
| Feb. 5     | Review for Exam  
Chapter 5 - Children with Autism Spectrum Disorders |
<p>| Feb. 7     | <strong>Exam 1</strong> |</p>
<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Feb. 9,</td>
<td><strong>Chapter 5 - Children with Autism Spectrum Disorders</strong></td>
</tr>
<tr>
<td>Feb. 12, 14</td>
<td><strong>Related Topic Presentations</strong></td>
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<tr>
<td><strong>Due Feb. 14th</strong></td>
<td><strong>Related Topic Assignment</strong></td>
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<tr>
<td>Feb. 16</td>
<td><strong>Chapter 5 - Children with Autism Spectrum Disorders</strong></td>
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<td><em>Discuss Assignment for Disability Center</em></td>
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<td>Feb. 19, 21, 23</td>
<td><strong>Chapter 6 - Children with Learning Disabilities</strong></td>
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<td><strong>Speaker</strong></td>
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<td>Feb. 26, 28, March 2</td>
<td><strong>Chapter 7 - Children with Attention Deficit/Hyperactive Disorders (ADHD)</strong></td>
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<tr>
<td><strong>Due March 2nd - Disability Center Assignment</strong></td>
<td><em>Discuss Assignment for Behavior Chart</em></td>
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<td><strong>March 3-11</strong></td>
<td><strong>SPRING BREAK</strong></td>
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<tr>
<td>March 12</td>
<td><strong>Chapter 8 - Children with Emotional Disorders</strong></td>
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<tr>
<td>March 14</td>
<td><strong>Chapter 8 - Children with Emotional Disorders</strong></td>
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<tr>
<td>March 16, 19</td>
<td><strong>Due March 16- Behavior Chart Assignment</strong></td>
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<td><strong>Chapter 9 - Children with Communication, Language, and Speech Disorders</strong></td>
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<td>March 21</td>
<td><strong>Chapter 9 - Children with Communication, Language, and Speech Disorders</strong></td>
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<td>March 23</td>
<td><strong>Review for Exam</strong></td>
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<td></td>
<td><strong>Chapter 10 - Children Who Have Gifts and Talents</strong></td>
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<tr>
<td>Mar. 26</td>
<td><strong>Exam with Group Component</strong></td>
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<td>Date</td>
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<tr>
<td>March 28</td>
<td>Chapter 10 - Children Who Have Gifts and Talents</td>
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<tr>
<td><strong>March 29-April 2</strong></td>
<td>Easter Break</td>
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<tr>
<td>April 3-Tues. Follow Monday Schedule</td>
<td>Chapter 10 - Children Who Have Gifts and Talents</td>
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<tr>
<td>April 4,6,9</td>
<td>IEP Project</td>
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<tr>
<td><strong>Due April 6-Interview</strong></td>
<td>Discuss Assignment for Teaching Technique</td>
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<tr>
<td>April 11, 13, 16</td>
<td>Chapter 11 -Children Who Are Deaf or Hard of Hearing and Chapter 12 -Children with Visual Impairments</td>
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<td><strong>April 18</strong></td>
<td>URAC</td>
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<td>April 20</td>
<td>Chapter 11 -Children Who Are Deaf or Hard of Hearing and Chapter 12 -Children with Visual Impairments</td>
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<td><strong>Due April 20- IEP</strong></td>
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<td>April 23, 25</td>
<td>Chapter 13 -Children with Physical Disabilities, Health Impairments, and Multiple Disabilities - ADA</td>
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<tr>
<td><strong>Due April 23- Field Study and Log Sheets with Reflection</strong></td>
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<td>April 27, 30 May 2, 4</td>
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<td><strong>Due Day of Presentation Teaching Strategy</strong></td>
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<td>Finals Week</td>
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<td>8:10 Class</td>
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<td>9:20 Class</td>
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<td><strong>Exam 3</strong></td>
<td>Final Examination</td>
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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 or adults 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)

Commuter: no_____ yes_____