COURSE OVERVIEW:
The purpose of this course is to provide a broad overview of the terminology, strategies, and issues commonly encountered when addressing the needs of exceptional individuals. The course contents will address Council for Exceptional Children and Illinois Professional Teaching Standards for the preparation of special education professionals. The course takes a multidisciplinary approach which covers the lifespan of these students. We will begin with an introduction to the history of special education and important legislation, followed by discussion of individual areas of exceptionality within a social systems perspective. Emphasis will be placed on etiology, identification, assessment, treatment, and social issues and concerns. Class sessions will include lecture, large and small group discussion, demonstrations, instructional media clips, and independent written reflection on course content.

Upon completion of this course you will have a firm foundation from which to grow as you enter the field of special education or human services. Your understanding of special education terminology and various areas of exceptionality will afford you increased confidence as you move forward in your coursework and field experiences; and your collaboration with classmates will prepare you for professional collaboration in the future. Participate whole heartedly and be prepared for your current understanding of exceptionality to be challenged.

COURSE OBJECTIVES:
1. Students will identify major legal, legislative and historical events which have shaped services for persons with disabilities and currently guide service delivery, including current Illinois requirements for response to intervention during eligibility determination.

2. Students will discuss the roles of professionals from several fields of study working with students with exceptionalities and their families based on course material and personal interviews conducted with the parents or guardians, and teachers of persons with disabilities.

3. Students will describe the needs of and challenges facing individuals with disabilities from birth through the adult years, including assistive technology, and transition points across developmental stages, from home-based early intervention programs, to post-secondary adult life.

4. Students will provide a comprehensive outline of the range and diversity of pupils educated in the public school classroom (Pre-K to 21) including culturally diverse students with disabilities.

5. Students will describe each of the major categories of exceptionality covered under IDEA in terms of definition, etiology, characteristics, comparison with students without disabilities, and effective assessment and intervention strategies.

6. Students will describe learning and behavioral characteristics and issues beyond the parameters associated with traditional categories for a more cross-categorical perspective.
7. Students will describe effective environmental, medical and instructional interventions to meet the intellectual, social, and personal needs of persons with disabilities (birth through adulthood).

8. Students will describe assessment procedures for screening, progress monitoring in a response to intervention model, referral, placement and program evaluation that reflect best-practice and legal guidelines for students in grades PreK-12th.

9. Students will articulate their understanding of the ethical principles and standards adopted by CEC for educators of persons with exceptionalities and standards for professional practice.

NOTE: Specific CEC (Council for Exceptional Children) and IPTS (Illinois Professional Teaching Standards) addressed in this course are included at the end of the syllabus.

INSTRUCTIONAL METHODOLOGY:
1. Students are expected to have read the assigned material prior to each class meeting. Class sessions will be used to review, clarify and highlight critical information.
2. Open class discussion will be used to facilitate mastery of the material; therefore, regular attendance and participation in class discussion is expected of all students, and is crucial for success in the course. All class members, including the instructor, will silence cell phones at the start of class.
3. Additional handouts and readings will be provided to supplement the text, and integrate chapters for a cross-categorical perspective. Power Point slides will be posted on Desire to Learn (D2L).
4. In-class activities will be designed to guide students in the application of course content, and to check for student understanding.
5. Media clips have been scheduled to clarify, illustrate, and expand on topics covered in class.
6. The policy of this class is to provide the necessary accommodations to any enrolled student with a documented disability. Please contact the instructor by phone, email, or in person to discuss any needed accommodations.
COURSE REQUIREMENTS:

1. **Two examinations** will be given which cover all lectures, readings, media clips, and class discussions. The exams will consist of multiple-choice and essay-type questions. Each exam will be worth 100 points. **There will be no make-up exams. The final exam is cumulative.**

2. **Class activities** will be scheduled for each class session. These activities may be in individual or small group format and will require the application of course concepts to “real life” scenarios. **Since these are in-class activities there can be no make-up activities.**

3. To encourage active learning, students will take a few minutes of class to write a brief reflection on, or summary of, a critical component of the material presented. Reflections will be completed independently and without the use of books or notes. These “quick writes” may be shared in class to extend the understanding of classmates. **Since these reflections/summaries are completed in class, no make-up summaries are possible.**

4. Students will be required to master specific terminology used in special education and defined and incorporated in the text for the course. Students will use the SAFMEDS flash card procedure (based on the work of Ogden Lindsley) to acquire fluency with these terms, and will chart their progress. Specific directions and data sheet are contained on another handout. Students will complete timed drills of the vocabulary/terms in class with a partner, as well as independently outside of class, in order to record performance data for at least **40 DRILLS.** **Data collection sheets will be turned in during the last class session prior to the final exam.**

5. Due to unforeseen circumstances (e.g., illness, personal or family emergency, competing priorities) students may miss a scheduled class session. In an effort to help students compensate for missed activity or learning reflection points a make-up activity may be completed. This activity will be to write an article synopsis of a published journal article from a professional peer-reviewed journal (see attached guidelines templates). **All students will have the opportunity to complete the additional 20-point activity due at the beginning of the last class session. For students who were absent for a class, this additional opportunity will offset missed points for an activity/learning summary that was missed. Students who attended all class sessions may also complete the activity for additional points which will be added to their point total. Students can access their grades for completed class activities on D2L.**

6. **Graduate students** should be enrolled in SPED 420 (for graduate credit). **Graduate students** must also design and lead a 15 minute interactive activity during one class period that facilitates retention of an important concept presented in the text. This activity will earn up to 25 of the class activity points for graduate students. Complete directions are contained in another handout.

EVALUATION: Final grades will be based on total points earned in the course:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Exams @ 100 pts.</td>
<td>200</td>
</tr>
<tr>
<td>Class activities</td>
<td>130 (155 for graduate students)</td>
</tr>
<tr>
<td>Learning reflections</td>
<td>65</td>
</tr>
<tr>
<td>SAFMEDS</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>410</strong></td>
</tr>
</tbody>
</table>
Undergraduates:  A = 90%  B = 80%  C = 70%  D = 60%  F< 60%

*Graduate students:  A =95%;  B =85%  C = 75%

UNIVESITY POLICIES

A. SIU Email. Your SIU email account is an official form of University communication. Your instructor will use SIU email as a primary means of electronic communication with the students. Please make sure that you maintain a valid password and acquire the habit of regularly checking your SIU email account for important instructor and University announcements. You may view the official SIU policy at: http://policies.siu.edu/policies/email.htm

B. Statement on Inclusive Excellence. SIU contains people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles and affiliations. Learning from and working with people who differ from you is an important part of your education in this class, as well as an essential preparation for any career.

C. Emergency Procedures. SIU is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with SIU Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on BERT’s website at http://bert.siu.edu/ the SIU department of Public Safety’s website http://dps.siu.edu/ (disaster drop down and video, “Shots Fired”), and in the Emergency Response Guideline pamphlet. Know how to respond to each type of emergency. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

D. Supplementary Assistance. SIU is committed to assisting students with disabilities. With the cooperation of SIU’s Disability Support Services (DSS), each student who qualifies for reasonable supplementary assistance has the right to receive it. Students requesting supplementary assistance must first register with DSS in Woody Hall, B-150, 618-453-5738 or 618-453-2293 (TTY), by email DSS@siu.edu, or disabilityservices.siu.edu. Notice: If you have any type of special need(s) or disability for which you require accommodations to promote your learning in class, please contact me as soon as possible. The Office of Disability Support Services (DSS) offers various support services and can help you with special accommodations. You may wish to contact DSS to verify your eligibility and options for accommodations related to your special need(s) or disability.
**STUDENT SERVICES**

A. Learning Support Services. The Center for Learning Support Services (CLSS) assists students of all cultures, abilities, backgrounds and identities with enhancing their self-management and interdependent learning skills. Programs offered by CLSS include; group study sessions; math tutoring; academic coaching; early intervention program; and study skills seminars. For additional information please contact CLSS in Woody Hall, Room A-313, 618-453-2925, or tutoring.siu.edu.

B. B. Writing Center. The Writing Center offers free tutoring services and assistance with improving writing skills to all SIU undergraduate and graduate students and faculty. For center locations and hours, to schedule an appointment online, and to view information regarding the Online Writing Lab (OWL) contact the Writing Center at 618-453-1231 (Morris Library location); 618-453-2927 (Trueblood location), or write.siu.edu.

C. C. Saluki Cares. The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress-physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For additional information please contact Saluki Cares at; (618) 453-5714, or siucares@siu.edu or visit salukicares.siu.edu.

**COURSE OUTLINE**

| Session 1 | Introduction to the course.  
|---|---|  
|  | • Chapter 1: Purpose and promise of special education  
|  | • Topics include disability vs handicap, litigation, six major components of IDEA  
|  | • CEC Code of Ethics and Standards for Professional Practice  
| Session 2 | Chapter 2: Planning & providing special education services  
|  | • Topics include universal design for learning and exceptionality across the lifespan, and cascade of service delivery options.  
|  | Media clip: *Educating Peter* (30”)  
| Session 3 | Chapter 3: Collaborating with parents & families in a culturally & linguistically diverse society  
|  | • Topics include disproportional representation of minority students, and assessment issues, family systems approach, changing composition of family, changing roles, and cultural reactions to disability.  
|  | Media clip: *They Don’t Come With Manuals* (29”)  

<table>
<thead>
<tr>
<th>Session</th>
<th>Chapter/Section</th>
<th>Topics</th>
<th>Media Clip(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>4: Intellectual disabilities (Cognitive Impairments)</td>
<td>• Topics include definition, common characteristics, assessment, educational considerations and instructional strategies and levels of support.</td>
<td>Media clip: <em>As I Am</em> (20”)*</td>
</tr>
<tr>
<td>5</td>
<td>5: Individuals with learning disabilities (Part 1)</td>
<td>• Topics include definition, common characteristics, assessment, and response to intervention.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>5: Individuals with learning disabilities (Part 2)</td>
<td>• Topics include educational considerations and instructional strategies and supports.</td>
<td>Media clip: <em>Getting Ready for RtI</em> (30”)*</td>
</tr>
<tr>
<td>7</td>
<td>Exam 1 (Covering all material to date)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>6: Individuals with emotional or behavioral disorders</td>
<td>• Topics include definition, common characteristics, functional behavioral assessment, school-wide and class-wide positive behavioral interventions and supports.</td>
<td>Media clip: <em>The ABCs of Emotional Behavioral Disorder</em> (35”)</td>
</tr>
<tr>
<td>9</td>
<td>No class</td>
<td></td>
<td></td>
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<tr>
<td>10</td>
<td>7: Individuals with autism spectrum disorders.</td>
<td>• Topics include definition, common characteristics, assessment, educational considerations and instructional strategies/ supports, and controversial treatments and interventions.</td>
<td>Media clips: <em>The Invisible Wall: Autism</em> (52”) / <em>Asperger Syndrome: Living Outside the Bell Curve</em> (18”)</td>
</tr>
<tr>
<td>11</td>
<td>8 Communication Disorders.</td>
<td>• Topics include definition, classification and characteristics of speech &amp; language impairments, assessment, developmental milestones, educational considerations and instructional strategies and supports, augmentative and alternative communication.</td>
<td>Media clip: <em>A Child’s First Words</em> (18”)</td>
</tr>
<tr>
<td>12</td>
<td>9: Individuals with deafness &amp; hearing loss.</td>
<td>• Topics include definition, characteristics, assessment, technological advances, educational considerations and instructional strategies and supports.</td>
<td>Media clip: <em>Sound and Fury</em> (45”)*</td>
</tr>
</tbody>
</table>
| Session 12 | Chapter 11 Individuals with physical disabilities, health disabilities, and related low-incidence disabilities.  
- Topics include definition, common characteristics, traumatic brain injury, seizure disorder, computer assistive technology, assessment, educational considerations and instructional strategies and supports.  
  Media clip: *Just Like You and Me (22”)*  
Chapter 12 Individuals with low incidence disabilities |
|---|---|
| Session 13 | Chapter 14 Early childhood special education.  
  Topics include definition, characteristics, assessment, early intervention, technological advances, educational considerations and service-delivery alternatives. |
| Session 14 | Chapter 15 Transition to adulthood  
- Topics include services and models, employment, postsecondary education, residential alternatives, recreation and leisure  
  Media clip: *This American Life-Escape (30”)* |
| Session 15 | Review Session  
  SAFMEDS vocabulary/terms data sheet due  
  Additional (make-up) Activity due (Article Synopsis) |
| Session 16 | Exam 2 to be held in Lawson 151 from 5:50-7:50 pm  
Exam will cover all material from the class. |

*Media clips may not be shown in their totality and selections may change or be cancelled.*

**Article Synopsis Guidelines**

1. **Select an article** that is related to a topic covered in this course. The article should be not more than 4 years old and must come from professional peer-reviewed journals. You may access these journals electronically through Morris Library.

2. Photocopy the article. The photocopy of the article should be attached to your synopsis. After carefully reading the article, begin your 2-page typed synopsis with the APA reference for the article.

3. The format to be followed in the writing of your synopsis should be as follows. Please label each part as A, B, C or D and put them in the order given.

   **A. The reference for the article should be written in APA format.**

   **Example:**
B. State the purpose of the article. Ask yourself this question. What is the author reporting or telling you? In most articles, the author has included a purpose statement.

Example:

The purpose of the article is to explore the importance of effective parent-teacher communication and the significant role it plays in establishing and maintaining authentic, collaborative partnerships. The authors discuss characteristics associated with successful home-school partnerships such as trust and openness, flexibility, patience and active listening. They also present some of the barriers to good collaboration, such as when either participant comes from a different cultural background or has different expectations, or when an adversarial relationship develops. The article then outlines a specific strategy to support effective communication between teachers and parents.

C. State the major findings of the article. Ask yourself this question. What new information did the author share with you?

Example:

The authors present a strategy for using active listening skills while seeking a full understanding of parents’ concerns and perspectives when teachers are talking with parents. This strategy, “LAFF Don’t CRY”, is an acronym for active listening behaviors that incorporate ways to communicate respect and empathy. The mnemonic stands for Listen, empathize and communicate respect, Ask questions and ask permission to take notes, Focus on the issues, Find a first step, and DON’T Criticize people who aren’t present, React hastily and promise something you can’t deliver, Yakity-yak-yak.

The components of the strategy may seem obvious, however the mnemonic may help teachers actually remember them and use them during times when they may feel pressure, or when parents are new to the school, don’t understand the curriculum or have been frustrated with prior interactions. The effectiveness of the strategy was investigated by McNaughton and colleagues (2008) who reported that parents from diverse cultural and linguistic backgrounds rated teachers who had received training on the strategy as more effective communicators than those teachers who had not received training. Parents recognized and valued the skills key to this strategy.

The article provides specific examples of each step of the strategy and explains how inadvertent behaviors that teachers may demonstrate during their interactions with parents may actually hinder effective communication and trust. For example, they provide this scenario for the Listen, empathize and communicate respect.

Parent: “My son, Ethan, is having trouble in his math class. He’s gotten a D or F on the last three quizzes.”
Teacher: “That must be frustrating. I appreciate you coming in to talk with me.”

In the above example, the teacher showed that he/she really heard what the Parent was saying, and the first response the Teacher provided was one of respect for the parent’s concern and appreciation for the initiative in coming to talk about it.
A non-example, Criticize people who aren’t present, for this same scenario would be if the teacher replied instead, “Ethan has Mr. McDonald, a first-year teacher. He may not be familiar with Ethan’s accommodations.”

In this case the Teacher may be attempting to convey to Parent that he/she is on their side, but criticizing other people rather than finding out more information may actually shake parents’ confidence in their child’s teacher.

D. **The fourth and final component of the synopsis is to state at least two implications of practice.** Ask yourself these questions. What does this mean for me as a classroom teacher, developmental therapist, social worker or other human services provider? How can I use this information in my professional work?

**Example:**

The findings of this article have several implications for the classroom teacher. First, face-to-face conferences with parents offer teachers an excellent way to reach out to parents from culturally diverse backgrounds. The “LAFF Don’t CRY” strategy is one method to facilitate those interactions because it helps teachers remember and coordinate active listening skills during any interaction.

The strategy can also be implemented during interactions with colleagues and other professionals with whom they work. Any strategy that can support effective listening and communications skills will likely improve the collaboration between adults, and that should result in improved outcomes for students. In addition, the strategy is simple yet robust enough to work in formal meetings such as IEP or child study team meetings, as well as during informal and unplanned interactions in the hallway or during.

Finally, the article presents important information that can help teachers working in any classroom to be more aware of their communication with parents. Do the words and strategies I use with parents really send the message that I am interested in what parents have to say and want to collaborate with them to address student issues? The “LAFF Don’t CRY” strategy can help me demonstrate the empathy and interest that I do have and can be a good first step in working collaboratively with parents.

**Your synopsis can earn up to 20 points.**
Council for Exceptional Children Initial Common Core (2009)

**Standard 1 Foundations**
- CC1K1: Models, theories, philosophies, and research methods that form the basis for special education practice.
- CC1K2: Laws, policies, and ethical principles regarding behavior management planning and implementation.
- CC1K3: Relationship of special education to the organization and function of educational agencies.
- CC1K4: Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.
- CC1K5: Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.
- CC1K6: Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services.
- CC1K7: Family systems and the role of families in the educational process.
- CC1K8: Historical points of view and contribution of culturally diverse groups.

**Standard 3 Individual Learning Differences**
- CC3K1: Effects an exceptional condition(s) can have on an individual’s life.
- CC3K3: Variations in belief, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling.
- CC3K4: Cultural perspectives influence the relationship among families, schools, and communities as related to instruction.

**Standard 6 Language**
- CC6K4: Augmentative and assistive technology.

**Standard 7 Instructional Planning**
- CC7K1: Theories and research that form the basis of curriculum development and instructional practice.

**Standard 8 Assessment**
- CC8K1: Basic terminology used in assessment.
- CC8K2: Legal provisions and ethical principles regarding assessment of individuals.

**Standard 9 Professional and Ethical Practice**
- CC9K2: Importance of the teacher serving as a model for individuals with exceptional learning needs.
- CC9K3: Continuum of lifelong professional development.

**Standard 10 Collaboration**
- CC10K2: Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.
Illinois Professional Teaching Standards (2010)

IPTS 1A: Understand the spectrum of student diversity and the assets that each student brings learning across the curriculum.

IPTS 1C: Understand how teaching and student learning are influenced by development, past experiences, talents, prior knowledge, economic circumstances and diversity within the community.

IPTS 1D: Understand the impact of cognitive, emotional, physical, and sensory disabilities on learning and communication pursuant to IDEA, its implementing regulations, Article 14 of the School Code, and IL Administrative Code.

IPTS 2F: Knows how to access the tools and knowledge related to latest findings and technologies in the discipline.

IPTS 3C: Understand cultural, linguistic, cognitive, physical, and social emotional differences, and considers the needs of each student when planning instruction.

IPTS 4A: Understands principles of and strategies for effective classroom and behavior Management.

IPTS 4D: Understands factors (e.g., self-efficacy, positive social interaction) that influence motivation and engagement.

IPTS 6C: Understands communication theory, language development, and the role of language in Learning.

IPTS 7A: Understands the purposes, characteristics, and limitations of different types of assessments, including standardized assessments, universal screening, curriculum-based assessment, and progress monitoring tools.

IPTS 8D: Understands the benefits, barriers, and techniques involved in parent and family collaborations.

IPTS 8E: Understands school- and work-based learning environments and the need for collaboration with all organizations (e.g., businesses, community agencies, nonprofit organizations) to enhance student learning.

IPTS 8F: Understands the importance of participating on collaborative and problem-solving teams to create effective academic and behavioral interventions for all students.

IPTS 8G: Understands the various models of co-teaching and the procedures for implementing them across the curriculum.

IPTS 8H: Understands concerns of families of students with disabilities and knows appropriate strategies to collaborate with students and their families in addressing these concerns.

IPTS 8I: Understands the roles and the importance of including students with disabilities, as appropriate, and all team members in planning individualized education programs (i.e, IEP, IFSP, Section 504 plan) for students with disabilities.

IPTS 9E: Is cognizant of his or her emerging and developed leadership skills and the applicability of those skills within a variety of learning communities.

IPTS 9F: Understands the roles of an advocate, the process of advocacy, and its place in combating or promoting certain school district practices affecting students.