

University of Detroit Mercy
College of Education and Human Services
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Instructor: Ms. Anita Pearl
SED 560 – Education and Mainstreaming of Exceptional Persons
Winter 2005-Saturday
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I. COURSE DESCRIPTION:

EDUCATION AND MAINSTREAMING OF EXCEPTIONAL PERSONS

Introduction, overview, research, general background, nature and characteristics of the following various special education classifications are presented: Autism, Cognitively Impairment, Early Childhood Developmental Delay, Emotional Impairment, Hearing Impairment, Specific Learning Disability, Other Health Impairment, Physical Impairment, Severe Multiple Impairment, Speech & Language Impairment, Traumatic Brain Injury, Visual Impairment and Gifted. The various growth and development patterns, learning styles and the implication(s) of their impairment to their education, role(s) in society, psychological and social development productivity are explored within and without the mainstreamed elementary, middle and secondary school setting(s). Basic commonalities and differences between the various exceptionalities and the regular education student in regard to social, emotional, intellectual, and physical growth and development are explored. The principles of mainstreaming and the instructional methodologies and approaches to meet the needs of the various exceptionalities within the “least restrictive environment” and/or regular classroom setting are examined and explored. The principles of mainstreaming and the instructional methodologies and approaches to meet the needs of the various exceptionalities within the ‘least restrictive environment’ and/or regular classroom setting are examined and explored. Special Education Federal and State legislation is presented and discussed (3 credit hours).

II. Framework of Course: Structure of Course & Guiding Principles

A. Conceptual Framework

B. Outcomes

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| 1. Teacher as a scholar | 1. Teacher as a scholar, theorist & pedagogist. |
| 2. Teacher as an inquiring educator. | 2. Teacher as a problem solver, inquirer & reflective thinker. |
| 3. Teacher as a moral agent. | 3. Teacher as an ethical professional collaborator & advocate. |

C. Course Objectives

1. Develop knowledge and understanding of the present trends and issues in special education. (B-1)
2. Develop knowledge and understanding of the history of special education (B-1).
3. Develop knowledge and understanding of the relationship between regular and special education (B-1)
4. Develop knowledge and understanding of the classification process and characteristics of the various special education exceptionalities. (B-1)
5. Develop awareness and sensitivity for the needs of various exceptional persons. (B-1)
6. Develop understanding of learning theory and the acceptance that all children can learn. (B-1; B-2; B-3)
7. Develop knowledge and understanding of special education federal and state legislation (including IDEA 1997, Section 504) and the process it dictates specifically regarding procedures for exceptional children and youth. (B-1;B-2;B-3)
8. Develop knowledge and understanding of the continuum of services available for special education children and youth. (B-1; B-2; B-3)
9. Develop understanding and knowledge of the educational considerations in educating and managing special education students at different levels and within the regular classroom. (B-1; B-2)
10. Develop knowledge and understanding of the team approach involved in educating and managing special education students at different levels and within the regular classroom. (B-1; B-2)
11. Develop understanding of technology as it applies to the various areas of special education. (B-2)
12. Develop understanding of gender and multicultural issues as they relate to learning and instruction. (B-1; B-3)
13. Develop knowledge and understanding of current research in the field of special education. (B-1; B-2)
14. Develop understanding of normal (typical) and atypical development in terms of behavior, the dynamics of human behavior, individual differences and child/adolescent growth/development continuum. (B-1)

D. Assessment Procedures for Course Objectives

1. Research Paper(s) C-1 through C-13
2. Paper Presentation: C-1 through C-13
3. Questionnaire: C-1 through C-13
4. Observation: C-1 through C-13
5. Special Education Classroom Visitation Paper: C-1 through C-12
6. Participation in Class Discussions, Text Reading Assignments, Cooperative Learning Experiences, and Course-Related Assignments: C-1 through C-13
7. Midterm: C-1 through C-13
8. Final: C-1 through C-13

- III. Content of Course: Substantive Areas covered by the Course
 - A. Development
 - 1. Learning/Psychological Theories
 - 2. Typical/Atypical Growth and Development
 - 3. Individual Differences
 - B. Special Education Issues
 - 1. Non-traditional Populations
 - 2. Early Childhood High-Risk Populations
 - 3. Quality Programs and Services
 - 4. Continuum of Options for Special Education Students
 - 5. Teacher Preparation Programs
 - 6. Resources, Supportive and Ancillary Services
 - 7. Regular Education (REI), Inclusion and Mainstreaming
 - 8. Labeling
 - 9. Special Education Legislation-94-142, IDEA, 1997(IEP, Evaluation Review, Manifestation Determination Review, etc.), Section 504
 - 10. Research
 - C. History of Special Education
 - 1. People
 - 2. Organization
 - 3. Legislation and Litigation
 - D. Planning, Placement and Programming Process
 - 1. Pre-referral/Referral
 - 2. Multidisciplinary Team (MET)
 - 3. Individual Educational Planning/Programming Committee (IEPC)
 - 4. Individual Education Plan (IEP)
 - 5. Evaluation Review
 - 6. Procedural Safeguards/Parents
 - 7. Transitional Planning
 - 8. Manifestation Determination Review
 - 9. Due Process and Data Privacy
 - E. Special Education Categories
 - 1. Autism
 - 2. Cognitively Impairment
 - 3. Early Childhood Developmental Delay
 - 4. Emotional Impairment
 - 5. Hearing Impairment
 - 6. Specific Learning Disability
 - 7. Otherwise Health Impaired
 - 8. Physical Impairment
 - 9. Traumatic Brain Injury

10. Visual Impairment
11. Severe Multiple Impairment
12. Speech and Language Impairment
13. Gifted

F Non-traditional Populations

1. ADD/ADHD
2. FAS/FES
3. Drug Affected
4. Medically Fragile
5. AIDS/HIV

G. Discussion of the Following Relevant Dimensions of Categories in D and E-above

1. Definition
2. Classifications
3. Characteristics
4. Etiology
5. Screening, Assessment and Identification
6. Technological advances/aids
7. Special Materials, Products, Resources, Services Curriculum and Instructional Adaptations/Accommodations, Transitional needs, etc.

H. Research

IV. Dynamics of Course: Course Challenges and Life of the Course

A. **Textbooks**

(Optional Resource)

Hardman, Drew, et. al. (2002). Human exceptionality: Society, school and family (8th ed.) Allyn & Bacon

(Required for Course)

McCarney, Stephen, 1993. The Pre-Referral Intervention Manual, 2nd ed.: Hawthorne Educational Services, Inc.

Cole, Sandi, et. al. 2002. Adapting Curriculum & Instruction in Inclusive Classrooms: A Teacher's Desk Reference, 2nd ed.: Center on Ed and Lifelong Learning

B. General Methodology

1. Lecture
2. Discussion
3. Demonstration
4. Simulation
5. Cooperative Learning Experience
6. Student Presentations

7. Relevant Videos
8. Films

C. Requirements

1. Pre-Referral Process to Special Education & Classroom Intervention Accommodation Plan.

- a. Design a pre-referral intervention form & process for your school. Locate intervention books and resources. If pre-referral form is in place, refine pre-referral form and utilized at your school. Consider working in a group if peers in class are from your school. Examples of a pre-referral process will be overviewed in class and sample pre-referral forms will be distributed.
- b. Complete a pre-referral packet on student of concern. Include academic and/or behavioral concern(s), family data, health data, previous testing information, dated work samples, information from previous teacher(s), attempted and dated interventions and their effectiveness.
- c. Pre-referral forms and process to be duplicated for class members and shared in class.
- d. **Due date: March 5, 04**

1. Prepare a research overview of a disability highlighting one area of exceptionality in format for school/parent use and prepare disability awareness group day presentation.
 - a. Research area of exceptionality and prepare handout with documented sources (APA format). Format should be designed for use with students/parents and school staff to provide key elements related to description of disability area(s): (a) definition-state definition as related to IDEA; (b) behavioral, academic, intellectual, social, emotional and sensory characteristics; (c) classroom modifications, adaptations, interventions and adaptations for general education classes; (d) curriculum modifications as related grade level expectations and Mich. Benchmarks; (e) demystification activities; (f) Assistive technology suggestions as related to disability area to current best practices.
 - b. Instructor will organize students in groups by the third class session. May work individually and or in small groups. A sign up sheet will be distributed the first week of class.
 - c. Be creative! Activities need to help teachers/school staff/parents learn about disability area. Activities can include equipment, photos, games, video presentation, power point presentation, poetry, art, music, literature etc.
 - d. Copies of presentation need to be available as this will become a resource for you and your school with all each of the disability areas included.
 - e. **Due date: May/June date: TBA by Dr. P. Gajewski**

2. Lesson Plan Adapted for At Risk/Special Ed Student(s)

- a. Student will develop/design a unit/lesson plan with adapted objectives, curriculum matrix, adaptations and accommodations, evaluation criteria grade, computer aided technology for at risk and identified special education students.
- b. Unit plan needs to include and integrate following resources: a) Michigan Curriculum Benchmarks; b) Grade level Curriculum Expectations per subject area; c) MEAP Connections; d) Current information re: IDEA updates; e) Assistive Technology Resources. Access to the General Education Curriculum and Adaptations to the General

Education Curriculum need to be clearly connected and documented. Helpful websites to access information are:

www.michigan.gov

www.ideapractices.org

www.resa.net/sped/ept

c. Design objectives for unit/lesson aligned to Mich. Curriculum Benchmarks for special education and at risk students. Develop adaptations for unit/lesson including examples with unit/lesson.

d. Generate evaluation criteria and grading procedures. May use rubrics for differentiated lessons and or alternative project(s), etc

e. Project will be included in your portfolio. Need copies for peers in class.

Due Date: May 24, 04. Sharing with peers and copies available for session.

4. Quiz covering terminology, eligibility categories, course readings, IDEA and Section 504, pre-referral process and special education procedures.

Due Date: April 9, 04.

5. Attendance, Participation in Class Discussions, Text Reading Assignments, Cooperative Learning Experiences, and Course Related Assignments.

Due dates may be altered to accommodate the Learning Plus schedule-TBA by P. Gajewski

D. Evaluation

1. Pre-Referral Process	20%
2. Adapted Unit Plan/Lesson Plan	20%
3. Disability Awareness Research Paper/Project	20%
4. Quiz	20%
5. Attendance, Participation in Class Discussions, Text Reading Assignments, Cooperative Learning Experiences, and Course Related Assignments	20%

E. Please Note: All papers must be typed. Late assignments will result in a lower grade. Papers and presentations may be given or submitted only once. No assignments may be done over. Papers will not be accepted during finals week. Exam(s) may be taken on the dates given only. There will be no 'Make up' exam(s). Attendance will be taken and will be a consideration in the course grade. The use of plagiarism will result in an F in the course and/or dismissal from the University (see below). Keep a copy of all papers and work turned in for a grade.

Plagiarism

Among the most serious academic offenses is plagiarism, submitting the words or style or another author or source without acknowledgement or formal documentation. Plagiarism occurs when specific phrases or entire passage, whether a sentence, paragraph, or longer excerpt, are incorporated into one's own writing without quotation marks or documentations. One also

plagiarizes by paraphrasing the work of another, that is retaining another writer's ideas and structure without documentation.

Students are advised to always set off another writer's exact words by quotation marks, with appropriate references. Students avoid plagiarism by concentrating on their own words and ideas and by fully crediting others' work and ideas when they find their way into the writing. Whenever in doubt, cite the source.

Students who purchase essays from other students or agencies or who copy from one another or from prohibited sources, commit the most serious type of academic dishonesty. The consequences of plagiarism, or any act of academic dishonesty, may range from failure in a course to dismissal from the University. (Prof. Richard Kowalczyk & Dr. William Lowe).

Student Support Services

1. Assistance in the area of writing may be obtained from the following Student Support Services (313) 993-1143 – Briggs, McNichols Campus.
2. Computer Lab facilities may be obtained at (313) 993-1122. McNichols Campus.
3. Library facilities may be obtained at (313) 993-1071 Reference desk or (313) 993-1075 Media Center, McNichols Campus.

“Separate the abilities from the disabilities. Let's see and use what works and forget what doesn't.” --Itzak Pearlman