

WEBSTER UNIVERSITY

EDUC 4330.01: Introduction to Mild/Moderate Disabilities **Instructor: Dr. M. W. Bevel**
DATE /TIME: Term: Spring 2005 **Thursdays 5:30 –8:30**

Office: 247 Webster Hall 961-2660, ext 7504
Office Hours: T/R 3-5
Fridays, after 1 by appointment

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1. COURSE DESCRIPTION: Employing a cross-categorical perspective, **Introduction to Mild/Moderate Disabilities**, examines many of the characteristics displayed by students who have been identified as having mild and/or moderate disabilities. Topics explored include: historical perspectives of special education, legal issues, ethical considerations of labeling individuals, definitions, interventions, and educational models.

Course expectations and objectives:

Students must read all materials assigned.

Read all assigned materials for the week *before* coming to class.

Students must be prepared to discuss all the readings in class.

All cell phones will be turned off during class.

All scholarly papers are to be written in APA style.

All written assignments will be sent to Dr. Bevel electronically as well as in hard copy. If an electronic copy is not sent to Dr. Bevel, no grade will be given for the assignment. The electronic copies will be sent to Turn-It-In.

2. OBJECTIVES: The competencies/content knowledges identified by CEC and adapted by DESE for individuals seeking a teaching certificate in the area of Mild Moderate /Cross Categorical , are covered in EDUC 4330: Mild Moderate Disabilities and are indicated in italics in the chart below.

Upon successful completion of this course, Introduction to Mild/ Moderate Disabilities, the student:

2.1 will have increased knowledge of the history and legal foundations of special education; be able to specify the major components of IDEA (Individuals with Disabilities Education Act- re authorization 1998); explain the terms LRE (least restrictive environment), IEP (Individual Education Plan), due process, and AIS (alternative intervention strategies). Students will become familiar with other legislation protecting the rights of persons with disabilities.

**Historical, social and political issues which impact the field of special education and their relationship to developments in the field (CC1-K2)*

**The legal basis and procedures including statutes regulations, and case law which impact individuals with disabilities (CC1-S2)*

**Legal and ethical concerns, regulations and guidelines regarding compliance with the Special education Process (CC3-K2-3)*

**Understanding of the sequence and interrelationship of each step of the Special Education*

Process; (CC3-K3-4)

2.2 will have increased familiarity with current issues and research in special education, such as: inclusion, the rights of children with disabilities and their families to educational services; and transitional services.

**The legal basis and procedures including statutes regulations, and case law which impact individuals with disabilities (CC1-S2)*

**Legal and ethical concerns, regulations and guidelines regarding compliance with the Special Education Process (CC3-K2-3)*

2.3 Be able to discuss identification criteria set by DESE (Department of Elementary and Secondary Education) for identification of students with mild or moderate disabilities; ethical issues inherent in the identification and labeling students; and be knowledgeable of the educational and vocational interventions appropriate to the needs of the individual that are implemented in regular and special education settings.

** Issues in definition, identification and placement procedures for individuals with disabilities; CC1-K3-4)*

** Understanding of the sequence and interrelationship of each step of the Special Education Process; (CC3-K3-4)*

**Legal and ethical standards regarding behavioral support systems for individuals with disabilities; (CC6-K1-2)*

2.4 Be able to identify the behaviors and meta cognitive / study skills that students need to be successful in the regular classroom,

** Similarities and differences in the development of individuals with one of more disabilities; (CC2-K1, K7)*

**The effect of one or more disabilities on an individuals learning; (CC2- K2)*

2.5 Develop strategies for modifying regular classroom curriculum and instruction; and be able plan activities that facilitate the main streaming or enrichment of an exceptional person within the local educational or community settings,

**The roles of community and advocacy groups and their influence on development in special education; (CC1-K2, K5)*

**The relationship between a language impairment and learning disabilities;*

2.6 Be able to describe strategies for building successful partnerships with parents, and other professional educators who teach children with disabilities,

** Strategies to address concerns of families, teachers, students, and community related to individuals with disabilities; (CC7-K2)*

** Consumer organizations accessed by individuals with disabilities; (LD8-K1)*

2.7 Have increased awareness of the multi cultural issues that pervade the education of children with special needs, and be able to interact with individuals with disabilities and their families in a manner that reflects acceptance and respect for all children.

** Issues, resources, and techniques used to integrate students with emotional/behavioral disorders into and out of alternative environments, including special centers, psychiatric*

hospitals, residential treatment centers, and placements by the MO Division of Youth Services; (BD5-K2)

2.8 Begin to develop a personal philosophy of education specifically designed to meet the needs of individuals with disabilities; construct a professional value system; implementing self reflection of educational values as related to individuals with disabilities,

** Ethical practices as defined by appropriate professional learned societies; (LD8-S2)*

2.9 Develop the skills required to write an I.E.P.

** The terminology and impact of medical, therapeutic and educational information on assessment and programming; (CC3-K1, S3)*

ADDITIONAL INFORMATION: This course is designed on the grounding belief that the teaching and learning may occur in many different ways. Research supports the notion of two methods of instruction: (1) supplantive approach and (2) generative approach. The supplantive approach includes "direct instruction" (Adams & Englemann, 1996), while the generative includes "constructivist based instruction". Both methods will be employed and modeled in this course.

This courses addresses the following Goals of the School of Education

- Goal 1: Knowledge of content
- Goal 2: Participation in a community of learners
- Goal 3: Modeling Effective teaching Practices
- Goal 4: Being innovative and experimenting with curriculum
- Goal 5: Embracing Diversity
- Goal 6: Reflection on practice as a means to change

3.0 COURSE REQUIREMENTS

3.1 Attendance (6.25 pts for each class = 100 pts)

Participation (12.50 pts each class= 200 pts) Includes case studies/ simulations, discussions, activities)**300 points**

Two absences will require a conference with the instructor.

Poor attendance / participation will negatively impact the final course grade.

3.2 Research Project: Major research paper and presentation focusing on an aspect of one of the four major diagnosis included under the umbrella of Mild/ Moderate Disabilities/ Cross Categorical Certificate. These categories include the following: (Developmental Disabilities (MR), Emotional/Behavior Disorders (EBD), Learning Disabilities (LD), and Other Health

Impairments (OHI):[Autism, Physical Impairments and AD/HD]. Some considerations may include the following:

- Technology
- Roles of paraprofessionals
- Education Policies, and Politics
- Transition to Adult Independence,
- Legislative / Legal Issues

Each of you must include:

(1) A written summary of your presentation with at least **6 references** to verify your information summarizing your research. An electronic copy must be sent to Dr. Bevel prior to the presentation.

(2) Use APA style.....**300 points**

3.3 Books/ Discussions, Four at 25 points each, in class.....**100 points**

A Book List will be provided and dates for book discussions will be provided.

A summary with reflections is required.

3.4 GRADUATE STUDENTS

Four Pamphlets/ (topics assigned in class).....50 points each..... **200 points**

You must include at least 4 references (only one may be electronic) to verify your information summarizing your research. **Use APA format. Send an electronic copy to Dr. Bevel by Monday of the week of the due date. Each student will give a FIVE minute summary of his/her pamphlet.** Each pamphlet must be written for non special education teachers and parents and address the following:

- Definition and Characteristics,
- Issues: Medical, Communication/ Physical /Emotional /Cognitive
/Social Relationships/Educational Consideration
- Transition to Adult Independence
- Resources for additional information

Undergraduate Students Choose one of the following options instead of the pamphlets:

1. Four two (2) hour observations.... .or
2. One eight (8) hour observation200 points

IEP 100 points

Total points possible.....1000 points

TEXTS:

Learners With Mild Disabilities: A Characteristics Approach

By Eileen Raymond ISBN 0-205-38606-7

SCEC Membership with Journals

There is an E reserve file with journal articles in it.

CEC will also provide journals.

There will also be handouts to be read and discussed.

Criteria for Grading

A= 1000-900 (90% or better) superior work

B= 899-800 (89% to 80%) good work

C= 799-700 (79% to 70%) average work

(No Credit = 699-600 (69% to 60%) significantly below average work and not adequate for certification requirements)

4. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, and exams:

WEEK 1:

Class Requirements / Foundations of Special Education for Students with Mild Disabilities

On the Road to Brown and Credo of Inclusion

1. Assign: groups for research and for four pamphlets

2. Assign: book lists and choices

Law and IEP overview review

Assignments: Read prior to class:

Chapter 3: Issues in Assessment and Identification

Guide to Writing Quality IEP Hand out (pages1-55)

Law Handouts

WEEK 2 [*this week only 5:30-9:00*]

5:30- 6:15 p m... Jigsaw ...discussion

Library orientation-6:30 PM –9:00 Emerson Library

Assignments: Read prior to next class:

Chapter 4: Issues in Curriculum and Instruction

Articles OHI

WEEK 3:

Guest Speaker

Jigsaw

Case study/ IEP--Autism

Book Discussions Other Health Impairments

Talking to parents and other educators

Assignments Read prior to next class:

Chapter Five: Issues in Placement

Readings from the Journal of Autism and handouts

WEEK 4:

Guest Speaker: /

Pamphlet on specific considerations of Other Health Impairments due.

Jigsaw and case study

IEP...PI

Confidentiality

Assignments: **Read prior to next week :**
Chapter Nine: Learners With Other disabilities
Journal Readings OHI (PI, AD/ HD)

WEEK 5:

TBA

Assignment: Read prior to next class:
Chapter Eight: Learners With Emotional or Behavioral Disorders
Journal Articles
CEC

WEEK 6:

AD/ HD and Emotional / Behavior Disorders:
Definitions, assessment and strategies
Jigsaw and CASE STUDY/
Cerebral Palsy Film

Assignments Read prior to class:
Chapter Thirteen: Social-Emotional
Journal Articles
CEC

WEEK 7:

ED BDBAD/HD- OHI
Book discussion ED/BD
IEP considerations

Assignments: Read prior to class

CEC
Journal Articles
IEP
MR Handout

WEEK 8:

Pamphlets on Emotional Disturbances/ Behavior Disorders Due and presented in class
Guest Speakers: Mr. Tom Bambackis

Assignments: Read prior to next class:
Chapter Six: Learners With Mental Retardation
Journal Articles
CEC
“Lily” in Library

Week 9:

MR/ DD
Assessment/ continuum and level of services
Case study/ IEP Estelle Wong
Book Discussions MR

Film: Patrick

Assignments: Read prior to next class

Journal Articles

CEC

MR Handout

WEEK 10:

Guest Speaker: JESS, ARC, Parents

Pamphlets on MR/ Developmental Disabilities due

Two four hour observations due

Jigsaw

Assessment

Assignments: Read prior to next class

Chapter Seven: Learners With Learning Disabilities

Handout: Lerner: *Historical Perspectives and Emerging Directions (Chapter 2)*

“Fat City” in Library

WEEK 11:

Intro to Learning Disabilities –

Assessment

Jigsaw

Assignments Read prior to next class::

Chapter 6: *Theories of Learning*

Journal Articles

CEC

WEEK 12:

Pamphlet on specific considerations of Learning Disabilities due.

Eight hour observation due

Case study

IEP

LDA Simulation/presentation

Multiple intelligences and learning styles.

Assignments Read prior to class::

Chapter 7: *Medical Aspects*

Journal Articles

CEC

WEEK 13:

LD continued

Week 14:

Presentation: OHI: AD/HD

Presentations: OHI: Autism & OHI: PI

Class Discussion: LRE, inclusion, main streaming, whose responsibility is it adapting curriculum

and study skills for individuals with mild/ moderate disabilities,

Assignments: Read prior to class:

Readings from CEC Teacher methods of remediation

Journals

WEEK 15:

Ms. Kristin Bushell - Guest Speaker

Jigsaw

IEP

Discussion books about LD

Presentations: MR

Assignment: Read prior to next class:

Articles

CEC

WEEK 16:

Presentations: ED/ EB

Presentations: LD

IEP due

This syllabus may change at the discretion of the instructor