

WEBSTER UNIVERSITY

EDUC 4330.01: Introduction to Mild/Moderate Disabilities **Instructor: Dr. M. W.**

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DATE /TIME: Tuesdays 5:30 – 8:30 Webster Hall-room 406 Term: Spring 2003

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.

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 , and covered in EDUC 4330: Mild Moderate Disabilities are indicated in italics Upon successful completion of this course, **Introduction to Mild/ Moderate Disabilities**, the student will:

2.1 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 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)*

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

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)*

** Orthotic, prosthetic, and adaptive equipment use and maintenance*

3.0 COURSE REQUIREMENTS

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

Participation (6.25 pts each class= 100 pts) Includes case studies/ simulations, discussions, activities)**200 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 /group presentation focusing on 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] The class will be divided into small groups of approximately three students each. There will be six groups:

- OHI {AD/HD (4/8)};OHI {PI(4/15)}; OHI {Autism 9(4/15)};**
- MR (4/22); EBD (4/29); ;LD(5/6)**

Each group will be responsible for research/ presentation of the following information:

- History of Disability, including definition and characteristics,**
- Legislative / Legal Issues**
- Medical Issues,**
- Communication Considerations,**
- Physical Considerations,**
- Emotional Considerations,**
- Cognitive Considerations,**
- Social/Relationships**
- Educational Considerations,**
- Communication with parents,**
- Transition to Adult Independence,**
- Legislative / Legal Issues,**
- Resources**

Each of you must include:

- (1) a written summary of your presentation with at least **4 references** (one may be electronic)to verify your information summarizing your research.
- (2)Use APA style.
- (3) Each group must construct and share a graphic organizer with the class.
- (4)Each group must construct, administer, and grade an assessment of the information presented to the class to determine comprehension of the topic.
- (5)The assessment must be pre approved by the instructor at least one week prior to presentation
- (6) The assessment will be scheduled after the presentation.....**300 points**

3.22

Your grades on the other assessments of presentations(5/6 assessments worth 20 pts each)**100points**

3.3 Books/ Discussions, Four at 25 points each, in class.....100 points
A Book List will be provided and books will chosen. The dates for book discussions are FIRM.
January 28, 2003 Other Health Impairments due.
February 25, 2003 Emotional/ Behavioral Disabilities due.
March 25, 2003 Mental Retardation
April 29, 2003 Learning Disabilities

3.4 Four Pamphlets/(topics assigned in class).....50 points each.....200 points
You must include at least 4 references (one may be electronic)to verify your information summarizing your research. **Use APA format.** Each student will provide copies for the class.
Each pamphlet must be written for other non special education teachers and parents.

Each must contain the following information:

Definition of disability/condition

History of Disability,

Characteristics,

Issues:

Medical, Communication/ Physical /Emotional/Cognitive/Social/Relationships/Educational/

Transition to Adult Independence

Resources for additional information

DUE DATES are listed below and are firm.

Late work will be penalized by a lower grade

February 11, 2003 Pamphlet on specific considerations of Other Health Impairments due.

March 4, 2003 Pamphlet on specific considerations of Emotional/ Behavioral Disabilities due.

March 25, 2003 Pamphlet on specific considerations of Developmental Disabilities due.

May 6, 2003 Pamphlet on specific considerations of Learning Disabilities due.

3.5 CD Matthew, IEP 100 points

Due February 18, 2003 (FIRM)

3.6 Several books will be on reserve in Eden Webster Library. There are reading assignments in these books. Students are required to read these assigned chapters.

There will also be handouts to be read and discussed.

Sequence of topics Developmental Disabilities, Emotional/ Behavioral Disabilities, Other

Health Impaired, and Learning Disabilities. Draft calendar: [OHI and EBD Jan , Feb,]

[MR March] [LD April] [May presentations and summary]

Total points possible.....1000 points

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 : Jan. 13

Class Requirements / Foundations of Special Education for Students with Mild Disabilities (Historical perspective of education; foundations of special education; legislation and landmark cases; intelligence as a construct, historical perspective of intellectual testing; mild/ moderate v severe labeling, types of labels, evaluation process. Section 504 and IDEA (IEP's, placement decisions, and due process). films *On the Road to Brown* and *Credo of Inclusion*

1. Assign: groups for research and for four pamphlets
2. Assign: book lists and choices

Assignments

READ: Guide to Writing Quality IEP (pages1-55)

LAW HANDOUTS and

WEEK 2: Jan. 21, 2003 [*this week only 5:30-9:30*]

5:30- 7: 10 p m round table law discussion - Intro to O. H. I.

7:10 p. m. break

Library visit-7:30 PM Eden Webster Library room 101 Begin group research

Assignments

1. Read *Race and Unequal Special Education*,
2. Research

WEEK 3: Jan 28

Mary Beth Glasco-Guest Speaker

Case study/ IEP

Book Discussions January 27, 2003 Other Health Impairments

Assignments

1. Work on research project
2. Readings from the Journal of Autism and handouts

WEEK 4: February 4, 2003

Guest Speaker- Don Bartlett, PhD [5:30 to 7 pm]

Discussion/Activities-LAB {7:15- 9:00} Matthew

Assignments:

Readings OHI (PI, AD/ HD)

WEEK 5: February 11, 2003

OHI Physical Impairments

Dr. Vicki McMullen /

Pamphlet on specific considerations of Other Health Impairments due.

Present and share pamphlets

Assignment:

1. Readings EBD
2. Work on research project
3. Finish Matthew (due Feb 18, 2003)

WEEK 6: February 18, 2003

Matthew DUE

AD/ HD and Emotional / Behavior Disorders:

Definitions, assessment and strategies

Discussion: CASE STUDY/ LAB----IEP for Sebastian Ruiz

Assignments

1. Work on research project
2. Readings EB/BD

WEEK 7: February 25, 2003

ED BD–AD/HD- OHI

book discussion ED/BD

Readings: AD/HD and DD/MR

Mental Retardation: a community integration approach

- Chapter 4: *Definition, Classification, and Prevalence* and
Chapter 5: *Assessment of Mental Retardation*)

WEEK 8: March 4, 2003

Pamphlets on Emotional Disturbances/ Behavior Disorders Due and presented in class

Introduction Developmental Disabilities;

Films (Lilly Series) –

Assignments:

Readings: Articles from *Education Training and Mental retardation and Developmental Disabilities*

Mental Retardation: a community integration approach

Chapter 6 : *Characteristics of Mental Retardation and*

Chapter 7: *Genetic and Infectious Influences and Prevention*

Spring Break:

MARCH 10 - MARCH 14

Week 9: March 18, 2003

Guests Whitmores

Case study/ IEP Estelle Wong

Readings : Mental Retardation: a community integration approach

Chapter 8: *Biological and Psycho-social Influences and Prevention a*

Chapter 9: *Related Developmental Disabilities*

WEEK 10: March 25, 2003

Guest Speaker : OT

Book Discussions of MR

Pamphlet on specific considerations of developmental disabilities due.

Assignments:

1. Work on research projects

2. Readings : Learning Disabilities:Theories, Diagnosis, and Teaching Strategies:, by Janet Lerner

Chapter 1: *LD : A Field in Transition*

Chapter 2: *Historical Perspectives and Emerging Directions*

WEEK 11: April 1, 2003

Intro to Learning Disabilities - Rick Lavoie Film -

Discussion in class/ case study/ IEP JaShon Richards

Assignments:

Learning Disabilities:Theories, Diagnosis, and Teaching Strategies:, by Janet Lerner

Chapter 3: *Assessment*

Chapter 6: *Theories of Learning*

WEEK 12:April 8, 2003

LDA Simulation/presentation

Break

Presentation: OHI: AD/HD

Class Discussion: LRE, inclusion, main streaming, whose responsibility is it adapting curriculum and study skills for individuals with mild/ moderate disabilities,

Assignments:

Read Learning Disabilities:Theories, Diagnosis, and Teaching Strategies:, by Janet Lerner

Chapter 7:*Medical Aspects*

WEEK 13: April 15, 2003

Multiple intellegences and learning styles.

Presentations:

OHI: Autism

OHI: PI

Assignments: Readings and Web sites

Rich Lavoie Film on reserve

WEEK 14: April 22, 2003

Ms. Kristin Bushell - Guest Speaker

Presentations:

MR

Assignment: TBA

WEEK 15: April 29, 2003

Discussion books about LD

Presentations:

ED/ EB

WEEK 16: May 6, 2003

May 6, 2003 Pamphlet on specific considerations of learning disabilities due.

Presentations: LD

This syllabus may change at the discretion of the instructor