

**Chaminade University
Introduction to Exceptional Children
ED 460r & ED 660r
Fall 1999**

Instructor: *Professor Jo-Anne Lau-Smith*

Time: *Tuesdays, 4:30- 7:30 p.m.*

Locations: *Kalani High School, Room A-13 & Outer Islands' VCC*

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Office Hours: *By Appointment Mondays & Thursdays 2:00-4: 30 p.m.*



Course Description: This course will provide an overview of the various disabilities served in special education programs; they include: mental retardation, learning disabilities, emotional and behavioral disturbances, speech and language disorders, physical and health impairments, visual and hearing disorders, and gifted and talented. An overview of assessments and placement options, along with teaching methods and available services will be covered in the course.

Course Objectives:

1. To increase students' knowledge regarding etiology, personality characteristics and learning needs of individuals with the various disabilities identified in the course description.
2. To enhance sensitivity to the needs and feeling of individuals who are viewed atypical by certain segments of society and to increase awareness of the impact of labels and labeling on the lives of persons with disabilities.
3. To increase students' awareness of cultural and social factors that influence and impact the lives of persons with disabilities, their families, and the perceptions that others hold of them.
4. To familiarize students with services provided by schools and other public and private agencies in the assessment and educational programming for students with disabilities. This may include relevant legal information and program planning models (Individualized Family Service Plan (IFSP), the Individualized Education Plan (IEP), and the Individualized Transition Plan (ITP).
5. To increase student's awareness/knowledge about programs/agencies/services for persons with disabilities in the general community.
6. To provide opportunities for students to increase their knowledge and usage of technology in the classroom.

Required Course Text:

Smith, Deborah Deutsch (1998). Introduction to Special Education: Teaching in an Age of Challenge. 3'd Edition. Boston: Allyn and Bacon.

Optional: Smith, D. D., & Tyler, N. C. (1998). Student Resource Manual for Introduction to Special Education: Teaching in an Age of Challenge. Boston: Allyn and Bacon.

Course Schedule & Assignments

- (This schedule is subject to change by the instructor. Students are responsible for keeping track of changes.)

<u>DATE</u>	<u>TOPIC</u>	<u>ASSIGNMENT DUE</u>
October 5	Course Overview & Expectations People First Language Seminar Sign-ups	Register for Course Purchase Textbook
October 12	Planning & Delivery Services Mock I.E.P. Meetings	Chapter 2 Reflection Read Boris Gindis Article
October 19	Learning Disabilities Characteristics/Teaching Strategies Video: How Difficult Can This Be? Site Visit Presentations	Chapter 4 Reflection Seminar Questions
October 26	Speech & Hearing Impairments Characteristics/Teaching Strategies Site Visit Presentations	Chapter 5 & 10 Reflections Seminar Questions OP Assignment # 1
November 2	Mental Retardation Characteristics/Teaching Strategies Mid-semester Course Feedback Site Visit Presentations	Chapter 6 Reflection Seminar Questions
November 9	Behavior & Emotional Disorders Characteristics/Teaching Strategies Guest Speaker	Chapter 8 Reflection Seminar Questions
November 16	Low Vision & Blindness Characteristics/Teaching Strategies *Handout Knowledge Review Site Visit Presentations	Chapter 11 Reflection Seminar Questions OP Assignment #2
November 23	Multicultural & Bilingual Special Ed. Site Visit Presentations	Chapter 3 Reflection Seminar Questions
November 30	Knowledge Review Seminar Registration for Winter Semester	Knowledge Review
December 7	Gifted & Talented Putting It All Together	Final Knowledge Review Chapter 7 (No Reflection) Course Evaluation

*"Nothing great was ever achieved without **enthusiasm.**"*

~ Ralph Waldo Emerson

Course Requirements

1. **Attendance:** Attendance and participation is essential for student success in the course. Points are given for attendance/arriving on time to class, contributions to class discussions, active participation in class activities, and completion of in-class assignments. *ONLY absences due to illness will be given partial attendance points; a doctor's note must be submitted to the instructor.*
2. **Chapter Reflections:** Students are expected to have read assignments prior to attending class. Reflection papers will be used to support class and seminar discussions. Papers will highlight the following points:
 - 1) Identify one new **concept** you learned from the reading,
 - 2) Describe a thought or personal experience that relates to this concept,
 - 3) Identify something that you were confused or curious about after reading the chapter.

Students will turn in a **typed (double spaced) one to two page** chapter reflection at the end of each class. (****Outer-island** students need to have their reflections postmarked the day the paper is due OR if sent as a group can be postmarked the day after class.)

3. **Facilitating Seminars:** Seminars are small group discussions and will be used to facilitate and develop students' understanding of the different disability categories. Student facilitators will direct the seminars and provide the group opportunities to discuss "in-depth" issues and important concepts of each disability covered in this course. Each student will have the opportunity to facilitate two small group seminars. This activity will give students an opportunity to lead an interactive discussion, develop thought-provoking questions, develop active listening skills, and promote peer mediated learning experiences. Students will sign up for the seminars the first day of class by choosing the topics that most interest them.
Two Assignments Due- Facilitators will submit to the instructor at the **beginning** of class a copy of the 1) learning objective(s), 2) description of opening activity, 3) questions/quotes/issues to be discussed in order and 4) any handouts to be used. The following week, facilitators will turn in a one to two page typed report identifying: how the objective was met, what went well in the seminar, changes that would be made next time, and highlights of the discussion. Students' response papers from the seminar need to be attached to the facilitator report.

Facilitation Guidelines: The following guidelines will provide the structure in which the seminars are to follow. After reading the assigned chapter, develop a learning objective for your seminar (What main **concept/idea** do you want your group to understand? What ideas do you want your group to have a deeper understanding about?). Using your learning objective, develop 3-4 questions to stimulate discussions about your **concept/idea** of interest. **Use effective teaching strategies** to stimulate discussions (e.g. warm-up activities to introduce the topic, provide guided notes or copies of the questions with room to **take** notes, additional materials/information to highlight points made in chapter). **Be creative and make the experience fun for you and the group!!!**

Steps for running the seminar: (Use these guidelines to have an effective seminar discussion)

1. Introduce yourself and have group members introduce themselves.
 2. Go over steps of the seminar process with group:
 - a) Question/point will be presented to the group by the facilitator. Each student will be given 1-2 minutes to share their thoughts or ideas in a round-robin fashion (no discussion or responses from others).
 - b) After each person has had a turn, including the facilitator, the discussion is then "open" to everyone. Facilitate students to discuss further the ideas brought up by others.
 - c) When the allotted time for the question/point is used up, students will then be asked to take 2-3 minutes to record their thoughts on the question/point on their handout.
 - d) The process continues using the above format to discuss each question/point.
 - e) The last five to ten minutes of the seminar should be used to summarize the discussions and to have students write their final thoughts down.
 3. Identify a timekeeper for your group to keep you on track. You will have a **maximum** of 45 minutes. Identify how much time you want to spend on each question or point and let the group know (plan to be flexible, to adjust for discussions that are or are not going well).
 4. Begin seminar by sharing your objective for the seminar, and then begin process by introducing the first question/point. Follow the above steps A-E.
 5. At the end of the seminar, facilitators collect the response papers from each student.
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4. **Knowledge Reviews:** A knowledge review is a unique form of "take-home" exams that is designed to assist students to assimilate the readings, lectures, and class presentations. Students will be asked to **individually** construct answers for the knowledge review questions, and then participate in in-class small group discussions. The in-class discussions are used to promote peer assistance in clarification of concepts and ideas for the individual. Students will have two weeks to respond to the "take-home" knowledge review. Students are expected to work **on their own** in this step. A knowledge review seminar will be held in class for students to participate in small group discussions of their responses. *Student's typed questions and answers will be due the BEGINNING of class the day of the knowledge review seminar. Bring TWO copies of your knowledge review to class - one to turn in and one to use in the discussion.* After the knowledge review seminar, students will be given one week to make revisions to their responses if they choose to do so. Final knowledge review assignment is due December 7th.

5. Masters (600) Level Students: Masters students are required to complete two **additional assignments**.

1) Site Visits Assignment- Masters students will do to two site visits to agencies/programs serving persons with disabilities. Refer to "Site Visits Assignment Guidelines Sheet" for specifics on this assignment.

**Students will do one five-minute presentation to the class on one of their site visits. Sign-ups for presentation dates must be made in advance with the instructor. Guidelines for presentation include providing handouts if available, and using visuals to present pertinent information about the service/program.

2) Observation & Participation Assignment- Masters students are to investigate and reflect on key issues in special education. Students will choose two different observation and participation assignments from the "Observation and Participation Assignment Sheet." Please refer to it for specifics regarding this requirement.

6. Grading Criteria: ALL Rise Abc-se student must obtain a grade of "B" or better in their course work to have course credit for DOE licensing. In addition, masters students must receive a grade of "B" or better to have course work apply to their degree program.

Total Possible Points for ED 460r: 280 Points

Attendance/Participation/Class Assignments (10 Points/class)	100 Points
Chapter Reflections (10 Points/each)	90 Points
Facilitation of Seminars & Report (20 Points/seminar)	40 Points
Knowledge Review Responses & Seminar (50 Points)	50 Points

A = 255-280

B = 230-254

C = 200-229

D = 170-199

Total Possible Points for ED **660r**: 350 Points

Attendance/Participation/Class Assignments (10 Points/class)	100 Points
Chapter Reflections (10 Points/each)	90 Points
Facilitation of Seminars & Report (20 Points/seminar)	40 Points
Knowledge Review Responses & Seminar (50 Points)	50 Points
Observation & Participation Assignments (20 Points/each)	40 Points
Site Visits (15 Points/each)	30 Points

A = 320-350

B = 290-319

C = 250-289

D = 215-249

SITE VISIT ASSIGNMENTS - ED 660r (Masters (600) Level Students

One of the course objectives for ED 660r is for students to become aware of and knowledgeable about programs, agencies, and/or services Me persons with disabilities in the general community. To implement this objective, students are required to select two sites for visitation. Instructor's approval is needed prior to the visitation. A resource for choosing a site is using the Keys to Resources Serving People with Disabilities guidebook. This information is available through the internet www.hawaii.gov/health/cpd_indx.htm or by calling Ph. 586-8126, (outer-islands would dial 0 and ask for enterprise #5270, this is considered a collect call). The Special Parent Information Network (SPIN) office you will reach is part of Commissions of Persons with Disabilities. They can also address any other questions you may have about education issues.

Students are encouraged to consider doing visitations with one or two other students. You will need to make an appointment for the visitation and to speak with someone regarding the services the program offers. Be on time for your appointment. Be prepared by having questions (written) of what you want to know out about that program. Take notes during your visit and ask for brochures to share with the class.

Assignment: For each visitation you will write a two-page typed report addressing the following:

1. **Substance** - accurately describe the substance of the visitation: include date, time of visit, name of program, what services it provides for persons with disabilities, program contact person and phone number, what occurred during your visitation, what you learned, what questions were asked and the responses.
2. **Your Reactions** - describe your reactions to the visitation. How did visiting this program affect you? What new ideas did you learn? How did you feel about what you saw? Did it change your perceptions or broaden your views of services available for persons with disabilities? Describe how and provide examples. Describe how you will use this information in your role as a special education teacher.

OBSERVATION AND PARTICIPATION ASSIGNMENTS
ED 660r Masters (600) Level Students

*Choose two (2) of the following assignments to **complete**. All responses need to be typed with a 3-S page limit per assignment. Attach your **actual** notes with **your** written report. Observation assignments are due: October 26th and November 16th in class. Outer-island students need to have their assignments postmarked by the due dates OR if sent as a group may be postmarked the day after the due **date**. Each assignment is worth 20 points.*

Assignments:

1. Observation/Discussion of "school survival skills" for students with disabilities.
Gather information from your special education department regarding: 1) Which school survival skills are considered important and why? (These skills may **include** things **such** as **student** organization of materials, being ready for class, being able to move around campus successfully, etc.) 2) How **are** these skills defined and taught? 3) Are the skills different for students with different types of disabilities? 4) Why or why not?
Your school may have their own ideas about what school **survival** skills are and why they are important. The important thing about this assignment is to gather information from your school setting regarding how students **learn** to "survive" in the school environment, and the role the teacher plays in assisting students to be successful.
After completing the data gathering, write about what you see occurring in your classroom. Write your interpretations of what you see **occurring** and its relationship to "school survival skills." What questions are raised for you? What thoughts do you have about what your students' needs for "school survival?" How would you or are you addressing the issue of school survival skills in your classroom?
2. Observation/discussion of organization of instructional environment and teacher use of time in the instructional day. Observe another special education classroom and document the schedule and order of the instructional day. What does it look like? What happens first, what happens last? Is there a predictable routine of events across the activities? How does the teacher accommodate for faster or slower students? How much time is being used for direct instructional time, independent seatwork time, and group **learning** time? Is this use of time effective for positive student outcomes? How are student needs being met (e.g. additional personnel/time)? What if any relationship do you see between use of time and successful student outcomes? What questions are raised for you from your observations? What thoughts do you have about what is **occurring** in your own classroom? How do you organize your instructional day? What would you do differently in your classroom after doing this observation?

OBSERVATION AND PARTICIPATION ASSIGNMENTS (con't)
ED 660r Masters (600) Level Students

3. **Observation/discussion of teaching methodologies used in another special education classroom, particularly: direct instruction, individual work, small group/large group, cooperative learning, and/or learning centers. Document what instructional method is used. Dialogue with the teacher about the methods that were used, with which students and subject areas. How does the teacher decide which teaching method to use, when and why? What variables might influence which method is used (e.g. subject, age of student, type of disability, purpose of activity). Write about what you observed. What questions do you have about teaching methods? What methods seem to be useful for which content areas? How are you using these methods in your own classrooms? Which methods would you now use and why?**
4. **Observation/discussion of role of environment in teaching and learning. Environment is described as two part: emotional (climate/tone in the classroom) and physical (materials, supplies, equipment, room arrangement, lighting, space). Document the environment of your classroom (both physical and social). How does your classroom environment support or detract from teaching and learning? What activities do you use to establish a positive climate in you classroom? What reflections do you have about your classroom from doing this observation? What questions are raised for you? What would you do or are doing in your classroom to promote a positive teaching and learning environment?**
5. **Observation/discussion of opportunities for students to be self-determined and independent learners. Dialogue with other special education teachers regarding what self-determination for students with disabilities means to them. What are their perceptions of the importance of this concept? Look for evidence in your school that support students with disabilities becoming independent and self-determining individuals. This may take many forms in your school so be sure to discuss with your special education colleagues before you decide there is no evidence. Describe what you observed and discussed. Describe what you learned from your observations and discussions about self-determination. What questions are raised for you? In your own classroom what would you do/ or are doing to promote independence and personal responsibility (in their learning) for your students?**
6. **Students may design their own OP assignment with instructor's approval. Identify a specific observation activity and questions/issues that the activity will address. Choose a topic that is relevant to your current teaching situation. Provide a typed draft of proposal to instructor for feedback and approval.**