

AUGSBURG COLLEGE
THE SPECIAL NEEDS LEARNER
EDC 410/544B
Winter, 2008

Pre-requisites: Admission to Education Department

TIME: Saturdays, 1-5 p.m.

INSTRUCTOR: Jeannie Uhlenkamp, MSE

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Course Description:

This course presents an overview of issues related to people with disabilities. It specifically focuses on the critical issues they and their families face educationally, socially and vocationally across the lifespan. Disability is examined looking beyond specific characteristics to the social systems in which people live, work, and recreate. The attitudinal barriers faced by people with disabilities in our society will be discussed throughout the course. A major focus of the course is on people with disabilities in K-12 settings and the role of teachers in adapting curriculum to create inclusive educational settings. The role of families and support networks will also be explored. Students will be provided with the opportunity to be involved in a service-learning project working with families and the special education system.

Education Department Mission Statement:

The Augsburg College Education Department commits itself to developing future educational leaders who foster student learning and well-being by being knowledgeable in their fields, being capable in pedagogy, being ethical in practice, nurturing self-worth, embracing diversity, thinking reflectively, and collaborating effectively.

TEXT: Turnbull, A.P., Turnbull, H.R.III, Shank, M., & Leal, D. (2004). Exceptional Lives: Special Education in Today's Schools. (Latest, fifth edition). Englewood Hills, N.J.: Prentice-Hall, Inc.

Additional Readings:

Additional readings will be assigned

The syllabus will be posted electronically. If there are significant scheduling changes in advance, they will be posted electronically.

Applicable Standards of Effective Practice

- Standard 3-Diverse Learning: A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with

diverse backgrounds and exceptionalities.

- Standard 5- Learning Environment- A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning and self-motivation.
- Standard 8- Assessment: A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the student.
- Standard 9- Reflection and Professional Development: A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents and other professionals in the learning community, and who actively seeks out opportunities for professional growth.
- Standard 10- Collaboration, Ethics and Relationships: A teacher must be able to communicate and interact with parents or guardians, families, and school colleagues, and the community to support student learning and well being.

Course Objectives:

Students will:

- Gain a broad understanding of the history and laws related to people with disabilities (MSEP 10.C, L).
- Understand and challenge the attitudinal, physical, and social barriers that people with disabilities face in schools and society (MSEP 3.L)
- Identify individual needs and learn to establish inclusive classroom environments, which serve a diverse group of students (MSEP 5.C, K, P).
- Develop a knowledge base related to the various types of disabilities (MSEP 3.B, 3.M)
- Gain practical experience assessing student needs and designing effective goals for student learning (MSEP 8. E, K, 10.D, G).
- Gain insight into multicultural and family issues as they relate to people with disabilities (MSEP 3.Q).
- Identify community resources that will support students, parents and teachers (MSEP 3.N, 10.J).
- Gain firsthand experience working with families and the special education system (MSEP 8.M, 9.J, 10.B, I, K).
- Articulate a personal philosophy of education as it relates to inclusion of people with disabilities in school and society (MSEP 9.C, G).

Assessment Summary:

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Assessment Tool	Activities/Documents	Program Standards
Reflection Papers	Reaction to readings and Personal reflections	3.B, L, M, Q: 5.C, K
Quizzes	Quizzes on readings	3.B, M: 10. G

Parent Adv. Project	Case study, school visit and MAPS Assessment tool	3.N: 5.K: 8.E, K, M: 9.C, G, 10.B, C, D, F, G, I, J, K
Web quest	Use of technology and more in depth Understanding of disabilities	
Final Paper	Philosophy and integration of concepts	5.C, K, P: 9.C, G: 10.G, L

ASSESSMENT DESCRIPTIONS

Attendance and Group Work

Each student will be asked to join a “base group” of 2 students—you and a partner. You will be responsible to each other for sharing information and assignments, especially if you miss a class. Base groups will work on some class assignments together.

Attendance at each class is extremely important. If you are unable to attend a class, please contact the instructor, and realize that you will lose participation points (10 per undergraduate per class, 12 per graduate student, per class). If you miss more than one class, you will not pass the course. Also, as part of professional responsibility, be on time for class.

Web quests

Working with a partner or individually, you will be asked to develop a web quest that you can use with your students. A web quest is an inquiry –based online means of learning. The web quest should focus on a specific disability and will be prepared for students that you will be teaching.

SPECIFICS OF THE WEB QUEST EXPECTED FOR THIS COURSE:

- 1.) Choose a disability.
- 2.) Ask 5 questions, and provide brief answers in reference to the disability.
- 3.) Also, provide 2 links to sites that answer your questions. I.E. What are the characteristics of autism? Some characteristics of autism include: social impairments, rigid thinking, lack of theory of mind, “special interests” and language impairments. _____(link 1) and _____(link 2) ...Go on to ask a total of 5 questions such as: What are relevant teacher resources? What are some classroom accommodations for consideration? What are relevant parent resources? What treatments or medications are currently considered useful? What does current research say about the topic?
- 4.) Post it on the web, or email it to me.

Quizzes

Individual quizzes will be given six times during the semester and will be based on the course readings and classroom discussions. Hint: <http://www.prenhall.com/turnbull> provide good chapter reviews in preparation for the quizzes.

Reflection on field placements

A minimum of a three page (double-spaced) reflection paper is required, based on your field placement. You should reflect upon observations you have made: describe the setting and atmosphere... is it different from that of non-disabled children? What adaptations did you observe? Was assistive technology being used? What were the staffing patterns? What types of teaching styles and learning styles did you witness? What teaching methods seemed helpful/unhelpful? And-- most importantly--how you think you would handle including the students you observed in *your own* classroom. Finally, what was the role of the special education teacher, and how do you see that as differing from the regular education teacher?

Philosophy Paper

Based on reflection of course materials, discussions, and your interactions with families, you will be required to write a final paper (minimum of four double-spaced typed pages) highlighting your philosophy as it relates to special education. You should also discuss the basis of your developing philosophy. Include how you would work to merge “special” and “regular” education, and what you see as the role of inclusion. You should also demonstrate your understanding of current laws as they relate to students with special needs, and you should reflect upon your role as a teacher (for example: make reference to IDEIA, LRE, FAPE, etc.). You should include at least 3 specific strategies that you could use in your classroom to teach students with specific disabilities (you choose the disabilities and how you will address them). Your paper should include at least 2 references from current texts or journals in the field and may be taken from articles distributed in class if you choose! You may also want to highlight any changes in thinking you may have experienced since the beginning of this class. What information was useful? Disheartening? Inspiring? Did you change your mind about anything? Also provide a bibliography.

For those of you enrolled in School and Society, you most certainly will have some of your philosophy that overlaps with other papers, but this paper is about students with special needs, and the issues that they bring to teachers and to the educational system.

Initial Parent Contact Explanation

This assignment will be a one paragraph description of your initial contact or visit with your family. This may be relaying a phone conversation, or describing a conversation you had in setting up a date to meet with the family, or a description of your first meeting. You will be given a “check” for turning in this paper, but no points, as this simply serves to help you manage your time wisely this trimester.

MAPS Paper (Parent Advocacy Project)

This service-learning project will give you an opportunity to be paired with a family who has a child with a disability. It will give you insight into parental concerns in planning for their child and the challenges they face on a daily basis. In addition, you will gain insight into the special education system and the IEP process. With the family, you will work through the process of assessing the child's needs and preparing goals and objectives for an individualized education program (IEP). You will be required to make a **MINIMUM** of **THREE** visits one of which should be to the school the child attends. You can turn work on this project individually or with a classmate. Notes should be included with the final project as to who fulfilled which part of the assignment, and work should be evenly distributed.

The first visit will be one in which you introduce yourself to the family, begin to collect some family history, and simply get to know the family. Take notes! Try to find a family placement on your own, but if need be, potential host families may be provided.

A second visit will be to the child's **school**. Parents will be asked to inform the school as to when you will be visiting. This is an opportunity to see the child in the school and talk to the teacher. Please observe the child in an unobtrusive manner, and take notes.

The third visit, when possible, will be to attend a school-planning meeting with the family (IEP or general planning). This will vary with each family as will the order of the visits). **If you do not have the opportunity to attend an IEP meeting, you should meet with parents to discuss potential goals and/ or offer suggestions that you came up with in your MAPS process.** If you do attend a meeting, your role should be one of an observer and supporter of the parents. The goal is to view the system from the perspective of the family.

The time spent on this project will vary according to the relationship you develop. Meeting times should be arranged with the family. Please be aware that there may be some frustrations related to contact. Families have many things that they are coordinating and sometimes may not get back to you immediately. You will be asked to submit a project based on your cumulative experience. The final MAPS paper should include:

- Family case study. This is based on the time you spend with the family and the knowledge you gained about the family. It will be a description of their situation, and should highlight information you acquired while talking to the family. Include the status of the child, past history, and any assessment information the parents share.
- The next section of the paper will describe the school and specific issues that you observe or discuss with the teacher. What is the situation for the child in the school and your analysis of what is happening? Interview the teacher when possible. Really describe the setting so the reader can "picture" what it's like there for the student.
- The final section will be the MAPS assessment process. We will review this process together in class, but it basically involves creating visual "maps" or drawings, of important aspects of the student's life. You will present a final copy of the MAPS picture representations and goal/ recommendations to the family you have worked with. Given

the information you collect through your interviews and observations, and by looking at the IEP, your goals and recommendations should reflect revision or additions to the IEP (Please keep in mind that families may not use these goals but they are based on your insights and conclusions).

**All papers for this course should be typed and double-spaced.
Points will be deducted for writing errors!**

Reminder

Families are very busy and are graciously opening their doors to us, please respect this. In some situations you may have to call them several times. It is not that the family isn't interested, but often they are juggling many things. Please be creative in thinking of ways to deal with frustrations that may arise, and feel free to discuss any issues with me.

Grading Criteria

Attendance and participation-

You are required to attend all class sessions as well as to **BE ON TIME** for class. This is part of professional behavior. Missing a class will result in a 10 point participation deduction for undergraduates, and a 12 point deduction for graduate students—you are also responsible for make up work and assignments given in class (check with your “base group” for information you missed.) Points will also be deducted accordingly for missing portions of class.

Special Note

On each assignment, points will be deducted for writing errors.

Webquest-10 points

Field Placement

A 20 HOUR FIELD PLACEMENT WORKING WITH STUDENTS WITH SPECIAL NEEDS IS REQUIRED. HOURS MUST BE COMPLETED BEFORE YOU WILL RECEIVE A GRADE FOR THIS COURSE.

Field placement paper- 15 points

Quizzes- 60 points-10 points per quiz

Philosophy Paper 15 points

Comprehensiveness and discussion of key issues -5pts.

Use of references to support arguments 5pts.

Presentation of point of view 5 pts.

MAPS Paper (Parent Advocacy Project) 50 points

Points are based on the following:

Detail and thoughtfulness of case study-10

School visit and observations-20

MAPS and recommendations 20

Undergraduate total points: 150

Graduate total points: 180

*Also, there is opportunity for **five points of extra credit** for reading the book: JOEY PIGZA SWALLOWED THE KEY or JOEY PIGZA LOSES CONTROL by: Jack Gantos. Answer the following questions in a one page summary: 1.) What characteristics of ADHD does Joey display? 2.) How does Joey deal with stress? 3.) How would you accommodate a student like Joey in your classroom? This is due the last day of class.

Please Note: Students requiring modifications for full participation in class should discuss their needs with the instructor within the first week of class. All students have the right to use the Augsburg College Counseling Center, the Tutor Center, and the Writing Lab.

Honesty Policy

The Augsburg College policy on academic honesty applies to this course.

Technology Expectations

The following skills in technology are expected in this course:

- Read and answer email regularly
- When required, attach a document to email
- Access and use online file space (i.e. Augnet/Netware space)
- Use a word processor with spell check for assignments
- Access and navigate the internet

Note:

If you need additional copies of any forms (log of hours) they can be found on this site. www.augsburg.edu/home/education and go to the service learning link and you can download log hours you will need.

Graduate Students

- *Graduate students requirement Part A:* Students seeking a graduate degree will be required to write an in-depth paper on the disability of the child (from the Parent Advocacy Project/MAPS Project), **or** write a “Graduate Paper” on an in-depth topic as it relates to the family (for example: a topic of the family’s choice, support organizations, self advocacy, transitions...etc. Based on your research, discuss in the paper how this knowledge better informs you and/or the family of their situation. Did you make any new discoveries? Did you learn of an organization that could further assist the family in their goals? How did the

family respond to the information?

- Another option is to write an in-depth paper on one of the disabilities that you've studied in this course.

*The paper should be at least five double-spaced pages, with a minimum of three references. A copy of this paper could also be shared with the family. **15 points***

- *Graduate students requirement Part B:* Students seeking a graduate degree will be required to adapt two lesson plans (possibly for the child in the family with whom you are working). These two lesson plans should include: adaptations related to the child's IEP; should be based on regular education curriculum; and should include **at least one lesson in literacy or math. One of the two lessons should also include the use of assistive technology.** *What might be some ways in which technology would assist the student to meet his/her educational goals? How is the technology to be used, and what is its value to the student? *Be sure to cite websites or sources where you found your information on assistive technology. **15 points***

COURSE SCHEDULE

Topics of some class sessions are subject to change

WEC: January 12th.

Introductions, Course Description, Overview of Special Education and the IEP

Homework: Educating Students with Disabilities in General Education Classrooms

<http://www.interact.uoregon.edu/wrrc/AKInclusion.html>

Article: Kauffman, McGee and Brigham, Enabling or Disabling? Observations on Changes in Special Education (Will be distributed in class)

Exceptional Lives: Chapters 1, also skim: Chapters 2 and 3

Prepare for Quiz 1 (Quiz 1 will be on Chapter 1, and classroom information from the first class.)

WEC: January 26th

Quiz 1

Topics: Learning Disabilities and Strategies

Video: "Last One Picked, First One Picked on"

Exceptional Lives: Chapter 5

*Prepare for Quiz 2 on learning disabilities and classroom information

Read over "LD at a Glance" and other information from the "National Center for Learning

Disabilities” site: http://www.ncld.org/LDInfoZone/InfoZone_FactSheetIndex.cfm and print out information on 2 learning disabilities

*Also come to class with **two specific teaching strategies** that could be used to assist a student with a learning disability.

Prepare for the quiz on LD

*Prepare Initial Parent Contact 1 Page Paper

WEC: February 2nd.

Quiz 2

Parent Contact Paper Due

Topic: Continuation of an Introduction to Special Education: Laws, IEPs, and Confidentiality.
Fetal Alcohol Spectrum Disorder (FASD) Introduction and Guest Speaker

Prepare for the quiz on FASD

Articles as assigned

Homework: **Web Quest due next class!**

WEC: February 16th.

Quiz 3

Webquest Due

Topic: Part 1: EBD and ADHD

Video: ADHD: “What Teachers Need to Know”

*Prepare for Quiz 4 on EBD and AD/HD: Chapters 7 and 8

Articles as assigned

WEC: March 1st.

Quiz 4

Topic: The MAPs process

Topics: Part 1: Strategies for working with students with mental health needs.

Part 2: Traumatic Brain Injuries

Homework: Exceptional Lives: Chapters 13 (also read Chapter 9, but it won’t be included in the quiz)

Also: Read one article from the magazine (can be copied off the internet....), “Teaching

Exceptional Children” and summarize it in a one page. Submit the copy of the article, with your summarization.

Prepare for Quiz 5

- Graduate students’ lesson plans are due next class!

WEC: March 15th.

**You should have visited the school to observe the student you are writing your MAPs (Parent Advocacy) Paper by this point.*

Quiz 5

Graduate student lesson plans are due

Topic: Autism

Video: “Autism in the classroom: What Teachers Need to Know”

Exceptional Lives: Chapter 11 (also read over chapter 16, but it won’t be included in the quiz)

Homework: Philosophy Paper due next class

Prepare for Quiz 6 on autism

Read the article distributed in class entitled: “Parallel Play”

**Internet Assignment: Research 3 medications commonly used with students with special needs: i.e. concerta, depakote, seroquil...also, bring a print out of your research to class!*

**Graduate students’ papers are due next class*

** All outstanding other papers are also due next class*

WEC: March 29th.

Everything is due!

Quiz 6

Topic: Class Wrap Up

Present--and then submit-- MAPs/Parent Advocacy Project (in small groups)

Graduate students submit final papers.

Submit a copy of your Field Experience Form, or proof that you’ve completed the 20 hours

Submit Optional Extra Credit Paper

Complete on-line course evaluations

