EDSP 470 0101- INTRODUCTION TO SPECIAL EDUCATION – FALL 2013

CLASS TIME:  Wednesday 4:15
CLASS LOCATION:  EDU 0212

INSTRUCTOR:  Agnesanne J. Danehey, Ph. D.
(301) 371.0412 (home)  Between 8:30 AM - 8:30 PM
(301) 938.7386 (cell)
Office: 301.405.6515
E-mail  adanehey@umd.edu

OFFICE HOURS:  3:00 PM – 4:00 PM Wednesday, or when agreed upon by instructor
OFFICE LOCATION:  Benjamin 1220C (First Floor, Off Main Hall)


Book to read for the class:  The Boy on the Moon by Ian Brown; You can see excerpts at:
http://v1.theglobeandmail.com/v5/content/features/focus/bovinthemoon/part1/chapter1/

Book to read for the class: Melanie: Bird with a Broken Wing, a Mother’s Story: Beth Harry

COURSE INFORMATION
(REQUIRED):  Everyone must independently access & view the movie:  **I Am Sam

Lecture notes, homework, articles and other course documents will be found at
www.elms.umd.edu  under this course name. You MUST print hard copies of required articles for class. Go to:
1.  https://elms.umd.edu
2.  Login with your username and password
3.  Go to My Courses (EDSP 470 – FALL 2011)
4.  Use the left side to navigate the appropriate documents or directions (e.g., syllabus, weekly readings, announcements, handouts, etc.)…bring copy to class…NO TECHNOLOGY DURING CLASS (e.g., cell phones or lap tops) unless requested by instructor or required from DSS.
ARTICLES REQUIRED to Read for Course

(Found on ELMS):
Boo, K. (1999). Forest Haven is gone, but the agony remains. Washington Post: Sunday, March 14

COURSE DESCRIPTION:
This course provides the student an overview of the special education field. EDSP 470 takes a multi-categorical perspective of the field. For purposes of identification, we will examine the nature and characteristics of various exceptionalities (across age & severity) and always within the context of the educational impact upon the student. Research based “best practices” that assist children with exceptionalities are highlighted during the course.

COURSE GOALS: Upon completion of course, the student will have:
Know the history, legislation and litigation affecting the education of students with exceptionalities.
Review terminology used in special education across exceptionalities and topics.
Examine current issues and trends in special education, including inclusion practices as well as family & multicultural issues.
Examine the identification process of various high and low incidence exceptionalities.
Examine service delivery options (assessment, placement, programming, evaluation, and curriculum).
Review research supported methods, techniques, strategies and materials used with and/or across the various exceptionalities.
Develop a greater awareness of one’s personal attitude towards persons with exceptionalities.

Objectives
The learning activities in this course address the College of Education Conceptual Framework (CF) in several areas. In Domain 1: Emerging Commitments in the following areas: EC1 - Equity and Diversity, EC2 Advocacy, EC6 – Responsible and Ethical Action; and in Domain 2: Knowledge, Knowledge of Subject Matter, of Pedagogy, of Learners, of Technology and of Social and Cultural Contexts.

The course also addresses the Interstate New Teacher Assessment and Support Consortium (InTASC) Core Teaching Standards with: Standard #1 Learner Development, Standard #2: Learning Differences, Standard #8 Instructional Strategies, Standard #9 Professional Learning and Ethical Practice.


Specifically, upon successful completion of the course, students will be able to:

• examine the historical foundations in special education, as well as related litigation and legislation (CF Knowledge of Subject Matter, CEC Standard 1 Foundations);

• review current terminology and issues in the field of special education, including inclusionary practices, as well as family and multicultural issues (CF Knowledge of Social and Cultural Contexts, CF EC1 - Equity and Diversity, InTASC #2 Learning Differences, CEC Standard1 Foundations, Standard 3 Individual Learning Differences, Standard 4 Instructional Strategies, Standard 6 Communication, Standard 10: Collaboration);

• examine diagnosis, identification, and characteristics of various disabilities (CF Knowledge of Learners, InTASC #1 Learner Development, CEC Standard 2 Development and Characteristics of Learners);

• review service delivery options including assistive technology for meeting social and educational needs of students with disabilities and their families (CF Knowledge of Pedagogy, CF Knowledge of Technology, InTASC #8 Instructional Strategies, CEC Standard 4 Instructional Strategies, CEC Standard 6 Communication); and

• discuss current issues in special education and encourage advocacy for people of all ages with disabilities (CF EC 2 Advocacy, CF EC 6 Responsible and Ethical Action, In TASC #9 Professional Learning and Ethical Practice, CEC Standard 9 Professional and Ethical Practice)

**ABSENCES FROM CLASS:** This class follows the University’s Policy on Attendance. “It is the policy of the University to excuse the absences of students that result from the following causes: illness of the student, or illness of a dependent as defined by Board of Regents policy on family and medical leave; religious observance (where the nature of the observance prevents the student from being present during the class period); participation in university activities at the request of University authorities; and compelling circumstance beyond the student’s control.

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Regular attendance and participation in this class is the best way to grasp the concepts and principles being discussed. However, in the event that a class must be missed due to an illness, the policy in this class is as follows:

1. For every medically necessary absence from class (lecture, presentation, etc), a reasonable effort should be made to notify the instructor in advance of the class. When returning to class, students must bring a note identifying the date of and reason for the absence, and acknowledging that the information in the note is accurate.
2. If a student is absent more than 2 times, the instructor may require documentation signed by a health care professional.
3. If a student is absent on days when tests are scheduled or papers are due (or other such events as specified in the syllabus) he or she is required to notify the instructor in advance, and after discussion with instructor, it may be necessary upon returning to class, to bring documentation of the illness, signed by a health care professional.
4. Please note: if you miss a class it is your responsibility to find out what you have missed from your peers and complete that material one week after returning to class. You can obtain most information from ELMS and/or your class colleagues. SEE IN-Class Activities for more information on making up work.

Academic Integrity
The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, visit http://www.shc.umd.edu To further exhibit my commitment to academic integrity, I will sign the Honor Pledge on all examinations and assignments: "I pledge on my honor that I have not given or received any unauthorized assistance on this examination (assignment)."

Accommodations for Students with Disabilities: If you have a documented disability and wish to discuss academic accommodations with me, please contact me as soon as possible. Additional assistance is available through the office of Disability Support Services on campus (301.314.7682) or Dissup@umd.edu.

Counseling Center: Issues around the areas of personal, social, career, and academic concerns may surface during the semester. These issues may call for assistance beyond your typical forms of support (e.g., friends and family). Should this occur, please consider contacting the Counseling Center at (4-help or 301.314.4357) or http://counseling.umd.edu or http://health.umd.edu/mentalhealth.

COURSE REQUIREMENTS:

**EXAM:** Use the study questions to prepare for the first exam. Exams do not leave the classroom. Any exam taken from the classroom will result in the test taker receiving a “0” for the exam. (CF Knowledge of Subject Matter, CEC Standard 1 Foundations; CF Knowledge of Social and Cultural Contexts, CF EC1-Equity and Diversity, InTASC #2 Learning Differences, CEC Standard 1 Foundations, Standard 3 Individual Learning Differences, Standard 4 Instructional Strategies, Standard 6 Communication, Standard 10: Collaboration; CF Knowledge of Learners, InTASC #1 Learner Development, CEC Standard 2 Development and Characteristics of Learners)

**DUE: October 16**

**HOMEWORK:** In addition to long term assignments, homework will be assigned. To receive credit for completing homework, you MUST bring a typed response to class. If you have printer problems you may submit the assignment by email to my on-campus mailbox but it must
be received BEFORE the start of class the day it is due (e.g., 4:15). (CF Knowledge of Subject Matter, CEC Standard 1 Foundations; CF Knowledge of Social and Cultural Contexts, CF EC1- Equity and Diversity, InTASC #2 Learning Differences, CEC Standard 1 Foundations, Standard 3 Individual Learning Differences, Standard 4 Instructional Strategies, Standard 6 Communication, Standard 10: Collaboration)

**IN-CLASS ACTIVITIES:** Throughout the session, small group in-class activities will be included as part of the class. These may include, but are not limited to: group discussions of relevant movies (e.g., I am Sam, World according to Jon, Sound & Fury, etc.); white cane travel training; individual completion of career interest assessment; task analysis activity; & participate in demonstration of direct instruction & indirect instruction as well as class-wide peer tutoring. Each class member will be assigned to a small group. Students receive credit for participation. If you are not in class, you cannot receive credit. **You can be excused with proper justification (as dictated by the University); by the very nature of the assignment, you can not make-up a class activity.** (CF EC 2 Advocacy, CF EC 6 Responsible and Ethical Action, InTASC #9 Professional Learning and Ethical Practice, CEC Standard 9 Professional and Ethical Practice; CF Knowledge of Pedagogy, CF Knowledge of Technology, InTASC #8 Instructional Strategies, CEC Standard 4 Instructional Strategies, CEC Standard 6 Communication)

**GROUP & INDIVIDUAL Project:** Groups will select one of the following developmental disability areas: Low Vision/Blindness; Hearing & Deaf; ADD/ADHD; Physical Disabilities; Health Disabilities; Multiple & Severe Disabilities. Your topic group will put together a 15 minute presentation on the chosen topic. You will be graded as a group AND as an individual (material you contributed). (CF Knowledge of Learners, InTASC #1 Learner Development, CEC Standard 2 Development and Characteristics of Learners) **DUE:** November 13th

**QUIZ:** There may be several quizzes during the semester. (CF Knowledge of Subject Matter, CEC Standard 1 Foundations; CF Knowledge of Learners, InTASC #1 Learner Development, CEC Standard 2 Development and Characteristics of Learners)

**QUIZ I:** September 25th

**REFLECTION ACTIVITY:** During the semester you will be asked to independently (at your leisure read The Boy in the Moon by Ian Brown. With the book as a reference along with the various in-class videos, & discussions/topics from class, you will respond to one or several questions. Paper is not to be longer than 3 pages (not including the question). **YOU MUST TAKE NOTES on the various movies, DVD’s, and articles read during the semester.** (CF EC 2 Advocacy, CF EC 6 Responsible and Ethical Action, InTASC #9 Professional Learning and Ethical Practice, CEC Standard 9 Professional and Ethical Practice) **DUE:** December 16th at Noon

**SENSITIVITY EXERCISE:** With this exercise, students visit a **two story mall**, and in a wheel chair borrowed from Information, EACH student will complete the “physical impairment” exercise and use the rating sheet illustrating their experience (Please refer to material at end of syllabus). (CF EC 2 Advocacy, CF EC 6 Responsible and Ethical Action, InTASC #9 Professional Learning and Ethical Practice, CEC Standard 9 Professional and Ethical Practice; CF Knowledge of Technology, InTASC #8 Instructional Strategies, CEC Standard 4 Instructional Strategies, CEC Standard 6 Communication) **DUE:** November 6th

**SIGNING ACTIVITY:** With your designated group, you will be asked to TRANSLATE a Broadway song using ASL. This is a wonderful opportunity to feel the beauty of ASL with an enjoyable and non-threatening experience. (CF Knowledge of Pedagogy, CF Knowledge of Technology, InTASC #8 Instructional Strategies, CEC Standard 4 Instructional Strategies, CEC Standard 6 Communication CF EC 2 Advocacy, CF EC 6 Responsible and Ethical Action, InTASC #9 Professional Learning and Ethical Practice, CEC Standard 9 Professional and Ethical Practice) **DUE:** December 11th
ASSIGNMENTS & GRADES

NOTE: All paper assignments must be:

1. **TYPED** unless noted by professor (the assignment will not be accepted), and
2. Assignments not given at the start of class are considered late. Late assignments result in 1 grade lower from corrected paper’s grade; each day late will result in an additional grade deduction.
   a. If an emergency (e.g., cold) precludes attendance to class, assignments may be sent electronically. However, the time-date must be before the start of class and the student is responsible for providing the professor a “hard-copy” of the assignment at the next class.
   b. If the seriousness of the emergency does not make the above possible (e.g., death in the family, serious illness, traffic accident, etc.), you must follow University policy of “Attendance and Excused Absences (see Absences from Class pg. 3 above for complete information)”.

PLEASE NOTE: Should we run into inclement weather which might cancel a course, if possible, I will hold class via Blackboard on ELMS.

GRADING…I do NOT “round up” any grade, sorry.

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<td>A+</td>
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<td>A</td>
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APPROXIMATE POINTS For the Semester:

- **EXAM** 100 PTS
- **Group & Individual Project** 20 PTS + 20 PTS
- **HOMEWORK** As Stated at Bottom of Page
- **IN-CLASS ACTIVITIES** 5 Pt/activity
- **Modules** As Stated on Module
- **QUIZ** 14 PTS
- **Reflection ACTIVITY** 40 PTS
- **SENSITIVITY EXERCISE** 50 PTS
- **SIGNING ACTIVITY** 50 PTS

294++ APPROX.

EXTRA Credit for:

1. 90% Class wide Participation Rate for Course Evaluation
2. For handing in a name card with 6 marks.
3. Sorry…I do not provide any additional activities to “bring up a grade”. Focus on the assignments identified for this course. I am always available if you have any questions or concerns.

EDSP 470: CLASS SCHEDULE

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FALL 2013

September 4
A. Introductions & review of course requirements.
B. VIDEO: “Rosewood”
C. **KEY JUDICIAL DECISIONS & LEGISLATION; IDEA 2004**
   GUARANTEES: FAPE, IEP, LRE, Due Process, Non-Discriminatory Assessment, etc.
   
   Chapter 1 & 2
   If you are interested in more information, check out these sites:
   
   http://idea.ed.gov/explore/view/p/root regs 300 A.300%252E8,e,
   www.thomas.loc.gov;
   http://www.bazelon.org/issues/disabilityrights/resources/99scotus.htm
   http://nichcy.org/disability/categories#dontsee

Due September 11th:
1. WATCH & take notes on the movie: I AM SAM.

September 11
A. HOMEWORK DUE TODAY: Notes on I Am Sam (see ELMS Homework Tab for questions) and reading & notes (see ELMS Homework Tab for questions): Wolfe & Tracy (2001)
B. HISTORY Review
C. Discussion of movie: I Am Sam
D. EARLY CHILDHOOD
   Chapter 3: Textbook
E. Discuss Rescuing Jonah
F. Best Practice Activity: Assessment of Toddler’s Gross Motor Ability
SEPTEMBER 18
A. **Homework DUE TODAY**: READ & be prepared to discuss: Grigal, Neubert, & Moon (2002). Postsecondary Options for Students w/ Significant Disabilities. TEACHING Exceptional Children, 35(2), 68-73
   a. and Read, Take Notes, & be prepared to discuss: **INCLUSION** : Wolfe & Tracy (2001). Making Inclusion a Reality for Students with Severe Disabilities. TEACHING Exceptional Children, 35(4), 56-60
B. **SECONDARY/TRANSITION** Chapter 4
C. **BEST PRACTICE Activity**: Career Interest Assessments

If you want more information on the topic Secondary/Transition, please visit these sites:
   - [http://www.thinkcollege.net/?view=featured](http://www.thinkcollege.net/?view=featured)
   - [www.dors.state.md.us/DORS/AboutDORS/](http://www.dors.state.md.us/DORS/AboutDORS/)
   - [www.dllr.state.md.us/country](http://www.dllr.state.md.us/country)
   - [www.ddamaryland.org/](http://www.ddamaryland.org/)
   - [www.ssa.gov/](http://www.ssa.gov/)
   - [www.dhmh.state.md.us/dda/waiver.htm](http://www.dhmh.state.md.us/dda/waiver.htm)

If interested more examples of Supported Employment: You Tube Videos: Great Hires!: YouTube (7:49), Arc of Onondaga Services: YouTube, ADAPT Protests AMA in Chicago: YouTube, KTFA News on ADAPT: YouTube (community choice act); Dorothy UPC; Trevor @ Pcc; Chris working at Evergreen Fitness;

NOTE: September 19th: QUIZ 1

September 25
A. **QUIZ**
B. **VIDEO**: How Difficult Can this Be?  FAT CITY
C. **HIGH INCIDENCE**: *LEARNING DISABILITIES: DEFINITION & ASSESSMENT* Chapter 7: Textbook
   - If you want more information on this topic: [www.ldonline.org](http://www.ldonline.org) & [http://www.schwablearning.org/](http://www.schwablearning.org/)
   - and YouTube: PBS 39Temp-Show 540
D. **BEST PRACTICE ACTIVITY**: Curriculum Based Measurement (CBM)

October 2
B. Best Practices Activities: INTERVENTIONS FOR PERSONS W DISABILITIES 
   - Direct Instruction: Mathematics & Reading; Indirect Instruction: Learning Strategies: e.g. Spelling & Writing & Rec. Teaching Class-wide Peer Tutoring

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October 9

A. PERSONS W/COGNITIVE IMPAIRMENTS

Chapter 10: Textbook


B. BEST PRACTICE: TASK ANALYTIC Assessment; Age-appropriate placement

C. VIDEO: DOWN SYNDROME: The World According to Jon

October 16

A. EXAM

B. LOW INCIDENCE: AUTISM SPECTRUM DISORDER

Chapter 13: Textbook

Video: Refrigerator Mothers

OR

C. Visit from adults with special needs sharing their experiences over the years.

...IMPORTANT...Begin scheduling Group meetings with Dr. Danehey during office hours, before or after class to review Group Presentations that begin November 13th. You must have a serious draft of your PowerPoint Presentation when you meet with Dr. Danehey.

October 23

A. LOW INCIDENCE: AUTISM SPECTRUM DISORDER

Chapter 13: Textbook

B. Video: Autism: A World of Its Own

October 30

A. HIGH INCIDENCE: *PERSONS W/EMOTIONAL OR BEHAVIOR DISORDERS Chapter 9: Textbook

B. BEST PRACTICES ACTIVITY: Functional Behavior Assessment (FBA) & Behavior Intervention Plan (BIP)

C. VIDEO:

November 6

Vision Exercise: ½ of class comes at 4:15 PM and remaining ½ of class comes at 5:30 PM.

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DUE: Sensitivity Exercise

November 13
BEGINNING TODAY: GROUP PRESENTATIONS: Groups will be randomly selected on each day. So, it will be necessary for every group to be ready to go should they be selected.

LOW INCIDENCE: *PERSONS W/VISION LOSS OR BLINDNESS
Visit Natalie Shaheen, National Federation of the Blind, Baltimore, MD
National Federation of the Blind
200 East Wells Street
at Jernigan Place
Baltimore, MD 21230
Phone: 410-659-9314
Fax: 410-685-5653

HIGH INCIDENCE: COMMUNICATION DISORDERS…Chapter 11 Textbook
Language Disorder Group Presentation… Group 1
Speech Disorder Group Presentation… Group 2

HIGH INCIDENCE: *PERSONS W/EMOTIONAL OR BEHAVIOR DISORDERS…Group 3
Chapter 9: Textbook

LOW INCIDENCE: ATTENTION DEFICIT DISORDER/ATTENTION DEFICIT HYPERACTIVITY DISORDER…Group 4
Video: ADD and Loving It

LOW INCIDENCE:
PERSONS W/SEVERE & MULTIPLE DISABILITIES…Group 5

LOW INCIDENCE: PERSONS W/P HYSICAL DISABILITIES
Cerebral Palsy Group Presentation…Group 6
Spina Bifida, Multiple Sclerosis, Other Spinal Chord Injuries Group Presentation…Group 7
Muscular Dystrophy Group Presentation…Group 8
Traumatic Brain Injury…Group 9

LOW INCIDENCE: HEALTH DISABILITIES
1. HIV-AIDS & Sickle Cell Anemia…Group 10
2. Cystic Fibrosis & Asthma…Group 11
3. Epilepsy…Group 12
4. Diabetes…Group 13

LEGAL ASSISTANCE IN STATE OF MARYLAND (Maryland Disabilities Law Center & Legal Aid)…Group 14

Universal Design for Learning…Group 15
November 20
DUE: GROUP PRESENTATIONS

November 27
DUE On-Line: Least Dangerous Assumption Module

December 4
DUE: GROUP PRESENTATIONS

A. LOW INCIDENCE: HEARING & DEAF
B. VIDEO: Sound & Fury

December 11:

SIGNING ACTIVITY
Use this or any other ASL Browser sites: http://commtechlab.msu.edu/sites/aslweb/browser.htm

For this last class members bring in something from the following area: (a) something salty (chips, pretzels, etc.), (b) something sweet (cookies, candy, donuts, etc.), (c) something healthy (veggies, fruit, etc.), (d) something to drink.

December 16, MONDAY: In my mailbox, please by 12:00 PM
DUE: REFLECTION ACTIVITY

PLEASE Note that class lectures (e.g., recorded or written) and other materials (e.g., PowerPoint Presentations, handouts, quizzes, tests, etc.) are copyrighted and that they may not be reproduced for anything other than personal use without written permission from the instructor. Thank you for your understanding.