EDSP 470: Introduction to Special Education
Department of Special Education
Fall 2010
UMCP

Class location: Benjamin Building, Room 1121
Class time: Mondays, 4:15-7:00 pm
Course Instructor:

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Cell phone: ofc: 301-405-7896
Email: barnwell@umd.edu
Office hours: By appointment
Room # 1220D-Benjamin Building

Required Texts/Materials
   www.ablongman.com/hardman8e

2) Additional course readings and other course materials and announcements, will be available on BlackBoard/ELMS at www.elms.umd.edu.


4) Please check Blackboard each week by Monday morning to read announcements and to download any handouts that may have been posted.

Course Overview
Welcome to EDSP 470, Introduction to Special Education. This course focuses on the foundations of special education and is designed for early childhood majors at the University of Maryland who are considering special education as a major or minor and/or want to gain a better overview of the field of special education. In this course you will:

1) examine historical foundations related to the field of special education (legislation and litigation); 2) review components necessary for effective service delivery: collaboration and consultation with parents, school personnel and other professionals, and related multicultural issues/perspectives; 3) examine the nature and characteristics of various disabilities and 4) review current issues in special education including overrepresentation
of minority students in special education, inclusion, and NCLB requirements. This is achieved via guest presentations, case studies, large and small group class discussions/projects, chapter readings, class assessments, and related exercises. Students will develop disability awareness and an appreciation of human potential.

Objectives
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 (*IGC, Standard 1 Foundations);
• review current terminology and issues in the field of special education, including inclusionary practices, as well as family and multicultural issues (CC10K1; CC10K3);
• examine diagnosis, identification, and characteristics of various disabilities (IGC, Standard 1 Foundations and Standard 2 Development and Characteristics of Learners);
• review service delivery options for students with disabilities and families (CC1K1); and
• discuss general methods and strategies for meeting the social and educational needs of students with various disabilities (CC5K3; CC4K1).


CC= Common Core standards; IGC = Individualized General Curriculum Referenced standards

Course Requirements
This class will be front-loaded with readings, note taking and tests to allow for exploration of topics in the last part of the semester. It is imperative to read before class, take notes during class and participate in discussions.

Class Attendance and Participation/Homework Assignments *(20 points)*

Regular attendance and participation in class discussions and activities is expected. There are participation/homework assignments for points that will be collected at the beginning of each class. These participation points or “gleanings” must be neatly handwritten or typed and will receive a check and 1 point each. Gleanings will be given back to use as study guides for tests. If you do not attend class regularly, you will not be able to earn participation/homework assignment points. You can access the Gleanings on Blackboard.

Tests *(80 points)*

There will be two 40 point tests in the class based on information from the text supplemented by information presented by guest speakers. Gleanings from the readings will make up the participation/homework assignments and along with the Course Note-taking Powerpoint available on Blackboard and your own notes, will act as study guides.
for the tests.

The first content test (40 points) will be completed on Blackboard (www.elms.umd.edu) and submitted during specific set aside hours during the week. The second content test (40 points) will be scheduled during class-time and also based on information from the text supplemented by information presented by guest speakers.

The tests are not cumulative and are multiple choice with some short answer and short essay.

**On -line Modules: (45 points)**

Each Student is required to complete an online module developed by Community Connections titled, “Making Accommodations”. Complete the Module and submit the post-test results along with one paragraph description of five key points that you learned using this module.

Format and specifics will be discussed later in the course.

**Projects**

You will complete two projects related to course content. This is your chance to be creative.

**First Project (20 points): Choose either a Book or Film Review**

**Book Review**: Select one book about disability from the list you will find in the Course Document Section on Blackboard. You may also suggest a book to review for this assignment with prior approval from the instructor. After reading the book, write and type a review in two parts including: a. 2 page content summary and why chosen and b. 2 page analysis of author’s purpose, author’s effectiveness at portraying disabilities and possible teaching applications drawing on your experience in class and what you have learned through the readings. **A detailed rubric for this assignment can be found at the end of the syllabus.**

**Film Review**: This assignment introduces students to provocative, popular culture texts (i.e. films) that depict individuals with disabilities or differences. Select a film from the list you will find in the Course Document section on Blackboard. You may also suggest a film with prior approval from the instructor. The review should include: a. 2-3 page summary that includes why you chose the film and a brief summary (including characters and plot). b. 2-3 page critical analysis that will include an IEP overview of a selected character with disabilities and a personal critique of the film that draws on your experiences in class. **A detailed rubric for this assignment can also be found at the end of the syllabus.**
Second Project (35 points): Disability Awareness Project (DAP)

Disability Awareness Project (DAP)—Groups will be formed to gather information on a specific disability area or issue related to that area. You will have to do the following two things: 1) Post and present information to the class with a Wiki fact sheet and a visual display (powerpoint) on one of these broad areas and/or a subtopic related to one of these areas: intellectual disabilities, learning disabilities, attention deficit-hyperactivity disorder, emotional behavioral disorders, communication disorders, autism spectrum disorder, traumatic brain injury, vision loss, physical disabilities and health disorders, gifted, talented and creative. Groups will submit two outlines and have powerpoints previewed by instructor. For this group assignment, 20 of the points are for group work, and 15 points are based on individual performance.

Group: Oral Presentation and Wiki Fact Sheet for DAP:
Students (in groups) will present to the class on the topic chosen for the DAP. Each presentation should be 20 minutes in length, and should summarize major findings in each of the components covered in the DAP and summarized in a Wiki fact sheet. Visual displays must consist of at least one medium (e.g., informational brochure, power point presentation, poster/tri-fold display board, or video). Youtube videos and powerpoints will be previewed in the classroom.

Individual: Research Summary, and Group Process Evaluation: Each group member will do research (interview or research article) that informs the DAP group. This will be summarized as outlined by the DAP individual rubric. In addition, group members will turn in a paragraph detailing how the DAP group functioned. This last information will be used at the discretion of the instructors in awarding group and individual points.

Refer to the end of the syllabus for the DAP presentation components and group and individual scoring rubrics. This information will also be on Blackboard.

Note: Assignments must be handed in on due dates. Unexcused late assignments will receive a grade of zero, but will be reviewed and feedback given.
Grading

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<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation gleanings</td>
<td>20</td>
</tr>
<tr>
<td>Test #1</td>
<td>40</td>
</tr>
<tr>
<td>Test #2</td>
<td>40</td>
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<tr>
<td>Module</td>
<td>45</td>
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<td>Book/movie review</td>
<td>20</td>
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<tr>
<td>DAP</td>
<td>35</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>200</strong></td>
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</tbody>
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A+, 98-100% = 196 points or higher  
A, 93-97.5% = 186 - 195  
A-, 90-92.5% = 180 - 185  
B+, 88-89.5% = 176 - 179  
B, 83-87.5% = 166 - 175  
B-, 80-92.5% = 160 - 165  
C+, 78-79.5% = 156 - 159  
C, 73-77.5% = 146 - 155  
C-, 70-72.5% = 140 - 145  
D+, 68-69.5% = 136 - 139  
D, 63-67.5% = 126 - 135  
D-, 60-62.5% = 120 - 125  
F, 59% = 0 – 119 points

No extra credit-No exceptions  
Grades do not round-up-No exceptions  
All Grades are Final!

Student Notices

Use of Electronic Devices  
All students are expected to turn off cell phones during class.  
Use of the Internet or laptop computers and other electronic devices, is allowed in class ONLY when announced by instructor for in-class group work.

Accommodations for Students with Disabilities  
If you have a documented disability and wish to discuss academic accommodations, contact instructors at the beginning of the semester. For information on accommodations see [www.counseling.umd.edu/DSS](http://www.counseling.umd.edu/DSS)  
Help in study skills, time management, writing, etc. is available at the Learning Assistance Service (LAS), a division of the Counseling Center. Location is 2201 Shoemaker Bldg. (301) 314-7693, [www.infonn.umd.edu/LASRV](http://www.infonn.umd.edu/LASRV).

Academic Integrity  
The University is one of a small number of universities with a student-administered [Code of Academic Integrity](http://www.shc.umd.edu) and an [Honor Pledge](http://www.shc.umd.edu). The Code prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures. 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 Honor Council, visit [http://www.shc.umd.edu](http://www.shc.umd.edu).  
All students are asked to place the following statement on their exams and/or assignments
as a commitment to their academic integrity: “I pledge on my honor that I have not given or received any unauthorized assistance on this examination (or assignment).”

CourseEvalUM
As a member of our academic community, you as a student have a number of important responsibilities. One of these responsibilities is to submit our course evaluations each term through CourseEvalUm in order to help faculty and administrators improve teaching and learning at Maryland. Please make a note now of the link at which you can access the submission system at that time (www.courseevalum.umd.edu).

Attendance Guidelines
Attendance Guidelines - University policy excuses the absences of students for illness (self or dependent), religious observances, participation in University activities at the request of University authorities, and compelling circumstances beyond the student's control. Students must submit the request in writing and supply appropriate documentation, e.g. medical documentation.

Religious Observances.

The University of Maryland policy “Assignments and Attendance on Dates of Religious Observance” states that students should not be penalized in any way for participation in religious observances and that whenever feasible, they be allowed to make up academic assignments that are missed due to such absences. However, the student must personally hand the instructor a written notification of the projected absence.
Class Schedule-Fall 2010

This schedule is subject to change based on the availability of guest speakers and the progress we make on particular topics during class. Schedule changes and due dates will be announced on Blackboard every Friday for the week ahead (www.elms.umd.edu).

8/30  Course introduction and syllabus review, inclusion realities—understanding & experiencing exceptionality, person-first language. **Foundations-1**: History of disability: timelines, legislation, paradigms.  **IN CLASS: SIGN UP FOR SMARTBRIEF, Current event PRESENTATIONS (Gleaning # 20)**

**HOMEWORK:** READ CHAPTER 1 and 2: Do Gleanings #1 and #2. Register for SMARTBRIEFS (CEC) [http://www.smartbrief.com/cec/](http://www.smartbrief.com/cec/)

9/6  Holiday/No class

9/13  **Foundations-2**  --Topic 1:Guest Speaker TBA: History of IDEA, special education historical highlights, 2004 amendments, NCLB, overview of state assessments, Topic 2: Referral process, IEP/IFSP process, What do we mean by ACCESS? **DUE:** Gleanings 1 & 2

**HOMEWORK:** Do the Accessibility Walk (Gleaning # 18), READ CHAPTER 3 and 4 and Do Gleaning # 3 and #4

9/20  **Service Delivery -1-2** Early childhood and elementary Special Education and Secondary and Transition. **DUE:** GLEANING #3 and 4, and Accessibility Walk, # 18

**HOMEWORK:** READ CHAPTER 5 & 6 and Do Gleaning # 5 & 6

9/27  Service Delivery 3-4  Multicultural and Diversity Issues/ Exceptionality and the Family Guest Speaker TBA. **DUE:** Gleaning # 5 & 6. Review for Test # 1

**HOMEWORK:** Test #1 on Foundations and Service Delivery: Completed Online Prior to Class on 10/4  –40 points, and Read Chapter 7 and do Gleaning # 7.

10/4  **Class Topic: Characteristics:** Learning Disabilities/ and review DAP project Guest speaker Dr. Lisa Case.  **In class: Make DAP Groups and Complete DAP Outline # 1 in class, DUE:** GLEANING #7

**HOMEWORK:** READ CHAPTER 8 & 9 and Do Gleaning #8 & 9,

10/11 Characteristics: Class Topic 1: Emotional/Behavior Disorders/Topic 2: ADHD Jigsaw.  **Group Work Time: Due:** Gleaning #8 & 9:
HOMEWORK READ CHAPTERS 11 & 13 and Do Gleanings 11 & 13  
10/18  Characteristics:  Topic 1: Communication Disorders/ Topic 2: Autism/Guest  
Speaker: Dr. Paul Livelli:  Due Gleanings 11 & 13  

HOMEWORK READ CHAPTERS 10 and 12 and Do Gleaning # 10  
Group Work: Due Gleaning # 10  

HOMEWORK READ CHAPTERS 14 and 17 and Do Gleaning # 14. Complete visit to Adaptive Tech Lab in McKeldin Library (Gleaning # 17)  
11/1  Characteristics: Topics: Physical/Health and Traumatic Brain Injury/Assistive Technology. Due: Adaptive Technology Lab visit summary (Gleaning # 17), and Gleaning # 14. Group work time: DAP Outline # 2 at the end of class  

HOMEWORK READ CHAPTERS 15 & 16 and Do Gleaning 15 & 16  
11/8  Characteristics: Topics: Vision and Hearing: Guest Speaker: TBA, Due: Gleanings 15 & 16 and Movie/Book Review  

HOMEWORK Do Gleaning # 19 (Pros and Cons for Inclusion)  
11/15  Issues: Inclusion (Guest Speaker, TBA) and Being a Special Educator/Co-Teaching: Group Work Time on DAP and Test Review # 2. Due Gleaning # 19  
11/22  Test # 2 on Characteristics (40 points): Second Part of Class: Issues: Disability Etiquette: 10 Commandments/ Video/Reflection : Group Work Time: Due: DAP Powerpoint drafts  
11/29  DAP Presentations- (5)  
12/6  DAP Presentations- (3) and Module Write-up (45 points)
Book Review Instructions and Scoring Rubric

Background and book summary (10 points, 2 page limit)
Explain why you chose this book and the disability category represented. Summarize the storyline. Describe the character(s) with disabilities. Show clarity in writing, typed double-spaced with no spelling/grammar errors, follows APA or MLA style for quotations from the book and references (including the reference for the book).

Critical analysis and implications (10 points, 2 page limit)
Critique the book based on the following: author(s) portrayal of individuals with disabilities. Describe how the book can be effective when shared with different audiences: students, parents, and/or educators. Describe implications for instruction based on what you’ve learned in this class as well as your own prior knowledge using specific quotes from the book. Show clarity in writing, doubled spaced, no spelling/grammar errors.

Scoring Rubric

Student Name ____________________________

Book Title _______________________________

Summary
Why chose ___/2
Story line summary ___/4

Analysis
Portrayal of disabilities ___/4
Audience ___/2
Implications ___/4
(learned from class)
Clarity of prose overall ___/4
(Including MLA or APA references and quotations)

Total ____/20
Movie Review Instructions and Scoring Rubric

Background and Movie summary (10 points, 2-3 page limit)
Explain why you chose this movie and the disability category (s) represented. Summarize the storyline (plot, characters). Describe the character(s) with disabilities. Show clarity in writing, typed double-spaced with no spelling/grammar errors, follows APA or MLA style for quotations from the book and references (including the reference for the book).

Critical analysis and Implications (10 points, 2-3 page limit)
Critique the movie based on the following: Your opinion and analysis of the film’s main message and depiction of a particular disability. Then, pick a character most in need of special education and draft a preliminary IEP or IFSP that includes: Disability category, LRE-what do you think would be most appropriate placement and why, Related Services that might be needed, any additional Community Supports, and 3 long term goals that match what you think are the character’s main areas of need. Show clarity in writing, doubled spaced, no spelling/grammar errors.

Scoring Rubric

Student Name ____________________________

Movie Title _______________________________

Summary
Why chose ____/2
Movie summary ____/4
(plot, characters)

Analysis
Personal critique of film ____/4
Disability category/LRE ____/2
Related services/community ____/2
Appropriate goals ____/2

Clarity of prose overall ____/4
(Including MLA or APA references and quotations)

Total ____/20
**DAP Outline part 1**, due in class on 10/4

(turn one in, each group keep a copy)

Group members (circle those in class)

Group overall topic ________________

Ideas for subtopic:

Ideas for visual, presentation, Wiki fact sheet:

Homework for each group member:

Name: _______________  Task(s): __________________________________________
Name: _______________  Task(s): __________________________________________
Name: _______________  Task(s): __________________________________________
Name: _______________  Task(s): __________________________________________
Name: _______________  Task(s): __________________________________________
Name: _______________  Task(s): __________________________________________

Help:
DAP Outline Part 2: Cover Sheet for DAP Workshop
(Due at end of class on 11/1)

Student Group: ____________________ __________________ __________________
__________________        _______________  Disability Category: ________________

1. Draft WIKI fact sheet: Category of exceptionality (and subtopic): how defined under federal regulations (IDEA), Medical/Historical perspective, Important characteristics, Educational Considerations

2. List of key references/websites –check sources

3. Types of visuals/handouts

4. How will presenters involve the audience?

5. Check youtubes/ powerpoints for content/authority

6. List who is responsible for each component (circle those in class today)

7. Draft test questions (short answers based on Wiki fact sheet or presentation. The questions should require brief content responses or lists of 2 or 4 items).

Comments: (from instructors to group)
Group score sheet for DAP
Products will be scored based on a 5-point Likert Scale, 5-excellent, 4-good, 3-average, 2-poor, 1-unacceptable

Group names:
Date and topic area:

Group Products:

_____ Visual presentation (clarity, colorful, organized & accurate, grammatically correct)

_____ Overview/fact sheet on WIKI (category of exceptionality, medical and/or historical perspective, important characteristics, educational considerations, list of key resources/ websites)

Comments:

Oral Presentation:

_____ Content (organized and informative, interesting, answers questions and involves audience)

_____ Style (speaks clearly, projects voice, eye contact and pacing)

Comments:

Total Group: _____/20
Individual score sheet for DAP—Due on DAP presentation day
Name_______________________   DAP group topic _______________
Research: Interview or Article Review ___/10

Interview: Conduct interview (minimum of 5 questions) of individual with disability, parent, teacher or other professional in the field related to your DAP. Submit questions asked and 2 paragraph summary of interview findings and how relates to DAP.

OR

Article review: Using UM Library Research Port (http://www.lib.umd.edu) find and summarize 1 scholarly research article. Article must be peer-reviewed, preferably from ERIC (education) or PsycINFO (psychology). Submit search terms used, citation in APA form and 2 paragraph summary of article and how it informs your DAP.

Group process evaluation_/5
(Write a brief summary of your group’s progress on this project. You may use names of group members, but professors reserve the right to make grade adjustments based on all group evaluations.)

Individual grade (research summary, turns in group processing evaluation) _____/15 total, Comment: