EDSP 210: Introduction to Special Education  
Special Education Programs  
Fall 2011  
UMCP

**Class location:** ASY 3207
**Class time:** Tuesdays and Thursdays, Section 25430 **2:00-3:15**
**Course Instructor:** Paul Livelli, Ph. D.  
Cell phone: 443-717-2006  
Email: drpaullivelli@live.com  
Office hours: by appointment

**Required Texts/Materials**
[www.ablongman.com/hardman8e](http://www.ablongman.com/hardman8e)

**Course Overview**
Welcome to EDSP 210, Introduction to Special Education. This course focuses on the foundations of special education and is designed for undergraduates at the University of Maryland who are considering special education as a major or minor. 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. IDEA Students will develop disability awareness and an appreciation of human potential.

**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 (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 (CEC Standard 1 Foundations, InTASC #2 Learning Differences, Standard 3 Individual Learning Differences, Standard 4 Instructional Strategies, Standard 6 Communication, Standard 10: Collaboration);
- examine diagnosis, identification, and characteristics of various disabilities (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 (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 (CEC 2 Advocacy, CEC 6 Responsible and Ethical Action, InTASC #9 Professional Learning and Ethical Practice).

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 (10 points)
Regular attendance and participation in class discussions and activities is expected. If you do not attend class regularly, you will not be able to earn participation points. This is the first course for those wanting to be special education teachers and the first rule of teaching is to always be there and be on time!

**Observation (10 Points)**

Students will conduct three hours of observation of students with and without disabilities. Students will compare and contrast skill levels of students highlighting developmental levels. Observations will be recorded anecdotally followed by and analysis of the events witnessed. Students will be expected to connect observation to concepts learned from the book and lectures. Papers should be 5 to 7 pages.

**Tests (120 points)**

There will be two 40 point tests and two quizzes in the class 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.

**Projects (20 points and 40 points)**

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

**First Project: Choose either a Book or Film Review**

Book Review (20 points) Select one book about disability. 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.

**OR**

Film Review (20 points) This assignment introduces students to provocative, popular culture texts (i.e. films) that depict individuals with disabilities or differences. The review should include: a. 3 page summary that includes why you chose the film and a brief summary (including characters and plot). b. 3 page critical analysis that will include a hypothetical IEP overview of a selected character with disabilities and a personal critique of the film that draws on your experiences in class. **Detailed rubrics for this assignment can also be found at the end of the syllabus.**

**Second Project: Disability Awareness Project (DAP)**
Disability Awareness Project (DAP) (40 points)—Groups will be formed to gather information on a specific disability area or issue related to that area: learning disabilities, attention deficit-hyperactivity disorder, emotional behavioral disorders, communication disorders, autism spectrum disorder, traumatic brain injury, vision loss, severe and multiple disabilities, gifted, talented and creative. For this group assignment, 20 of the points are for group work, and 20 points are based on individual performance.
**Group:** Oral Presentation and Fact Sheet for DAP:
Students (in groups) will present to the class on the topic chosen for the DAP. Each presentation should be 50 minutes in length, and should summarize major findings in each of the components covered in the DAP and summarized in a 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).

**Individual:** Research Summary, Test Question 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 possible short answer test question about their DAP area along with a paragraph detailing how the DAP group functioned. This last information will be used at the discretion of the instructor in awarding group and individual points.

Refer to the end of the syllabus for the DAP presentation components and group and individual scoring rubrics.

**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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<td></td>
<td>Participation</td>
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<td>Observation</td>
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<td>A+, 98-100%</td>
<td>=196 points or higher</td>
<td>C+, 78-79.5%</td>
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<td>A, 93-97.5%</td>
<td>=186 - 195</td>
<td>C, 73-77.5%</td>
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<td>A-, 90-92.5%</td>
<td>=180 - 185</td>
<td>C-, 70-72.5%</td>
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<td>B+, 88-89.5%</td>
<td>=176 - 179</td>
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<td>B, 83-87.5%</td>
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<td>B-, 80-92.5%</td>
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<td>59%</td>
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No extra credit-No exceptions (built in flexible gleaning points for participation) Grades do not round-up-No exceptions. All Grades are Final!
Student Notices

Use of Electronic Devices
All students are expected to not use cell phones at all during class.
Use of the Internet or laptop computers and other electronic devices, is allowed in class only when announced by instructor (or indicated on syllabus) for in-class group work.
Print notetaking Powerpoint for use in class. IEP

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
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.

Academic Integrity
The University is one of a small number of universities with a student-administered Code of Academic Integrity and an Honor Pledge. 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.
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 dates for Spring 2010 (April, 28th through May 13) and 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 or Religious Observances.
Class Schedule-Fall 2011

This schedule is subject to change based on the availability of guest speakers. Schedule changes and due dates will be announced.

9/1 Course introduction and syllabus review, inclusion realities—understanding & experiencing exceptionality, person-first language. Find and define: CEC, IDEA, FAPE, IEP, LRE

HOMEWORK: READ CHAPTER 1  www.disabilityisnatural.com

9/6 Foundations-1 History of disability: timelines, legislation, paradigms.
www.nichcy.org/pubs/genresc/gr3.htm#categories

HOMEWORK: READ CHAPTER 2


9/13 1st DAP group meeting Home work: Write two page paper on how each group member is related to disability

9/15 Foundations-3: (AW) History of IDEA, special education historical highlights, 2004 amendments

9/20 Foundations-4 (AW) NCLB, overview of state assessments, ACCESS
HOMEWORK: READ CHAPTER 3

HOMEWORK: READ CHAPTER 4

9/27 DAP Group meeting time

9/29 Service Delivery-2 Secondary and Transition

HOMEWORK: READ CHAPTER 5

10/4 Service Delivery-3 Multicultural and Diversity Issues. Test Review

HOMEWORK: READ CHAPTER 6

10/6 Test #1 on Foundations and Service Delivery

HOMEWORK: READ CHAPTER 11
10/11 Observations of students with disabilities

10/13 Observations of students with disabilities

10/18 DAP Group 1 Characteristics: Autism Spectrum Disorders

**HOMEWORK: READ CHAPTER 7**

10/20 Observations of students with disabilities

10/25 DAP Group 2 Characteristics: Learning Disabilities and ADHD

**HOMEWORK: READ CHAPTER 8**

10/27 DAP Group 3 Characteristics: Emotional/Behavior Disorders

[http://www.schwablearning.org](http://www.schwablearning.org)

**HOMEWORK: READ CHAPTERS 9**

11/1 DAP Group 4 Characteristics: Intellectual and Developmental Disabilities, Disabilities

**DUE: Book/Movie Review**

**HOMEWORK: READ CHAPTERS 14**

11/3 Observation of students with disabilities

11/8 DAP Group 5 Characteristics: Physical and Health Disability, TBI

**HOMEWORK: READ CHAPTER 10**

11/10 DAP Group 6 Characteristics: Communication Disorders. **DUE: Observation write-up,** [http://commtechlab.msu.edu/sites/aslweb/browser.htm](http://commtechlab.msu.edu/sites/aslweb/browser.htm)

**HOMEWORK: READ CHAPTERS 13**


11/17 Issues—Disability Etiquette: 10 Commandments Video/Reflection on goals,

11/22 Issues—Assistive Technology

11/29 Simulations—Disability Sensitivity & Teaching Accommodations, Laptop
12/1  Issues—Inclusion

12/6  Test review and make-up day

12/8  Final test (40 points) Short essays and short answers based on study guide from DAP projects and readings from book
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(learned from class) ___/4
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, 3 pages)
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, type double-spaced with no spelling/grammar errors, follow APA or MLA style.

Critical analysis and Implications (10 points, 3 pages)
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 hypothetical 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)

Total ____/20
DAP Outline part 1.

(turn one in, each group member keep a copy)

Group members

Group overall topic ______________

Ideas for subtopic:

Ideas for visual, presentation, fact sheet:

Homework for each group member (outline what each group member did):  
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 Presentation

Student Group: __________________ __________________ _______________  Disability Category: __________________

1. Draft and hand out 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

7. Draft test questions - short answers based on fact sheet or presentation. The questions should require brief content responses or lists of 2 or 4 items on the following:
   1 question on definition/assessment
   1 question about history/medical
   1 question on educational considerations
   1 or 2 (depending on group size) other

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 (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.

Short answer test question
(Write on this paper a question on your topic and also provide that answer. The answers should be based on Wiki fact sheet or presentation. The questions should require brief content responses or lists of 2 or 4 items. This question may be edited and used in the final exam.)

Test question:

Test answer:

Group process evaluation
(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, short answer test question and answer, turns in group processing evaluation) _____/20  total, Comment: