

SURVEY OF SPECIAL EDUCATION
EDUC 6661: 3 credit hour online course
Summer

Instructor: Dr. Peggy Schimmoeller
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Office hours:

Required Textbooks:

Online resources will be used. Refer to the Moodle page created for this course.

Open source textbook: Educational Psychology: <https://courses.lumenlearning.com/suny-educationalpsychology/>

We will use chapter 5: Students with Special Educational Needs and chapter 12: Standardized and other formal Assessment

Complete the following modules and submit the certificate of completion on Moodle:

Child Abuse and Neglect Recognition and Intervention Training:

<https://www.dss.virginia.gov/abuse/mr.cgi>

Dyslexia Awareness Training Module: https://www.doe.virginia.gov/teaching/licensure/dyslexia-module/story_html5.html

Behavior Intervention and Support Training: <https://cieesodu.org/initiatives/restraint-and-seclusion/>

Course Description

This course is an introduction to all general learning exceptionalities. Topics include characteristics and needs of students with learning disabilities, ESL, and intellectually gifted. Information related inclusion into general education classes, instructional strategies that facilitate learning, and the role of the general education teacher in these processes, and current educational trends and instructional strategies in special education are covered.

Students will demonstrate knowledge of definitions, characteristics, and learning and behavioral support needs of students with disabilities who are accessing the general education curriculum at the elementary, middle, and high school levels, including but not limited to, students with:

- (1) Learning disabilities;
- (2) Emotional disturbance;
- (3) Developmental delay;
- (4) Autism;
- (5) Other health impaired;
- (6) Traumatic brain injury; and
- (7) Multiple disabilities.

Knowledge of characteristics shall include:

- (8) Age-span/developmental issues;
- (9) Levels of severity;
- (10) Cognitive functioning;
- (11) Language development;
- (12) Emotional and behavioral adjustment;
- (13) Current Practices for Meeting the Needs of Students with Disabilities
- (14) IDEA and Section 504

Course Objectives

1. Candidates will recognize the educational, psychological, medical, and social characteristics of persons with disabilities, including those from diverse cultural and ethnic backgrounds. (VDOE 8 VAC 20-21-430 1b, 1d, 1e, and 1f)
2. Candidates will demonstrate an understanding of the physical, social, emotional, and intellectual development of children and the ability to use this understanding in guiding learning experiences. The interaction of children with individual differences — economic, social, racial, ethnic, religious, physical, and mental
3. Candidates will describe the educational services and classroom practices appropriate for children and youth with disabilities, including practices (under the law) for including students with disabilities in regular education classrooms. (VDOE 8 VAC 20-21-430 4f and 4h)
4. Candidates will demonstrate sensitivity toward the influence a disability has on the exceptional individual and those around him/her.
5. Recognize uses of technology that shall aid the student in their education, work, and independent living including voice recognition software, math and science computer programs to assist in the learning process.
6. Understand social skill development and the unique social skills deficits and challenges associated with disabilities
7. Understanding of models and strategies for promoting students' self-advocacy skills
8. Understand the limitations teachers', college faculty members' expectations and perceptions have on achievement
9. Understanding and application of the legal aspects and regulatory requirements associated with identification, education, and evaluation of students with disabilities.
10. Understand the legal requirements of LRE, FAPE, IDEA, ADA, and Section 504 of the Rehabilitation Act
11. Understand the differences between accommodations and modification
12. Research ESL instructional practices
13. Understand the Orton Gillingham Reading instructional approach

Course objectives are measured through written online responses (see rubric), responses given in class (formative assessment – anecdotal notes), a topic paper on a disability, and a final exam. In a graduate level course students are expected to achieve no lower than a B- for satisfactory work.

The Honor Code:

All tests and written assignments in this class are pledged work under the Randolph College Honor Code. I encourage you to study with other students in the class and discuss topics and assignments from this class with other students. Tests and written assignments must be your work alone. This includes all online work.

Accommodations for Disability

Please talk with me and we will work on making all course work accessible.

Randolph College is committed to providing learning experiences that are accessible for all students, and will make reasonable accommodations for individuals with documented disabilities. If you have a disability and require accommodations, please contact Diane Roy, Coordinator of Access Services, at 434-947-8132 or droy@randolphcollege.edu.

If you have a Letter of Accommodations from Access Services, I encourage you to discuss your accommodations and needs with me as early in the semester as possible.

Class and Community Guidelines

In an online environment collegial discourse is important. When someone is talking it is important to wait until the person has finished making his/her point before you respond or make a point. Make sure you first ask for clarification before disagreeing with a point of view or response. For example, rephrase what the speaker said, "The point you are making is....., correct?" or Can you help me understand what you are saying

Procrastination has no place in graduate school. Because of the workload, it is next to impossible to catch up once you fall behind.

Online posts

You must write a post for online assignment as indicated. Assignment evaluations are based on your understanding of the readings. You must read all assigned readings thoroughly. Responses must be written in complete sentences, in paragraph format, and must be at least 2 paragraphs in length unless otherwise indicated. Responses will be graded based on your ability to apply, analyze, and evaluate information presented. Spelling, grammar and punctuation must be accurate.

Assignments:

Online posts

Respond to each online assignment.

Topic Paper: Choose an area of interest related to special education from the list below. Write a 1800-2000 word paper addressing the following: definition, characteristics, appropriate educational interventions, accommodations, and/or modifications, information helpful for parents, information helpful for teachers, and information helpful to students. The goal is to provide information about the disability so that others will understand more about the disability.

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| <ul style="list-style-type: none">• Dysgraphia• Cerebral Palsy• Aphasia• Dyslexia• Tourette Syndrome• Intellectual disability• Partial hearing loss and deafness | <ul style="list-style-type: none">• ADHD• Learners with Emotional or Behavioral Issues• Spina Bifida• Down Syndrome• Speech and language disorders• Health Impairments | <ul style="list-style-type: none">• Autism Spectrum• Low vision and Blindness• Hearing Impairments• Traumatic Brain Injury• Concussions• Non-verbal learning disability |
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Assignments:

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| View Welcome Video posted | |
| Introduction Reading Assignment Read Chapter 4 and Chapter 5 from the Educational Psychology Online Textbook. Choose two topics of interest to you and create a short PowerPoint, visual, or poem, or one page paper to share with the class. | 2 pts |
| Module 1: | |
| Accessibility Survey | 5pts. |
| Module 2 | |
| Sean's Story Reflection | 5pts. |
| Module 3 | |

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| ESL/Bilingual video notes | 5pts. |
| ESL/Bilingual article summary and application to your teaching 1-2 page paper. Find an article on teaching English language learners (this may be a teacher idea article - it does not need to be a research paper). Provide a short summary of the article (the key points) and an analysis of the article (no more than 2 paragraphs). The analysis is a discussion of the important points and usefulness to teachers. Would you recommend this as required reading for teachers? You must read all posts and comment on one post from a peer. | 5pts. |
| Module 4 | |
| Parent Teacher Conferences: Watch video and answer these questions: Questions to Answer and post <ul style="list-style-type: none"> • What key tips are shared to help prepare and conduct a parent-teacher conference? • How does Ms. Kazavanjian share student successes, challenges, and next steps? • Why does parent relationship expert Debbie Feinstein suggest sitting on the same side of the table? | 5pts. |
| Module 5 | |
| Deeper learning questions | 2pts. |
| Meeting the Needs of Diverse Learners – question ans. Watch the video: https://www.teachingchannel.org/videos/teaching-diverse-learners Answer these questions and post answers <ul style="list-style-type: none"> • How are stations effective in meeting the needs of diverse learners? • Ms. DeBose uses her co-teacher and paraprofessionals to lead the stations. How could you plan a lesson like this one if you don't have extra teachers in your classroom? • Review the lesson plan: • https://dqam6mam97sh3.cloudfront.net/resources/document/resource/21924/Lesson%20Plan%20-%20Wonder.pdf | 2pts. |
| Inside Dyslexia notes | 2pts. |
| Module 6 | |
| Autism discussion group Learners with Autism Spectrum Disorders Questions: How do professionals define autism spectrum disorder? What causes autism? What are some educational considerations for learners with autism spectrum disorders? What are some things to consider with respect to classroom instruction for students with autism? Read other students responses and respond to two other students. Comment on the post based on what you read and/or ask questions for clarification. | 5pts. |
| Module 7 | |
| TeachingLD discussion group: Review www.TeachingLD.org and share one strategy you might use that fits your teaching style. Why did you choose this strategy? Comment on one strategy posted by a peer - do you think you might find this successful? Do you have questions about how this might work in an inclusion setting? Etc. | 4pts. |
| ADHD video discussion: Reflect on the points presented in : ADHD As A Difference In Cognition, Not A Disorder: Stephen Tonti at TEDxCMU. What key points did you find helpful? What questions do you have? | |
| <u>Powerful teaching response post:</u> After viewing the video: Powerful Teaching Strategies: Identify three concepts you found important. Describe each and explain how they would be helpful for a classroom teacher. Post your response. | 5 pts. |

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| Module 8 | |
| LaVoie F.A.T. City response post: While you were watching the video how did it make you feel? Were you surprised by anything he discussed? If yes, what. In what way will you alter your teaching based on the information shared by Rick Lavoie? | 5pts. |
| Module 9 | |
| ED/BD reading notes | 5pts |
| Module 10 | |
| Visual Impairment notes | 3pts |
| Deaf/HH notes | 3pts |
| Module 11 – no assignment Overview of special education law | 4pts |
| Module 12: Dyslexia | |
| Doctoral Candidate video: If you could tell a teacher the most powerful and important message from the Doctoral Candidate video what would it be? | |
| View Orton Gillingham video – you will revisit this method in a reading class | |
| Topic Paper – 6-8 pages topic of choice – references required | 15pts |
| Final Exam | 20pts |

Grading Scale:

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| A | 93-100% |
| A- | 90-92.9% |
| B+ | 87-89.9% |
| B | 83-86.9% |
| B- | 80-82.9% |
| C+ | 77-79.9% |
| C | 73-76.9% |
| C- | 70-72.9% |
| D+ | 67-69.9% |
| D | 60-66.9% |
| F | 0-59.9% |

Grading for Written Work

| | Poor (0-60%) | Fair (61-76%) | Good (76-90%) | Excellent (90%+) |
|---------------------------------------|---|---|--|--|
| Spelling, capitalization, and grammar | Frequent errors | Numerous errors, meaning is difficult on more than one occasion | Few errors, may cause reader to slow down to understand meaning | No errors or few minor errors that do not impede the flow of the reading |
| Style | Paper is generally difficult to understand | Meaning is difficult in numerous sentences | Meaning in one or two sentences is difficult | The meaning is clear and wording succinct |
| Quality of responses | Some items have not been addressed, items generally not fully addressed | All items have a response, but more than two items do not have sufficient depth, or not all items have a response | All items have a response, but one or two items do not have sufficient depth | All items have a full response |