



SPED 3301.06: Learning and Instruction for Children with Disabilities
Spring, 2018
ONLINE

SPED 3301 is a required course for EC-6 Generalist Teacher Certification.

College of Education, Department of Language, Literacy and Special Populations

Instructor: Maggi Butler
Virtual office hours
Thursday – 10:00 AM – 1:00 PM
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Class Format: Online

Course Description: This survey course presents characteristics of students with special needs, historical perspectives and legal foundations of special education, recommended education approaches, current trends and issues in special education. Prerequisite: SPED 2301.

Textbooks:

***Required:** Colarusso, R. P., O'Rourke, C. M. & Leontovich, M. A. (2013). Special Education for All Teachers. Georgia State University: Kendall Hunt Publishing

***Required:** Solomon, A. (2012). Far from the tree: Parents, children, and the search for identity. New York, NY: Scribner. 978-0-7432-3671-3

***IMPORTANT:** SPED 2301 also uses these textbooks.

Course Objectives: The following objectives will be met during this course. The learner will:

1. Recognize and describe personal, psychological, social and emotional characteristics of exceptional students in the general education and special education classroom.
2. Examine federal laws related to special education.
3. Identify elements needed for development of individual education programs for students with disabilities.
4. Differentiate practices that support inclusive instructional arrangements for students with disabilities.
5. Define and describe instructional accommodations, adaptations, services and supports needed for educating students with disabilities.
6. Observe and describe elements and interactions that support collaborative models and roles for special education and general education teachers.

7. Recognize approaches, current trends and issues in special education.

A matrix that aligns course objectives, activities, assessments, and standards can be viewed on the course Blackboard site.

IDEA Objectives: The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

Essential: Learning how to find, evaluate, and use resources to explore a topic in-depth.

Important: Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories).

Course/Instructor Requirements:

1. Time requirement – For every credit hour you will be expected to complete three hours of study per week. So that is a total of **9 hours of study per week** for this class! There is at least one assignment or more due each week.
2. It will be to your advantage to follow this process to ensure that you will receive the greatest benefit from the class and the grade you desire to earn.
3. Check the online course announcement and e-mail daily to see if there have been any changes in the assignments or something that may affect your class.
4. You should review the calendar for the month and each week review the current week and the next week to see what readings, assignments and possible tests will be coming up for the weeks and month ahead.
5. Readings must be completed so you will be prepared for tests and discussions. Those who read will have a distinct advantage over those who don't.
6. You must go to Blackboard and click on the Assignment button. You will see the assignments for each unit of study. You must complete all the assignments in one unit before you will be able to see the next unit. Each unit lasts 2 weeks BUT there is at least one assignment due each week.
7. Assignments must be completed when due. There will be a ONE TIME per semester 24-hour grace period granted for an assignment that is late due to technology problems or unanticipated events. Ensure that I am notified promptly if problems occur. After the 24 hours, Blackboard is set to reject the assignment. *No assignments will be accepted on paper or through any email.* All quizzes are online and must be completed within one hour's time and on the date specified. The Midterm and/or Final must be completed within 2 hours. There are no makeup tests! Tests are developed through the publisher of your textbook. As on the licensure exams, questions are not "thrown out" if students find them ambiguous. You are to pick the best answer based on the author's writing.
8. Read each assignment's instructions carefully and thoroughly. Do not assume that each assignment will be the same. Do not attempt to complete the assignments without reading the article or chapter reading. "In your own words" means answer the questions in your

words NOT quoting the entire chapter or paragraph from the chapter. Furthermore, it does NOT mean, “in your opinion”. I want to know what experts agree with your opinion!

9. Assignments must be submitted through Blackboard. Assignments will not be accepted through any other medium, either hard copy or shsu.edu email.
10. It is the student’s responsibility to have a working knowledge of Blackboard. If the student lacks the knowledge to use this system effectively they must contact the Delta Center for suggestions on training.
11. Assignments must be submitted in Microsoft Word 2003 version or later or RTF (Rich Text Format).

Course Outline

Assignments:

- IMPORTANT NOTICE -- *All written assignments must be sent through Blackboard. Assignments sent through email will NOT be recorded.*
1. **Deadlines/Participation.**
Regular and punctual submission of assignments and completion of quizzes is expected. There is a **ONE TIME 24-hour grace period** for assignments based upon unanticipated events or technology problems. You must immediately notify me that you wish to use this option. This option is NOT available for quizzes. **Weekly assignments are due before Sunday at 2:00 pm.**
 2. **Video Analysis and Reflection Papers: (20 pts each)**
A video analysis and reflection is your take on a video. You are to critique the content of the video and **make connections between the video, readings and discussions.** Please write your reflection and critique in **essay style making sure to support your ideas with evidence from the text, discussions, outside readings or other videos.** Some questions that you might want to consider in your analysis:
 - Was the video a realistic representation of persons with disabilities? How do you know? If not, what made it unrealistic?
 - How does the content of the video resonate with your own experiences regarding people with disabilities? Is it similar, dissimilar and how so?
 - How does the information in this video support, contradict or add to the information you read in your text and/or *Far from the Tree*?
 - How does what you saw and heard in the video compare to your beliefs about people with disabilities?
 - What is the one thing that stood out for you in this video and why?
 3. **Tests: (point value varies)**
There will be weekly online quizzes throughout the semester; additionally you *may* have a mid-term or a final.

4. **Discussions: (30 pts each)**

Discussions in this class are **scholarly** conversations that include facts, statements with supporting ideas, and citations. The information sources we use are the texts *Far from the Tree* and the textbook, *Special Education for all Teachers*. However, supplemental sources can be used to support ideas presented. Discussions are NOT a place to give your opinion on something **without** substantiating it with outside sources. Be cautious of using personal experiences as they often constitute testimonials which can be highly prejudiced and not as effective as research based evidence.

Directions:

First, read the whole discussion question. **Next**, read the chapter that coincides with the question and mark passages that give you information pertaining to the question. **Third**, answer the question in your own words (paraphrasing what is in the book). **Do not copy it directly from the book** unless you put it in quotes and cite the page number. **Fourth**, post your response to the question. **Finally**, respond to **two** of your classmates' post and add to it, provide another perspective, or clarify their response. Saying, "good job, I agree with your ideas" is not enough. No credit will be given unless all parts of the discussion are posted **and** the replies to your classmates.

1) Reading- *Crime in Far from the Tree*

- a) **Select one** issue from the following list:
 - i) 3 principles of incarceration
 - ii) High rates of juvenile incarceration
 - iii) Juvenile drug use
 - iv) Mental health diagnosis of juvenile offenders
 - v) Exposure to violence
- b) **Discuss the following:**
 - i) **Describe** the nature of the issue (what is the problem) and the specific facts of the issue according to Solomon (cite the page number)
 - ii) **Explain *why*** it is important to our society and especially to you as a becoming teacher
 - iii) **Explain *how*** you will approach the issue when you become a teacher-how will you deal with students who have behavior problems in your classroom

2) Reading- *Deaf in Far from the Tree*

- a) **Discuss deaf culture.** In your response please do the following:
 - i) **Define** (in your own words) Deaf culture
 - ii) **Explain *how*** Deaf culture is different from mainstream culture (saying that "Deaf can't hear and people in mainstream culture can" is not sufficient for credit). Use information from *Far from the Tree* to **support your ideas** (cite page numbers)
 - iii) **Explain *why*** cochlear implants are so controversial within the Deaf culture

3) Reading- Schizophrenia in *Far from the Tree*

- a) **Explain** how this assumption is **inaccurate**: "If people with schizophrenia would just take their medications they would lead healthy lives."

HINT: In your explanation discuss the progression of the condition. How does it start? How does it progress? What are possible outcomes for people with schizophrenia? Use the book, *Far from the Tree* to support your ideas (cite page numbers).

- 4) The final discussion is related to your **civic engagement project**. Answer the following questions and make connections to what you learned in class from your readings or videos.
- a) **Explain** why you selected the particular task for the civic engagement project.
 - b) Given the objectives provided to you, **what** was **your take** on the importance of those objectives? **Why** are they or they not important for the student?
 - c) **What principles or big ideas of teaching** have you learned in other classes that influenced your design or presentation of the task box?
5. **Article Critiques: (15 pts each)**
- Article critiques include a **summary of the article**, some **bibliographic information**, and a **critical reading** of the content. In the critique section you ask yourself and discuss questions such as the ones presented below. **Do not just answer each of these questions in one sentence.** Put them in an essay format. For example, if you say the article was easy to read, then supply examples or things that made it easy to read. Use the following format for typing up your article critique.

Your Name (1 pt)

Reference Citation (Use APA format for the reference of the assigned article): (2 pts)

Stockall, N., Dennis, L., & Miller, M. (2012). Right from the Start: Universal design for preschoolers. *Teaching Exceptional Children*, 45 (1), 10-17. *(This is an example of how you format the title and pages. Of course yours will have a different title and author depending on what the article is in the unit.)*

Article Summary: (2 pts)

The article entitled, “.....”, was about..... It described the and the in schools.

Findings: (2 pts)

The primary findings of the article included,.....,.....

Critique: (8 pts)

The article was important to the study of individuals with disabilities because

In the critique section you ask yourself and discuss questions such as these:

- a. Was the article fluent and easy to read? How do you know?
- b. Why was the information important or not important to you?
- c. Can the information be used in a practical way? How so?

- d. Do you agree with the major points and premises? Does any of this connect with other readings you've done inside or outside of this class?
- e. What is one idea that impressed you? Why?
- f. Is there anything that you are concerned about in the article?
- g. Is there something that you would be interested in pursuing further?

6. **Community Service Project: (30 pts)**

Each student in this class will participate in the Academic Community Engagement activity. The purpose of the service project is to contribute to the education of students receiving special education services in a rural school district in Arkansas.

- (a) **Civic Engagement Project:** Students will design and produce a task box for children with disabilities. A task box is a structured work activity designed to help children with a variety of disabilities (e.g., intellectual disabilities and autism) learn to follow directions, complete work skills independently, and acquire repeated practice in learning skill sets such as categorizing, sorting, counting, matching and solving problems. Students must be able to understand the task by looking at the pictorial directions. Remember, view the video "Teaching without Words" at <https://www.youtube.com/watch?v=2VLje8QRwrg>.

Create your task box so that the student who receives it can perform the task without having to read it. They CAN match letters to letters like in the example below. Take a picture of your task box and submit it through blackboard in Unit 7. **If you are mailing it yourself, then you will also need to take a picture of the mailing receipt and submit it as another attachment along with the picture.**

- (b) You will need to purchase the following:
- A large (gallon size) zip lock bag (with the zipper). ***Put all your items inside it.***
 - A Sterilite plastic **see-through box -- 14" L x 8" W x 4 1/2" H 6 Quart**
(NO OTHER SIZES ARE ACCEPTABLE!)
 - Materials for the task box (buttons, cups, little bottles, stickers, etc.)
 - Laminate the directions for the task...the Learning Lab is free in TEC (ground floor).
 - You must mail the box yourself to the following address **OR** bring it to Dr. Blackwell's office and I will deliver it. Take a picture of it and submit a .jpg to Blackboard. The address is:
Springdale School District
c/o Rachel Smith Underdown
800 Emma Ave.
Springdale, Arkansas 72764
 - To view examples of task boxes go to <http://education.umw.edu/tspot/best-practices/special-education/autism/structured-work-boxes/>
 - You can also go to Pinterest and search "task boxes" for other ideas.



Grades: Some but maybe not all of the assignments will be calculated into your final grade for this class. I will randomly select those assignments that will be graded. It is expected that all assignments be completed to the best of your ability regardless of whether they are calculated into your final grade score. The grading scale is as follows:

GRADING SCALE

A = 92%- 100%

B = 84%-91%

C = 75%-83%

D = 67%-74%

F= Below 67%

- A grade of “A” means that you exceeded the college level expectations for this course.
- A grade of “B” means that you met above average college level expectations for this course.
- A grade of “C” means that you met average college level expectations for this course.
- A grade of “D” or “F” means that you **did not meet college level expectations** for this course and if this course is in your major you will need to retake it again.

If writing is difficult for you, please go to the Writing Center so they can proof your work with you before you turn it in for a grade!

The Reading Center

Farrington Building, Suite 109.
936.294.3114

Hours:

Monday – Thursday	8:00am – 7:00pm
Friday	8:00am – 3:00pm
Sunday	2:00pm – 7:00pm

The Writing Center

Sam Houston State University
Mon.-Thur. 8:00 a.m.-7:00 p.m.
Fri. 8:00 a.m.-3:00 p.m.
Sun. 2:00 p.m.-7:00 p.m.

Farrington 111

SKYPE

Mon.-Thur. 8:00 a.m.-7:00 p.m.

Fri. 8:00 a.m.-3:00 p.m.

Sun. 2:00 p.m.-7:00 p.m.

The Woodlands Center


Mon.-Wed. 1:00 p.m.-5:00 p.m.

Schedule: The table below is a weekly calendar that displays UNITS of study and NOT CHAPTER NUMBERS. Read the titles to make sure you are reading the correct chapter in your text.

Date	Chapter	Due
*The bolded dates in this column are the due dates for completion of all assignments in the unit.		<ul style="list-style-type: none"> Each unit runs for two weeks. However, there are assignments due each week on or before each Sunday at 2:00 pm. This course requires 9 hours of study per week!
Week 1 Introduction *1.21.18	Obtain textbooks: <i>Special Education for All Teachers</i> and <i>Far From the Tree</i>	<ol style="list-style-type: none"> Complete the discussion regarding your personal motto. Read the article on "People First Language." Answer the questions and submit as an attachment.
Week 2 Unit 1 *1.28.18	Collaboration with Families and Professionals	<ol style="list-style-type: none"> Read Chapter 4: Collaboration with Families and Professionals in <i>Special Education for All Teachers</i>. Watch the video: Building relationships between parents and teachers: Megan Olivia Hall https://www.youtube.com/watch?v=kin2OdchKMQ Complete the analysis of the video and submit as an attachment.
Week 3 Unit 1 *2.4.18	Collaboration with Families and Professionals	<ol style="list-style-type: none"> Read the article on "Trends and Issues in Serving Culturally Diverse Families of Children with Disabilities". Complete the critique of the above article. Complete the quiz.

Week 4 Unit 2 *2.11.18	Students with Behavior Differences Affecting Achievement	<ol style="list-style-type: none"> 1. Read Chapter 8: Students with Behavior Differences Affecting Achievement in <i>Special Education for All Teachers</i>. 2. Watch the video. 3. Complete the quiz.
Week 5 Unit 2 *2.18.18	Chapter X: Students who engage in delinquent behaviors	<ul style="list-style-type: none"> • Read Chapter X: Crime in <i>Far from the Tree</i>. • Complete the discussion on Crime. • Complete the article critique on http://www.propublica.org/article/schools-restraints-seclusions.
Week 6 Unit 3 *2.25.18	Managing Behavior for Effective Learning	<ul style="list-style-type: none"> • Read Chapter 9: Managing Behavior for Effective Learning in <i>Special Education for All Teachers</i>. • View the video “Understanding Autism: A Guide for Secondary School Teachers” at https://www.youtube.com/watch?v=veQKDDE9C_w • Critique and reflect upon the video and submit as an attachment.
Week 7 Unit 3 *3.4.18	Managing Behavior for Effective Learning	<ul style="list-style-type: none"> • Read the article: “Stop the Running: Addressing Elopement in Young Children with Disabilities”. • Critique the article and submit as an attachment. • Complete quiz. • Sign up for a task box group. Start brainstorming ideas.
Week 8 Unit 4 *3.11.18	Students with Sensory, Communication, Physical and Health Impairments	<ul style="list-style-type: none"> • Read Chapter 11: Students with Sensory, Communication, Physical, and Health Impairments in <i>Special Education for All Teachers</i>. • View video : Limb-iless: Pilot Born without Arms Defies All Odds: https://www.youtube.com/watch?v=3g1ccsdMM0g • Submit video analysis and reflection. • <i>Review the information in the syllabus on how to make a task box.</i>
Week 9 Unit 4 *3.25.18	Students with Sensory, Communication, Physical and Health Impairments	<ul style="list-style-type: none"> • Complete the quiz. • Watch the video tutorial for independent work task system. • View the examples of the task boxes. • Review the information in the syllabus on how to make a task box. • Work on your task box. Make sure you are signed up in a group.

Week 10 Unit 5 *4.1.18	Students who are Deaf	<ul style="list-style-type: none"> • Read Chapter II: Deaf in <i>Far from the Tree</i>. • Complete the discussion on Deaf Culture. • Work on the Task Box. • Review the video <i>Sound and Fury</i>. • Complete the reflection paper on the video.
Week 11 Unit 5 *4.8.18	Students with Moderate to Severe Intellectual Disabilities	<ul style="list-style-type: none"> • Read Chapter 12: Students with Moderate to Severe Intellectual Disabilities in <i>Special Education for All Teachers</i>. • View the video at https://www.youtube.com/watch?v=0XXqr_ZSsMg • Complete reflection on the video and submit as an attachment. • View the video at https://www.youtube.com/watch?v=2VLje8QRrwg • After reviewing the video, create your task box so that the student can do the task without needing words! • Mail your task box to Ms. Smith Underdown (see syllabus for address) or bring it to Dr. Blackwell's office BEFORE 4:00 pm. on Weds. April 11th • Submit a picture of it (.jpg) in Blackboard for your grade.
Week 12 Unit 6 *4.15.18	Gifted and Talented: The Overlooked Exceptionality	<ul style="list-style-type: none"> • Read Chapter 13: Gifted and Talented: The Overlooked Exceptionality in <i>Special Education for All Teachers</i>. • View the video The Myth of Average: Todd Rose. • Write a reflection paper on the video.
Week 13 Unit 6 *4.22.15	Gifted and Talented: The Overlooked Exceptionality	<ul style="list-style-type: none"> • Complete the quiz. • Watch the videos and just enjoy them. • Do Schools Kill Creativity? https://www.ted.com/talks/ken_robinson_says_schools_kill_creativity • Where Good Ideas Come From https://www.ted.com/talks/steven_johnson_where_good_ideas_come_from • Kseniya Simonova-Sand Animation (Warning: This will make you cry) https://us.search.yahoo.com/yhs/search?hspart=iry&hsimp=yhs-fullyhosted_003&type=blfnt_f2&p=kseniya%20simonova%20sand%20animation

Week 14 Unit 7 *4.29.18	Students with schizophrenia	<ul style="list-style-type: none"> Read Chapter VI: Schizophrenia in <i>Far from the Tree</i>. Complete the discussion.
5.6.18	FINAL	<ul style="list-style-type: none"> FINAL EXAM
5.6.18	CELEBRATE 	Don't forget to complete the online IDEA survey for the class. If 90% of the class completes the survey, bonus points will be awarded to each student in the class.

Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Students with Disabilities #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)

Course Expectations

See “Course/Instructor Requirements” above.



College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.