Instructor: Shauntā M. Lindsey, Ph.D.  
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240. 601.3837; 713.744.6366

Credit Hours: 3

Class Time: Thursday 5:30 p.m. - 8:15 p.m. (Main Campus, Malloy Hall 241)

Office Hours: Office hours can be arranged after class as needed. You may also email me whenever you need assistance.

Textbooks:  


(Supplemental) Several articles will be incorporated into readings


Course Description

This course will provide an opportunity for students to study the characteristics, needs, and educational implications of the school-age population requiring special education services. Primary emphasis will focus on the following disabilities:

- Intellectual Disabilities (mental retardation)
- Learning disabilities
- Emotional and behavior disorders
- Speech and language disorders
- Multiple and severe disabilities
- Attention-deficit-hyperactive-disorder
- Autism
- Visual and Hearing Impairments

Major topics will include:

- History of exceptional child education
- Identification, evaluation and intervention procedures relative to students with exceptionalities
- Legal basis for services including IDEA and Section 504
- Continuum of placements
Course Objectives/Student Competencies

By completion of this course, students will:

- Understand the characteristics and needs of students with disabilities.
- Be familiar with the differences between formal and informal assessment procedures and how to evaluate student competencies to make instructional decisions.
- Understand procedures for planning culturally responsive instruction for individuals with disabilities.
- Understand procedures for managing the teaching and learning environment, including procedures related to the use of assistive technology and culturally responsive teaching.
- Be familiar with strategies to promote students’ educational performance in all content areas by facilitating their achievement in a variety of settings and situations.
- Understand issues & procedures for teaching appropriate student behavior & social skills.
- Understand transition issues and procedures across the life span.
- Understand the philosophical, historical, and legal foundations of special education.
- Be familiar with professional roles and responsibilities and adhere to legal and ethical requirements of the profession.
- Know how to communicate and collaborate effectively in a variety of professional settings.
- Use technology to improve learning and classroom management.

TExES (Texas Examinations of Educator Standards) EC-12 Covered or Partially Covered:

DOMAIN I – Understanding individuals with disabilities and evaluating their needs

Competency 001
The special education teacher:
- understands and applies knowledge of the characteristics and needs of students

Competency 002
The special education teacher
- knows how to design and use ecological assessments, portfolio assessments, tasks analyses, and functional assessments (e.g. behavioral, social, communication) to accommodate the unique abilities and needs of individual

DOMAIN II – Promoting Student Learning and Development

Competency 003
The special education teacher:
- understands and applies knowledge of procedures for planning instruction for individual with disabilities
- knows how the special education or general education classroom and other learning environments have an impact on student learning and behavior, and applies strategies for planning educational environments that promote student learning; active participation, communication, self-advocacy, increased independence, and generalizations of skills

Competency 004
The special education teacher:
- understands and applies knowledge of procedures for managing the teaching and learning environment, including procedures related to the use of assistive technology
- knows how to design, structure, and manage daily routines, including transition time, for students in a variety of educational settings, and applies procedures for monitoring behavior changes across activities and settings
applies knowledge of basic classroom management theories, methods, and techniques for individuals with disabilities, research-based best practices for effective management of teaching and learning, and management procedures that are appropriate to individual needs

**Competency 005**
The special education teacher:
- knows how to promote students’ educational performance in all content areas by facilitating their achievement in a variety of settings and situations

**Competency 006**
The special education teacher:
- applies knowledge of how culturally and/or linguistically diverse backgrounds of students have an impact on behavior management and social skills instruction
- Recognizes ways in which teacher attitudes, behaviors, and personal cultural biases influence the behavior of students

**Competency 010**
The special education teacher:
- understands the philosophical, historical, and legal foundations of special education
- understands cultural variations in beliefs, traditions, and values and their affect on the relationships among child, family, and school

**DOMAIN IV – Foundations and Professional Roles and Responsibilities**

**Competency 012**
The special education teacher:
- knows how to communicate and collaborate effectively in a variety of professional settings
- knows how to foster respectful and beneficial relationships between families and professionals in the school and community

**Social Justice Tenets**

Selected social justice teachings of the Catholic Church are used to inform the School of Education programs. As educators, the tenets of social justice should play a pivotal role in decision-making strategies in Catholic, private, and public schools of all levels.

**Subsidiarity**: Educational institutions should be organized and governed as much as possible by the community being served; education should only be controlled at higher levels of society when it cannot be done effectively locally.

**Dignity and rights of children**: Children possess full human dignity and are bearers of rights which should be recognized and upheld in the educational process.

**People have a right to an education**: All people have a responsibility, for the good of society, to contribute to and foster education.

While these three keystones of social justice teachings are present throughout the coursework, they are specifically addressed through scenarios, case studies, and role playing activities at the undergraduate and graduate levels.
Evaluation Process, Course Requirements & Expectations

Evaluation Process
Students will be evaluated by means of punctual class attendance and professional participation, 3-2-1 Assignments, IRIS Center Module (Parts 1, 2, and 3), Menu Assignments and a final exam. Undergraduate assignments will be structured differently.

Course Requirements ( ) = Percent of Final Grade

- **Class Attendance and Participation (15%)**
  
  Students are expected to actively participate in a professional manner by attending class regularly, participating in cooperative group assignments, in-class discussions and individual assignments. In addition, reviewing Blackboard announcements and supplemental readings at the Course Documents and Links on Blackboard at [http://www.stthom.edu](http://www.stthom.edu) is required. Each class will end with a discussion/chapter reflection for the day. Those who are compelled to miss class meetings should inform me of the reasons for absences prior to a missed class.

- **3-2-1 ASSIGNMENTS (30%)**: You will complete 3 of these (2 if undergrad); Each is worth 10% of your grade; 15% if undergrad.
  
  3. List three disability category related characteristics/needs that you think have important implications for school functioning. Briefly indicate why you think each is important (one sentence is sufficient here per characteristic/need). Please reference each characteristic/need by course reading by page number or video title.
  
  2. List two interventions/accommodations/supports that you think are important for the designated disability category. Briefly indicate why you think each is important (one sentence is sufficient here). Please reference each intervention/accommodation/support by course reading by page number or video title.
  
  1. List one ‘bottom line’ idea regarding the designated disability category that you think is most important for you to remember for your teaching. Briefly indicate why you think the idea you selected is important (one sentence is sufficient here). Please reference your idea by course reading by page number or video title.

  Each 3-2-1 assignment has a value of 10% towards your final course grade. Grading will be on a credit/no-credit basis with the criteria of clarity, relevance, and thoughtfulness of responses. You will submit your 3-2-1 assignments via email to the instructor.

- **Menu Assignment (30%)**
  
  *Due: #1 On or before, #2 On or before, #3 On or before;* Each is worth 10% of your grade for graduate, 15% for undergraduates

  In this assignment, you will choose 3 of the 5 options (2 of 5 for undergrads) to complete throughout the semester. Each one is worth 10% of your final grade. These assignments are meant to provide insight into the perspectives of individuals involved in the special education process and allow you to explore the multifaceted nature of this field. Additional information is available on the following page. There are also rubrics in the assignment folder on Blackboard in the “Course Documents” tab.
• **IRIS Module (15%)**

Students are expected to complete the Evidence based Practice IRIS Module (Parts, 1, 2, and 3) which can be found at [https://bit.ly/IRIS_EVP](https://bit.ly/IRIS_EVP). If you have problems accessing this, please notify me immediately. Each module ends with an assessment. Responses should be provided in writing and emailed to the instructor (assignment assessment questions will be given).

• **Final Exam (10%)**

*Due: May 7, 2015*

The final exam, a ‘take-home/on-line’ exam, will serve as a cognitive organizer for your course experience. It will require critical and higher order thinking skills. The exam will draw on what you have learned from your course related readings/videos, your completion of the menu assignment, and your active and thoughtful participation in discussion boards and the other various assignments. Exams will consist of short essay questions and primarily address course essential understandings. You will be asked to reference your responses to course readings by page number and videos viewed by title. You will complete your final exam at the end of the course.

**Menu Assignment Options**

1. **Conducting a First Person Life History**: For this assignment, you will interview a school age child or adolescent (seek approval) with a disability who is receiving special education services. All information included in this life history should be from the student’s perspective. The goal of this assignment is for you to understand the student’s point of view—to put yourself in his or her shoes. As the listener, your role is to abandon any assumptions that you have and to work at comprehending the subjective reality of your student’s life.

Your write-up of your interview, in 3 to 5 double-spaced pages, should address the following points:

- Background information from student’s perspective—what is your difficulty in school relative to your learning or behavior? What is your earliest memory of your learning/behavior problem and how did you know there was a problem? What were your initial thoughts/feelings at this time and what were the reactions of others?

- Background information on student’s school history, again, from student’s perspective—since first identified, what past efforts were made to help and what were the results of these efforts.

- Participant’s view of his/her current educational program- what he/she now receives in the way of interventions, accommodations, supports, or services and what the teachers do that helps the student the most to deal with his/her learning/behavioral difficulties.

- What advise the student would give to other younger students with similar difficulties as he or she is experiencing. What advise the student would give to teachers with regard to working with students with difficulties similar to those he or she is experiencing.

- What student sees as his/her current strengths and weaknesses and what goals they have, if any, after graduating from high school as far as further schooling or career goals.

- What new insights did you gain about your interviewee or students with disabilities in general as a result of your interview? How might these insights impact your teaching? Was there anything that surprised or concerned you from your interview?

Grading will be based on the extent to which each above point is covered (50%) and how clear, organized and thoughtful a manner the information is presented (50%).
2. Conducting a Parent Interview: For this assignment you will interview a parent to obtain information regarding the parent's perspective on his/her child’s disability. If you do a first person life history, you may interview the parent of the child you interview. If this is done, please interview the child/youth and parent separately. You are responsible for turning in a summary of your interview experience that includes the following: a) your original interview questions and notes and the parent’s responses to your questions (these may be handwritten) and b) a 2-3 page double-spaced word processed synopsis of the interview findings and a reflection on the information obtained including what you learned from the experience. Each section of the assignment should be clearly labeled and identified. This assignment will be graded based on the depth and clarity of thought and how completely the assignment criteria are addressed. A grading rubric for this assignment can be found in the Syllabus section of BB.

3. Participating in Field Experience: For this assignment, you will spend a minimum of five (5) hours volunteering in a program for children or youth with exceptionalities. You may volunteer at a location that you select and is approved by the course instructor. Please feel free to volunteer at a combination of programs. Your volunteer experience should be with children or youth with disabilities whose needs you have not previously encountered.

Please keep a record of your volunteer experiences. A fieldwork documentation form is included in the Syllabus section of BB for this purpose. Please complete one form for each location in which you conduct your fieldwork. Your grade for this assignment will be based on the extent to which you address each question on the form (50%) and the clarity, thoughtfulness, and depth of your responses (50%).

4. Creating a Brochure or Planning a Day Long Staff Development Activity for General Education Teachers on Students with Exceptionalities: The intent of this assignment is to give you the opportunity to summarize your perspective on the essential understandings, big ideas, and key points from this course. You will do this in the form of a brochure or staff development plan targeted to general education teachers with no coursework or experience relative to students with disabilities. Your goal in creating this brochure/development activity is to increase these teachers ‘will and skill’ to work with students with disabilities. That is, their motivation to work with special needs learners and their ability to meet their needs. For example, with regard to how to meet the needs of students with disabilities, you may list specific accommodations for specific challenges these teachers may face (e.g., students with dyslexia). You may address all disabilities or just one or more individual disability categories.

For a brochure, you should include inspiring photos or quotes (for motivation purposes). Listing key internet resources in your brochure for your topic should also be included (for skill purposes).

There are separate grading criteria for the brochure and staff development activity.

Grading for the brochure will be based on the quality, accuracy, and insightfulness of your brochure’s content (one-third of the grade), the extent to which the brochure addresses its intent, i.e., to increase general education teachers’ will and skill to work with special needs learners and listed requirements (one-third of grade), and the brochures attractiveness (one-third of grade).

Grading for the day long staff development activity will based on the clarity, relevance, creativity, and significance of your plan. Your plan should address your objectives for the day, an agenda of activities for the day related to your objectives, and a description and rationale for each training activity included on your agenda.

5. Creating an Alternative Product: For this assignment, you will create an alternative product that demonstrates significant learning you have experienced from this course. This could be in the form of a collage or poem or some other creative endeavor. Prior approval of the course instructor of your plan for this assignment is required.
Grading Options (will be discussed first day of class)

There are 7 assignments in this course. Each assignment will be scored as follows:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Exemplary demonstration of the standard</td>
</tr>
<tr>
<td>2</td>
<td>Needs minor revisions to meet the standard</td>
</tr>
<tr>
<td>1</td>
<td>Needs substantial revisions to meet the standard</td>
</tr>
</tbody>
</table>

Students should revise any assignment with a score less than 3. Assignments may be revised multiple times, and the score on the revised assignment replaces the original score. An A in this course reflects that the student demonstrated exemplary work by the end of the semester.

Students who earn a 3 on all assignments by the date of the final exam receive an A in the course. Students who earn 3 on at least five assignments and no 1s receive a B in the course. Students who earn at least a 2 on all assignments and no 1s receive a C in the course. If any assignment is not complete by the last day of classes or any assignment has a score of “1” on the last day of classes, a grade of D will be assigned.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>All seven (7) assignments are scored 3</td>
</tr>
<tr>
<td>B</td>
<td>Five-six assignments scored 3, no 1s</td>
</tr>
<tr>
<td>C</td>
<td>Fewer than five assignments scored 3, no 1s</td>
</tr>
<tr>
<td>D</td>
<td>At least one assignment was not completed or a score of 1 remains on at least one assignment on the date of the final exam</td>
</tr>
</tbody>
</table>

Grading Scale (Based on 100 point scale)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Numeric Range Set by Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90-94</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>88-89</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>83-87</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>78-79</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>73-77</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>68-69</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>63-67</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Below 67</td>
</tr>
</tbody>
</table>

Late Assignments
Assignments are due at the beginning of each class. A hard copy of the assignment must be given to the instructor or an electronic copy must be emailed prior to the start of class. Assignments turned in late will only be accepted if approved by the instructor.

Attendance Policy and Academic Ethical Standards
Per UST procedure, a student may be administratively withdrawn from a class if he/she misses three consecutive classes. In a condensed course, one class meeting is equivalent to three classes during a regular semester. Also it is the students’ responsibility to know what constitutes academic dishonesty and plagiarism and apply academic integrity in all assignments (See UST catalogue for further information).
**Classroom Accommodations for Students with Disabilities**
If you are a student with a documented disability who requires an academic adjustment, auxiliary aid or other similar accommodations, please contact Counseling & Disability Services, Tiffany Devereux, Coordinator at 713.525.2169 or 6953 or via email at deveret@stthom.edu. Feel free to approach me so that I may assist you in contacting the appropriate resources.

**Classroom Etiquette (Discussions and Technology)**
Students are encouraged to ask questions. All students using computers are expected to keep their computers focused on course materials. Students are encouraged to use laptops for note taking or other course-related purposes. Courtesy demands that you do not use the technology to check e-mail, send messages, play online games, text your friends, or for other purposes during class. Cell phones, pagers, and personal digital assistants should be turned to silent mode or turned off and put away prior to the beginning of class.

**Academic Integrity**
Taking credit for any thought, idea, or work that is not your own is merely plagiarism. Any instance of academic dishonesty will be documented and reported to the Dean of the School of Education. Students will be informed of this action and must submit a written response to the charge. The instructor has the right to fail the student for the specific project or the entire course. When writing any paper, reference your information, websites, books, etc. that is not your own. Be sure you cite properly and accordingly. Please refer to the APA manual or its website to cite accordingly.
<table>
<thead>
<tr>
<th>Session</th>
<th>Topics</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 1/15</td>
<td>Course Overview Discuss Expectations/Goals for class Standards Based Grading Overview Pre-Assessment Understanding Special Education</td>
<td>Readings: In class material</td>
</tr>
<tr>
<td>#2 1/22</td>
<td>Understanding Special Education (cont’d) Laws of Special Education</td>
<td>Readings: Articles will be provided</td>
</tr>
<tr>
<td>#2 1/29</td>
<td>Recommended Practices for Special Education Evidence Based Practice (A portion of IRIS modules due, questions will be assigned)</td>
<td>Readings: Articles will be provided</td>
</tr>
<tr>
<td>#3 2/5</td>
<td>Personnel and Procedure of Special Education (A portion of IRIS modules due, questions will be assigned)</td>
<td>Readings: Friend, chapter 2 McBride, Dumont &amp; Willis, chapter 2</td>
</tr>
<tr>
<td>#4 2/12</td>
<td>Multicultural Perspectives (Assignment Due-first-3-2-1 due)</td>
<td>Readings: Friend, chapter 3</td>
</tr>
<tr>
<td>#5 2/19</td>
<td>Collaboration in Special Education</td>
<td>Readings: Friend, chapter 4 McBride, Dumont &amp; Willis, chapter 5</td>
</tr>
<tr>
<td>#6 2/26</td>
<td>Students with Specific Learning Disabilities Students with Attention Deficit-Hyperactivity Disorder (Assignment due-first menu assignment due)</td>
<td>Readings: Friend, chapter 5 McBride, Dumont &amp; Willis, chapter 4</td>
</tr>
<tr>
<td>3/5</td>
<td>Spring Break</td>
<td>No Class</td>
</tr>
<tr>
<td>#7 3/12</td>
<td>Students with Emotional and Behavior Disorders (Assignment due-second menu assignment due)</td>
<td>Readings: Friend, chapter 7 McBride, Dumont &amp; Willis, chapter 6 Wendling &amp; Mather (as appropriate)</td>
</tr>
<tr>
<td>#8 3/19</td>
<td>Students with Intellectual and Developmental Disabilities Students with Severe and Multiple Disabilities</td>
<td>Readings: Friend, chapter 8 McBride, Dumont &amp; Willis, chapter 14 Wendling &amp; Mather (as appropriate)</td>
</tr>
<tr>
<td>#9 3/26</td>
<td>Students with Speech and Language Disorders Students who are Gifted and Talented (Assignment due-second 3-2-1 due)</td>
<td>Readings: Friend, chapter 9 McBride, Dumont &amp; Willis, chapter 15 Wendling &amp; Mather (as appropriate)</td>
</tr>
<tr>
<td>4/2</td>
<td>Easter Break</td>
<td>No Class</td>
</tr>
<tr>
<td>#11 4/9</td>
<td>Students with Autism Spectrum Disorders (Assignment due-third menu assignment due)</td>
<td>Readings: Friend, chapter 10 Wendling &amp; Mather (as appropriate)</td>
</tr>
<tr>
<td>#12 4/16</td>
<td>Students with Deafness and Hearing Loss Students with Visual Impairments</td>
<td>Readings: Friend, chapter 11 McBride, Dumont &amp; Willis, chapter 12 Wendling &amp; Mather (as appropriate)</td>
</tr>
<tr>
<td>#13 4/23</td>
<td>Students with Orthopedic Impairments, Traumatic Brain Injury, and Other Health Impairments (Assignment due-third 3-2-1 due)</td>
<td>Readings: Friend, chapter 13 Wendling &amp; Mather (as appropriate)</td>
</tr>
<tr>
<td>#14 4/30</td>
<td>Bringing it All Together: A discussion of exceptionalities</td>
<td>Final Exam will be discussed</td>
</tr>
<tr>
<td>#15 5/7</td>
<td>Final Exam</td>
<td></td>
</tr>
</tbody>
</table>

* The instructor reserves the right to change or alter the information above. Changes will be provided at least one week in advance and updated on the syllabus. *Chapters in italics should be read for deeper understanding and extension.*