Course Number: EDD 6105
Semester Hours: 3
Prerequisites: Graduate Status
Limitation on Enrollment: 25
Required: For Ed.D. Candidates for School Administrator Certificate

Catalog Description: Use data-based research findings focusing on successful learning outcomes for special needs students in urban settings to develop policies promoting equitable learning opportunities.

N.B. In order to ensure full class participation, any students with a disabling condition requiring special accommodations (e.g., tape recorders, special adaptive equipment, special note-taking, or test-taking procedures) will be strongly encouraged to contact the professor at the beginning of the course. For the student's convenience, both the professor's office hours and telephone number will be listed on the syllabus.
Course Objectives

Students will achieve growth towards becoming informed, dynamic professionals through knowledge acquisition (K), skill application (S), and value development (V), as evidenced by demonstration of the ability to:

A. understand the history and background of Special Education and its legacy (2.3.3) (K, V)

B. evaluate the risk factors and Early Intervention strategies that have been developed including identification and assessment of Infants at Risk (2.3.3) (K, S, V)

C. examine the families and culture in which children with exceptionalities develop and grow (2.3.4) (K, S, V)

D. recognize the concern for honoring diversity in the learning process (2.3.3) (K, S, V)

E. explore the utilization of appropriate research to address the differences among children with exceptionalities (2.3.4) (K, S, V)

F. comprehend the role of advocacy with regard to children with exceptionalities (4.2.5) (K, S, V)

G. analyze the nature and needs of children with exceptionalities in relationship to high and low incidence disabilities (4.2.5) (K, S, V)

H. identify policies and programs of promoting equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics (6.3.2) (K, S, V)

I. analyze current issues and future trends relating to educating children with exceptionalities (4.2.5) (K, S, V)
II. Course Content

A. History and background of Special Education

1. 1950 - Association for Retarded Children (ARC)
2. 1953 - National Association for the Gifted
3. 1963 - Association for Children with Learning Disabilities
4. 1972 - Normalization Movement introduced by Wolf Wolfensberger
5. 1973 - PL 93-112 Vocational Rehabilitation Act
   a. Section 504
   b. Discrimination against handicapping conditions prohibited
6. 1976 - Education for All Handicapped Children Act
   a. IEP (Individualized Educational Plan)
   b. FAPE (Free and Appropriate Public Education)
   c. LRE (Least Restrictive Environment)
   a. Provisions for preschoolers
   b. Early Intervention services
   c. IFSP
8. 1990 - PL 101-476 Individuals with Disabilities Education Act (IDEA)
   a. Transition planning for adolescents
   b. Autism as a separate category
   c. Traumatic Brain Injury (TBI) as a category
9. 1990 - PL 101-338 American with Disabilities Act (ADA)
   a. Discrimination prohibited in employment, public accommodations, and telecommunications
   b. Implement concept of Normalization
10. 1997 - PL 105-17 IDEA (reauthorized)
    a. ADHD added to Other Health Impaired category
    b. Functional Behavioral Assessments added
    c. Behavior Intervention Plan (BIP) introduced
11. 2001 - PL 107-110 Elementary and Secondary Education Act (ESEA) (No Child Left Behind)
    a. Required all school children participate in state and district testing
    b. Call for 100 per cent proficiency of all students in reading and math by 2012

B. Risk factors and early intervention strategies essential for identification and assessment of infants at risk

1. PL 99-457 (EIP)
2. Individualized Family Service Plan (IFSP)
a. Assess levels of performance related to cognitive, physical, language, psycho-social, and self-help skills  
b. Family resources, concerns, and priorities  
c. Expected outcomes  
d. Frequency, duration and location for delivery of services  
e. Timeline for initiating and concluding services  
f. Case manager assigned  
g. Transition plan from Early Intervention to preschool

3. Types of intervention programs  
a. Center-based  
b. Home-based  
c. Combination of center and home

4. Project Child Find

C. Families and culture for children with exceptionalities

1. Specific risk factors  
a. Low birth weight  
b. Premature birth  
c. Genetic factors  
d. Familial history  
e. Traumatic birth

2. Effects of poverty

3. Mobility (homelessness)

4. Bias and negative attitudes

5. Non-responsiveness of educators to differences in language, culture, and learning

6. Family characteristics  
a. Type and severity of exceptionality  
b. Cultural background  
c. Family cohesiveness  
d. Adaptability  
e. Diversity in the learning process  
   1. Multiculturalism reflected in curriculum  
   2. Training programs for students, teachers, and parents  
   3. Support groups

f. Research utilized to address differences  
   1. Multiple Intelligence Theory (Howard Gardner)  
   2. Brain-based principles  
   3. Applied Behavioral Analysis (ABA)  
   4. Assistive Technology  
   5. Language acquisition for English Language Learners  
   6. Differentiated instruction
7. Instructional Strategies Approach

D. Role of advocacy

1. Due process rights
2. Accessing information
3. Professional and personal advocates
4. Council on Exceptional Children (CEC)
5. Formation of parent groups
6. Self-advocacy
7. Children's Defense Fund
8. Position papers

E. Nature and needs of children with exceptionalities in regard to high and low incidence disabilities

1. Learning disabilities
2. Behavior disorders
3. Autism
4. Communication disorders
5. Blind/low vision
6. Deaf/hard of hearing
7. Emotionally disadvantaged
8. Gifted and talented
9. Attention Deficit Hyperactivity Disorder (ADHD)
10. Physical impairments
11. English Language Learners

F. Policies and programs promoting equitable learning opportunities and success

1. IDEA
2. No Child Left Behind
3. ADA
4. Curriculum-based assessment
5. School reform programs
6. National Research Council
7. Section 504

G. Current issues and future trends

1. Overrepresentation of minorities in Special Education
2. Under-representation of minorities in gifted and talented
3. Under-representation of minorities in gifted and talented
4. Misidentification
5. Drop-out rate
6. Grading issues
7. Graduation requirements
8. Accommodations/modifications
9. Post-secondary opportunities
10. Transition to adulthood
11. Bias in testing
12. Needless labeling
13. Inclusive Movement

III. Methods of Instruction

A. Lecture (PowerPoint)
B. Case studies
C. Videos, DVD’s
D. Cooperative learning
E. Internet research
F. Role playing
G. Guest lecturer

IV. Methods of Evaluation

A. Action research project (K, S, V)
B. Case study of Exceptionality (K, S, V)
C. Final examination
D. Cooperative project (K, S, V)

V. Suggested Text
BIBLIOGRAPHY

Print


Classic and Seminal Works


The ADA:
LRP Publications
Alexandria, Virginia

Visit to a Differentiated Classroom:
ASCD
Alexandria, Virginia

Visit to a Multicultural Classroom:
ASCD
Alexandria, Virginia

World Wide Web

Attention Deficit Hyperactivity Disorder
www.add.org

Autism
www.autism-society.org/

Behavioral Issues
www.ccbd.net

Attention Deficit Hyperactivity Disorder
www.chadd.org

Council for Learning Disabilities
www.cldinternational.org

Parents
www.eparent.com

Multicultural Education
www.fiestaeducativa.org

Global Education
www.globalclassrom.org/cod.html

Independent Living
www.independentliving.org
Learning Disabilities
www.ldonline.com

Bilingual Education
www.mabe.org

National Association for Multicultural Education
www.nameorg.org

Parent Advocacy Coalition
www.pacer.org

Legal Issues
www.reedmartin.com

Deaf/Blind
www.tr.wou.edu/dblink/

Gifted Learning Disabled
www.uniquelygifted.org

Special Education Legal Issues
www.wrightlaw.com