



University of Memphis College of Education

Pillars of Effective Practice

1. Content Knowledge
2. Knowledge of the Learner
3. Pedagogy/ Instruction
4. Assessment and Responsive Practice
5. Management of Classrooms and Individuals
6. Personal and Professional Growth and Development.

College of Education Norms

- I take 100% responsibility.
- I seek equity of voice.
- I am willing to talk about sensitive issues.
- I listen for understanding.
- I appreciate the strengths and contributions of others.
- I bring positive energy and encouragement to the team.
- I commit to the mission of the college.
- *I am a professional and my actions reflect that role.

SPED 2000: Foundations of Exceptional Learners

College of Education
The University of Memphis
ICL Department

SPED 2000

Dr. Thomas Black

Course Description: Study of relevant research dealing with the physical, mental, emotional, and social traits of all types of individuals who are exceptional. Consideration of major current problems and practices in the development of various programs

Prerequisites: None

Text(s): Turnbull, A.P., Turnbull, H. R. & Wehmeyer, M. (2007). *Exceptional Lives: Special Education in Today's Schools: 6/e*. Pearson Education.

Support of Conceptual Framework: The Issues of Human Diversity course provides the knowledge base needed to serve all learners. The students, by becoming culturally responsive educators, will be able to identify the characteristics of physical, cognitive, emotional, social, and ecological development not only of individuals with exceptionalities, but of students from cultural and linguistic backgrounds.

Methods of Instruction:

CREDE principles will serve as the primary pedagogical platform interspersed with lectures, guest speakers and technology when appropriate. The CREDE principles are::

- I. **Joint Productive Activity:** Facilitate learning and development through joint productive activity among leaders and participants.
- II. **Language Development:** Promote learners expertise in professional relevant discourse.
- III. **Making Meaning:** Contextualize teaching, learning, and joint productive activity in the experience and skills of participants.
- IV. **Cognitive Challenge:** Challenge participants toward more complex solutions in addressing problems.
- V. **Instructional Conversation:** Engage participants in dialogue, especially the instructional conversation.

Key Assessments: A cumulative final exam is given to all students taking SPED 2000. There are 60 multiple choice items that are scored and combined to check for understanding of content in CEC and TN state standards 1, 2, and 6.

Questions 1 -23 assess Standard 1 (Foundations) Court Cases, Laws, and Policies including IEP modifications and accommodations.

Questions 24 -55 assess Standard 2 (Development and Characteristics of Learners) Learner Characteristics, Impact of Ability or Disability on Learning.

Questions 56 – 60 assess Standard 6 (Communication) Communication Disorders, Effects of Cultural and Linguistic Differences, Diversity of the ELL student, and Technology.

Course Objectives

Given class discussion, readings, videos and applied experiences, the students will demonstrate an understanding of:

1. The historical and philosophical backgrounds of special education, its major contributors and current program models.
2. The goals and values of special education and current socioeconomic and cultural issues which influence these at national and local levels.
3. The developmental needs of children & adults with disabilities including physical/motor, social/emotional, and cognitive and to recognize atypical characteristics of development in relation to those which are typical.
4. The professional special education teacher in relation to children, parents, other staff, the community, and the unique personal qualities and professional qualifications necessary to satisfy the requirements of this role.
5. The range of special education work environments, job responsibilities and credentials, professional organizations, professional journals, and other sources of the knowledge base for special education, and the professional responsibility for life-long professional learning and leadership.
6. The cooperative roles of regular and special education teachers in implementing the educational plans of students with special needs.
7. The rationale for services for individuals with a disability.
8. The different modifications/accommodations and adaptations in educational settings for individuals with disabilities.

Outline of Course Objectives Supporting State/National Standards and Pillars of Effective Practice:

Pillar of Practice I: Content Knowledge

Objective	Standard(s) Addressed by the Objective
<p>Court cases, laws, and policies</p>	<p>CEC 1 Foundations Disability Legislation and Special Education Policies TN Core: 1.4 Candidates understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and issues that have historically influenced the field of special education and the individualization of learning. Candidates use this knowledge to examine their personal understandings and philosophies of special education. TN Modified: 1.4 Candidates understand the historical and philosophical foundations of services for individuals with mild and moderate disabilities. They know about current trends and issues in these areas. TN Core 1.5 Candidates serve as a resource to others by providing current information about the laws and policies that support</p>

	students with disabilities and how to access information and resources.
LRE placement and services	CEC 1 Foundations Disability Legislation and Special Education Policies TN Core: 1.3 Candidates apply appropriately the concept of least restrictive environment, using the continuum of placements and services. TN Modified: 1.3 Candidates apply appropriately the continuum of placement and services available for individuals with mild and moderate disabilities, including the concept of least restrictive environment.
Individual Education Plan (IEP)	TN 1-D; CEC 1 Foundations Disability Legislation and Special Education Policies
Modifications and accommodations	CEC 1 Foundations Disability Legislation and Special Education Policies TN Core: 1.2 Candidates recognize that some students require an expanded curriculum with learning goals beyond the general curriculum to meet independent and functional living goals.

Pillar of Practice II: Knowledge of the Learner

Objective	Standard(s) Addressed by the Objective
Characteristics of learner	CEC 2 Individual Variations and Disability Influence on Learning TN Core: 2.1 Candidates have knowledge of the characteristics of a wide array of disabilities and the ways that students' abilities and disabilities impact learning and development. TN Core 2.3 Candidates understand how a disability in one area (e.g., physical, cognitive, social, and emotional) can impact learning and development in other areas and use this knowledge to provide specialized supports.

Pillar of Practice III: Pedagogy/Instruction

Objective	Standard(s) Addressed by the Objective
Role of language and exceptional learner	CEC 3 Individual Learning Differences Role of Language in Learning (Person –first language)
Different approaches/accommodations in educational settings for individuals with disabilities.	CEC 3 IEP (Introduction of IEP) CEC 6 Communication and ELL Students

Pillar of Practice IV: Assessment and Responsive Practice

Objective	Standard(s) Addressed by the Objective
Cooperative roles of regular and special education teachers in IEP development using assessment data	CEC 5, 8, 10 Collaboration and IEP

Pillar of Practice V: Management of Classrooms and Individuals

Objective	Standard(s) Addressed by the Objective
Positive learning environment	CEC 5 Learning Environments and Social Interactions Varieties of Classroom Management

Pillar of Practice VI: Personal and Professional Growth and Development

Objective	Standard(s) Addressed by the Objective
Reflective practitioner	CEC 9 Professional and Ethical Practice Professional Behavior

COE Diversity Performance Standards

Performance Standards	Topics Addressing Standard
Candidates understand diversity, social justice, and equity in order to promote effective learning in their everyday practice.	Programs, practices, trends, issues, and problems regarding various disabilities, least restrictive environment, continuum of services, normalization, planning strategies (IEP, IFSP, Transition), community based instruction, and parent involvement.
Candidates will understand linguistic, ethnic, racial and socioeconomic, disability, religious and sexual orientation diversity and will demonstrate culturally relevant practices.	Implementing appropriate accommodations and modifications that can be utilized in regular classrooms to facilitate the education of learners with a particular exceptionality, including technological support. The will use non-discriminatory assessments when evaluating students in Special Education.
Candidates understand the relationships among various historical and present social inequities and use reflective practice to challenge their work and explicitly confront social inequality.	Special education in historical perspective including a socio-cultural history of special education programs and practices, innovations and advocacy in education. This history includes Civil Rights, Brown vs. Board of Education, and the philosophy of normalization.
Candidates understand the larger national and global contexts and demonstrate a clear sense of their own identities in relationship to social justice.	Government involvement in SPED programs and practices <ul style="list-style-type: none"> – national, state, and local efforts to support, fund, and regulate programs serving individuals with disabilities and their families – legislation and public policy as it affects individuals with disabilities, their families, and the delivery of services for individuals.
Candidates understand and value the importance of engaging in comprehensive and sustained professional growth to enhance professional practices involving diverse populations.	Becoming a professional leader in special education. The professional educator's responsibilities: <ul style="list-style-type: none"> – to be an advocate on behalf of individuals with disabilities and their families – to be an active member in national, regional, state, and local professional special education communities. – to engage in ethical behavior in relations

	with children, parents, other staff and other professionals serving individuals with disabilities.
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Major Topics

1. Special education in historical perspective including a socio-cultural history of special education programs and practices, innovations and advocacy in education
2. Philosophy and values of special education
3. Programs, practices, trends, issues, and problems regarding various disabilities, least restrictive environment, continuum of services, normalization, planning strategies (IEP, IFSP, Transition), community based instruction, and parent involvement.
4. Overview of the characteristics of students with disabilities
5. Overview of screening, referral and placement processes used to obtain an appropriate education for exceptional learners.
6. Implementing appropriate accommodations and modifications that can be utilized in regular classrooms to facilitate the education of learners with a particular exceptionality, including technological support.
7. Overview of various medical procedures that may be used by teachers with students who are medically fragile or physically challenged, including movement patterns and record keeping.
8. Government involvement in SPED programs and practices
 - national, state, and local efforts to support, fund, and regulate programs serving individuals with disabilities and their families
 - legislation and public policy as it affects individuals with disabilities, their families, and the delivery of services for individuals.
9. Becoming a professional leader in special education. The professional educator's responsibilities:
 - to be an advocate on behalf of individuals with disabilities and their families
 - to be an active member in national, regional, state, and local professional special education communities.
 - to engage in ethical behavior in relations with children, parents, other staff and other professionals serving individuals with disabilities.

Detailed Course Description/Outline:

- I. Content Knowledge and Skills
 - A. Court Cases
 - B. Legislation
 - C. Special Education
 1. Individual Education Plan
 2. Manifestation Determination
 3. Transition
- II. Knowledge of the Learner
 - A. Developmental, Cognitive, Emotional, Social, and Ecological Adolescent Development Theories
 - B. Characteristics of Students with High Incidence Disabilities: Emotional Disabilities, Attention Deficit, Learning Disabilities, Mild Mental Retardation
 - C. Characteristics of Students with Low Incidence Disabilities: Multiple, Severe, Autism, Health, TBI
 - C. Characteristics of At Risk Students
 - D. Characteristics of Gifted and Talented Students
 - E. Characteristics of Students with Communication Disorders and Language Diversity
 - F. Effects of Cultural and Linguistic Differences on Growth and Development
 - G. Characteristics of One's Own Culture and Use of Language
 - H. Gender Differences on Learning

- III. Pedagogy and Instruction
 - A. Accommodations and Modifications to Promote Learning
 - B. Learning styles and behaviors
- IV. Assessment and Responsive Practice
 - A. IEP modifications and accommodations
 - B. Collaboration and Assessment Data
- V. Management of Classroom and Individuals
 - A. Motivation
 - B. Behaviors
- VI. Personal and Professional Growth and Development
 - A. Written Reflections on Case Studies
 - B. Co-teaching and Collaboration

Field Practice: 5 hours Clinical Experience in a non-educational setting working with one or more individuals with disabilities. Students will have to document this experience.

Methods and Activities:

Class schedule is given every semester with class dates, times and assignments explicated.

Methods and activities would include some of the following: discussion/lecture, on-site visits, guest speakers, individual learning projects, case studies, audio-visual technology, case studies, hypothetical vignettes, software/internet computer modules, hands-on interactive projects, and disability sensitivity/awareness activities.

Special Education Department Policy and Procedures

Attendance Policy:

Attendance is mandatory and class attendance and participation (e.g., discussions, activities, and assignments) is expected. In a class which meets weekly for one three-hour session, each class session missed without a verifiable and legitimate excuse results in a decrease of a letter grade for the course. Two unexcused absences can result in a decrease of two letter grades and so on. For a class which meets more often, the professor will designate how many points will be deducted from the final grade for each absence. **The legitimacy of the excuse is solely the judgment of the professor. Students who leave a class without prior consent of the professor before the class is formally dismissed are considered absent for the entire class session.**

Students are accountable for content, assignments, and announcements made during class and should make arrangements (e.g., with a classmate) to get the information whenever absent.

The responsibility for class attendance and participation is considered an important element of the student's development and training. Class attendance and participation in class activities cannot be duplicated in any other fashion. Moreover, absence negatively affects the colleagues with whom a student(s) works, interacts, and learns. In this regard, **both** class attendance and participation are critical for the successful completion of this course.

Tardy Policy:

Unless there is an understandable weather or health related reason, each tardy to class – not being physically present at the start of class- is one percentage point taken off of the final cumulative grade. Professionals, particularly teachers charged with the safety of youngsters, must be both prepared and punctual.

Late Work:

Unless there is a verifiable and legitimate excuse, class assignments are not accepted after published due date. **The legitimacy of the excuse is solely the judgment of the professor. There is no makeup work allowed nor is extra credit available in any special education course.**

Failing Students:

Students who are failing will be notified by email or personally about their grade in the seventh week of class in the long semesters or midterm in any semester. The professor will be available to meet with the student to devise an individual academic plan at the request of the student.

Grading:

100-93 = A; 85-92 = B; 75-84 = C; 70-74= D; <70= F . A grade of incomplete (I) is rarely allowed. The professor must notify the Special Education program coordinator if a grade of I is being considered for a student.

Your final grade will be based on the following criteria:

<i>Journal Article</i>	<i>10%</i>
<i>IEP Group Project</i>	<i>15%</i>
<i>Field Experience</i>	<i>15%</i>
<i>Class participation</i>	<i>20%</i>
<i>Homework assignments</i>	<i>15%</i>
<i>Final Exam</i>	<i>25%</i>
	<i>100%</i>

FERPA:

In keeping with the provisions of the Family Educational Rights and Privacy Act, it is the policy of the Department of Instruction and Curriculum Leadership that student grades are not publicly posted.

Students with Disabilities:

It is the policy of the University of Memphis to accommodate students with disabilities pursuant to federal law, state law, and the University's commitment to equal educational opportunities. Any student with a disability who needs accommodation, for example in seating placement or in arrangements for examinations, should inform the instructor at the beginning of the course. Reasonable and appropriate accommodations will be provided to students with a disability who present a memo from the Student Disability Services. Students with disabilities are encouraged to contact Student Disability Services, 215 Scates Hall, phone 678-2880.

Academic Integrity and Student Conduct:

Expectations for academic integrity and student conduct are described in detail on the website of the Office of Student Judicial and Ethical Affairs

<http://saweb.memphis.edu/judicialaffairs>. Please read in particular, at the sections about "Academic Dishonesty," "Student Code of Conduct and Responsibilities," and "Disruptive Behaviors." Students must be aware of these guidelines and conduct themselves accordingly.

Professional Dispositions:

The College of Education has approved a list of professional dispositions expected of all students while enrolled in undergraduate or graduate courses in the College of Education. You are expected to familiarize yourself with the College of Education's Professional Dispositions at the beginning of this course by going to <http://coe.memphis.edu/PDF/DispositionsAndRetention.pdf>. Failure to demonstrate the College's dispositions in class or field experiences can affect your continuance in a course or program of study.

CEC Code of Ethics for Educators of Persons with Exceptionalities

We declare the following principles to be the Code of Ethics for educators of persons with exceptionalities. Members of the special education profession are responsible for upholding and advancing these principles. Members of The Council for Exceptional Children agree to judge and be judged by them in accordance with the spirit and provisions of this Code.

1. Special education professionals are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.
2. Special education professionals promote and maintain a high level of competence and integrity in practicing their profession.
3. Special education professionals engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects.
4. Special education professionals exercise objective professional judgment in the practice of their profession.
5. Special education professionals strive to advance their knowledge and skills regarding the education of individuals with exceptionalities.
6. Special education professionals work within the standards and policies of their profession.
7. Special education professionals seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession.
8. Special education professionals do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.

Short Bibliography:

Bauer, A.M. & Kroeger, S. (2004). *Inclusive classrooms: Video cases on CD-ROM activity and learning guide*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Gargiulo, R.M. (2004). *Special education in contemporary society: An introduction to exceptionality*. Belmont, CA.: Wadsworth/Thompson Learning.

Hallahan, D.P. & Kauffman, J.M. (2006). *Exceptional learners: Introduction to special education*. (10th ed.). Boston: Allyn and Bacon.

Heward, W.L. (2007). *Exceptional Children: An Introduction to special education*. Upper Saddle River, NJ: Merrill/Prentice-Hall.(8th ed.)

Teaching Exceptional Children. Presents articles suggesting classroom teaching strategies, reports of materials, a teacher idea exchange, and other information designed to assist the teacher of exceptional children. Published quarterly by the Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091-1589.

Exceptional Children. The official journal of the Council for Exceptional Children. Publishes articles on professional issues of concern to special educators and articles on the education and development of exceptional students. Designed to assist all professionals who work with exceptional children. Published six times per year by the Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091-1589.

Journal of Learning Disabilities. Published 10 times a year by PRO-ED, 8700 Shoal Creek Boulevard, Austin, TX 78758-6897. Publishes research and theoretical articles relating to learning disabilities.

The Journal of Special Education. A quarterly journal that publishes articles from all disciplines; deals with research, theory, opinion, and reviews of the literature in special education. Published by PRO-ED, 8700 Shoal Creek Boulevard, Austin, TX 78758-6897.

Homework Assignments:

All written assignments should be typed using 12 pt. font, indented, and double-spaced according to APA standards

Disability and Handicaps

Explain the difference between the terms *disability* and *handicapped*. Then list 10 types of disabilities. For each disability, describe an environment where the disability might become a handicap, and the circumstances under which the disability is not a handicap.

Movie Review

Watch one of the movies from the list below. Even if you already have seen it, you will get more out of this activity if you watch it again. You are to write a 2-3 page paper (not including title page) according to the directions below. Using your textbook, provide 2 to 4 references from the chapter of the disability to support your statements.

- Describe the character(s) with a disability, listing some of the symptoms, characteristics, and other facts related to the disability.
- Was the person with disabilities portrayed in a positive or negative light?
- Based on your knowledge of the disability, do you feel the portrayal was authentic?
- How will the insights you gained from this movie help you to teach children with disabilities?

Movie List

Autism	Rain Man
Emotional or Behavioral Disorders	A Beautiful Mind As Good as it Gets
Deafness and Hard of Hearing	Mr. Holland's Opus Children of a Lesser God
Physical Impairments and Other Health Impairments	My Left Foot Mask
Speech and Language Impairments	Nell
Traumatic Brain Injury (TBI)	The Bourne Identity Regarding Henry
Visual Disabilities	Ray
Gifted	Searching for Bobby Fisher Amadeus
Mental Retardation	I am Sam Radio The Ringer

Journal Article/Presentation

Choose a disability and find an article from a professional journal on a topic related to the disability. You will write a 3-5 page summary and reflection of the article, including a title page and APA reference listing of the author and article. Use the rubric below as a guide.

You will then give a 10-15 presentation to the class summarizing the findings and your own personal reflection.

Rubric for Journal Article/ Movie Review

Components	3	2	1	Total
Summary	1. Well-written summary of important points from the movie. 2. Ideas presented coherently and expressed with style. 3. Clear, focused, and unified organized.	1. Movie summarized with limited comments. 2. Shows some depth and clarity of thought.	1. Movie summarized with no comments. 2. No depth and clarity of thought	
	3	2	1	
Reflection	Writing indicates reflective thinking and describes how information relates to other ideas, courses, educational and professional experiences. Written in a coherent manner.	Writing indicates reflective thinking but no description of how information relates to other ideas, experiences and classes is included.	Writing indicates that there is no reflective thinking.	
Component	3	2	1	
APA Format Title	0-1 errors	2 -3 errors	3+ errors	
	3	2	1	
Mechanics	Exemplary use/application of grammar and mechanics.	Minor errors are present but they do not detract from the readability of the critique.	Errors distract from readability	
	3	2	1	
Appearance	Typed 12 point font Paragraphs	Handwritten/partially typed No paragraphs used 12 point font	Handwritten No paragraphs Font Incorrect	
Total				<hr style="width: 50px; margin-left: auto; margin-right: 0;"/>

Interview a special education teacher or someone with an exceptionality.

Write 10 questions and interview a person who works with individuals with special needs OR a person with an exceptionality (or parent). It is suggested to check the questions with your instructor ahead of time. Your report should include 1) a detailed introduction describing the person, their professional background, the setting and situation; 2) a list of the questions with

complete answers; and 3) a summary of what you learned from the interview as it relates to your plans to be a teacher. Be sure to use person first language.

IEP Group Project

Each assigned group will create a fictional SPED student. The student’s biographical information should include a name, age, personal description, family, disability (specific degree, IQ, etc). Based on this information, the group is to

- 1) Develop an IEP plan for that student, including Present Level of Functioning, Annual Goals and Objectives, Related Services, Accommodations, etc.
- 2) The group will prepare a Powerpoint presentation of the student’s IEP highlighting each section of the plan.

The IEP will follow the format of the official Tennessee IEP (the actual form does not have to be used as long as all the sections are included). The Tennessee IEP form can be found at the following address:

<http://www.state.tn.us/education/speced/seforms.shtml>

Field Experience (volunteer experience; this is not to be completed in a school setting).

Part of this course includes a mandatory 4 hour field experience. You may not be exempt from this experience. Upon completion of your hours, you are to write a reflection paper on your experience/s (see directions below).

The Field Experience counts 15% of your total grade. This experience/s must be documented. Have the contact person sign a paper stating the number of hours you were there.

Documentation Paper

Name of Organization	Place	Time	Signature of Person in Charge

Examples of places to volunteer:

- Skinner Center has dances for adults with disabilities every Friday night
- Skinner Center Day Program
- Shepherd’s Haven Day Program
- Special Olympics
- Bowling in Cordova on Monday nights- Cordova Bowling Center
- Swimming – Collierville YMCA
- Hearing Impaired – Kirby Baptist Church
- Special Kids & Families (Faith Christian Church)
- Pickering Center – Poplar Pike - dances
- World Overcomers’ Church – Monday nights - Kirby and Winchester
- Buddy Walk – October – Botanical Gardens –Southern Ave.
- Down’s Syndrome Association of Memphis and the Mid-South
- Trinity Farm- Horseback Riding (Lakeland, TN)

Description/Analysis and Reflective Summary of the Field Experience:

1. **Description and Analysis:** A description of the activity (field experience) that explains why it is significant in your teaching context and what impact it will have on student learning. 1 page - double spaced, 1" margins

Use these questions for your Description and Analysis (*write each question and then answer below it*).

- a. *What is the nature of this activity?* Be very specific
 - b. *Why is the activity significant?* To be significant, it must be an important effort that demonstrates your work as a partner with students.
 - c. *How does this activity have an impact on students' learning?* Relate this to your specific teaching area.
2. **A Reflective Summary:** This summary should reflect the significance of the activity. The summary should not restate your description and analysis; rather, it should analyze the effectiveness of your accomplishments. 2 + page but no more than 4 pages – double space, 1" margins

Respond to the following questions for your reflective summary (*do not write these questions*).

- *What effort did you make to find volunteer activities?*
- *What have you learned by completing this activity?*
- *How will this information help you to instruct and interact with exceptional students?*

If you fail to do your field hours you will automatically fail this class regardless of your academic work/grade.