

EDUC G210: INTRODUCTION TO SPECIAL EDUCATION

Item	Value
Curriculum Committee Approval Date	10/19/2021
Top Code	080900 - Special Education
Units	3 Total Units
Hours	54 Total Hours (Lecture Hours 54)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Grading Policy	Standard Letter (S)
Local General Education (GE)	• GWC Soc, Pol, Econ (GD)

Course Description

This course provides an overview of collaborative educational models; family, school, community partnership models; access, equity, historical, legal, social, political perspectives for diverse students with special needs; roles and responsibilities of the paraeducator as a team member of a special education program and support for general education and special education; and the Individualized Education Program (IEP) process. This course includes 10 hours of arranged fieldwork/ observations at a public school site in a classroom that supports students with special needs. ADVISORY: ENGL C1000 or ENGL C1000E. Transfer Credit: CSU.

Course Level Student Learning Outcome(s)

1. Course Outcomes
2. Recognize state and federal laws regarding education and community participation of individuals with disabilities.
3. Identify the historical, legal, social, political, economic, and multicultural perspectives on contemporary issues for underrepresented groups in US public schools.
4. Identify the roles and responsibilities of paraeducators within the educational system.
5. Identify the characteristics of students with disabilities and the procedure for identification.
6. Describe a variety of modification strategies for use in planning and instruction for students with atypical needs.

Course Objectives

- 1. Identify the historical, legal, social, political, economic, and multicultural perspectives on issues of educational equity and access for underrepresented groups in the US public schools as they relate to parent, school, community partnerships.
- 2. Recognize the state and federal laws regarding education and community participation of individuals with disabilities from birth through adulthood, including the major categories of disabilities identified in Individuals with Disabilities Education Act (IDEA) 2004 and any future reauthorization.
- 3. Explain the critical components and supports essential for building meaningful and sustainable respectful partnerships with culturally

and linguistically diverse families and families of students with diverse learning needs and communities.

- 4. Identify the roles and responsibilities of paraeducators in the Individualized Education Program (IEP) process and in providing effective instruction (including use of assistive technology) to allow students with disabilities to progress in the education core curriculum.
- 5. Describe the challenges facing families of diverse backgrounds and methods to build on strengths.
- 6. Describe the characteristics of students with disabilities and procedure for identification, including discussion of the pre-referral and referral process (including proper documentation of data to support classroom teachers).
- 7. Describe a variety of modification strategies for use in planning and instruction for students with disabilities, English Language Learners, and students who are gifted in the classroom.
- 8. Explain the responsibilities of the paraeducator in implementing stated goals and objectives as identified in the IEP as well as how to assess student progress toward meeting those goals as they relate to classroom/school requirements.
- 9. Develop basic skills in recognizing when and how to address the issues of social integration for students with disabilities in the classroom.

Lecture Content

A brief history of special education History of special education and rights of individuals with special needs Terms and acronyms Role of the teachers aide (your role) Legislation Federal mandates - IDEA (Individuals with Disabilities Education Act) 2004 (history) Americans with Disabilities Act 3. P.L. 94 - 142 and revisions Implications for parents and teachers IEP (Individualized Education Program) process and resources for help Defining disabilities Mental retardation Definition and description Emotional, behavioral, and learning characteristics Evaluation process Curriculum of mildly retarded children Invite speaker: Parent of child with Downs Syndrome Autism Definition and description Evaluation process Early intervention strategies Learning disorders Categories of Speech and language Arithmetic, reading, dyslexia, writing Attention, focus Behavioral disorders Attention deficit disorder (the child with ADD in the classroom) Conduct and oppositional defiant disorder Teachers role in working with behaviorally disordered children Strategies in the classroom or behaviorally disordered children Behavioral problems encountered in the classroom which may affect learning but have no official diagnosis Tourettes disorder, tics, and pica Communication disorder Defining communication, speech, and language disorders Common characteristics of speech and language disorders Deaf and hard of hearing Definition of hearing impairments and Deafness Physiology of hearing loss Identification and assessment Controversy of giving hearing to deaf and hard-of-hearing educational approaches Blind and low vision Definition of low vision and blind Effects of low vision and blindness on development Difficulties encountered for blind and low vision children when interacting with the environment and peers Educational approaches Physical, health, and severe disabilities Definition of physical, health, and severe disabilities Causes Medical help Special aids and services Giftedness Definition of different areas of giftedness Characteristics of gifted children (myths, true/false characteristics) Characteristics of teachers working with gifted children Data collection and objective observations ABC data collection Ratio, duration, time sample, intensity, frequency, observations Individualized Education Programs (IEPs) Goals Measurement and progress monitoring Materials

needed Teaching students with disabilities Continuum of services
 Strategies Expectations Various methodologies Accommodations
 and modifications Matching learning style to goals Least restrictive
 support Prompting Communication with teachers Related services
 Occupational Therapy (OT), Speech Language Pathology (SLP), School
 psychology, Adapted Physical Education (APE), Nurse, Behavior
 intervention, Resource Specialist Program (RSP) Assistive technology
 Devices Services Considerations, implementation, evaluation How
 behavior is learned and unlearned ABCs of behavior overview Operant
 and Respondent behavior Behavior management Individual supports
 Classroom supports Schoolwide supports Family, school, community
 partnerships Collaborating with culturally and linguistically diverse
 families Stages of accepting a child with disabilities Identifying signs of
 a troubled family Co-teaching and professional collaboration (navigating
 your role) Running lesson plans Providing feedback to teachers Taking
 data while providing instructions Adapting modifications and strategies
 with older students Age appropriateness Vocational skills Job coaching

Method(s) of Instruction

- Lecture (02)
- DE Live Online Lecture (02S)
- DE Online Lecture (02X)
- Field Experience (90)

Instructional Techniques

Lecture and demonstration of concepts Video lecture materials and
 discussion Group work-discussion and problem solving Video examples
 and role play

Reading Assignments

Textbook Journal articles and materials provided by the instructor

Writing Assignments

Collaborative action research project Lesson plan Educational philosophy
 paper Individual observation protocol midterm and final exam

Out-of-class Assignments

IRIS Modules via Vanderbilt IRIS website Hot Topic presentation

Demonstration of Critical Thinking

Discussion forum contributions Collaborative action research project
 Develop lesson plan Educational philosophy

Required Writing, Problem Solving, Skills Demonstration

Develop lesson plan Collaborative action research project Individual
 observation protocol IRIS modules

Eligible Disciplines

Education: Masters degree in education OR the equivalent. Masters
 degree required.

Textbooks Resources

1. Required Styer, C., Fitzgerald, S.. Paraeducator handbook, ed. Specially
 Designed Education Services, 2016 Rationale: This trade book is low
 cost and includes pertinent information for those wanting to become
 a paraeducator and/or learn more about aiding students with special
 needs. 2. Required Causton, J., MacLeod, K. . The Paraprofessionals
 Handbook for Effective Support in Inclusive Classrooms, 2nd ed.
 Baltimore, MD: Brookes Publishing, 2020

Other Resources

1. Bateman, D. F., Cline, J. L. (2016). A teachers guide to special
 education. ASCD: VA. 2. Journal articles provided by the instructor in
 order to maintain currency with contemporary topics and research.