

SYLLABUS SURVEY OF CHARACTERISTICS AND EDUCATION OF EXCEPTIONAL LEARNERS SPED 410

(graduate)
Eileen Wynne Ball
Spring, 1997

Office Hours: Wednesdays from 3:30-5:00 or by appointment (Please note: There will be no regular office hours on Feb. 5, Feb. 26, or during spring break (week of March 19))

Phone: 312-413-2413

Office: ECSW 3537

E-MAIL Address: ewball@uic.edu

Newsgroup: news:uic.class.sped410.ball.s97

Course Description: This course is designed to survey information about children and adults who typically are targeted for special educational services. This course fulfills requirements for Illinois House Bill 150.

Text: Smith, D. & Luckasson, R. (1995). *Introduction to Special Education: Teaching in an Age of Challenge*. Second Edition. Allyn & Bacon: London.

Highly recommended Text: *Ordinary Moments*.

Class Readings: In addition to the text, there is a course packet of readings. A copy of this packet will be available at the library and in the Special Education Office for 3 hour blocks of time (Ms. Delago is the department secretary). Students who wish to have a complete set of readings may purchase a copy by writing a check to UIC for \$10. Please make the check out to The University of Illinois at Chicago and mark the check for SPED 410-Ball. This option is available during the first three classes only.

Broad Course Objectives:

1. To describe *disabilities* as recognized under the Illinois School Code.
2. To outline issues that contribute to controversy surrounding *disabilities* within the broader context of public schooling.
3. To describe the historical perspective of schooling for students with disabilities.
4. To outline key principles associated with major legislation related to educational services for students with disabilities, specifically IDEA (and its precursor, PL 94-142) and the IEP process.
5. To describe and critique (possible advantages and disadvantages) the different service delivery models available for students with disabilities.
6. To describe current issues and trends in the education of students with disabilities, specifically assessment, labeling, and inclusion.
7. To explore your own experiences and beliefs about disability and public schooling.
8. To access additional resources that describe ways in which classroom environments and curricula can be adapted to better meet the needs of students with disabilities.

This is a survey class. We will study broad, sweeping trends. If your interest is peaked, which is something we hope for, please arrange to see me or another member of the special education department to explore additional study in this area.

General Course Requirements

1. **Attendance and participation** in class is a requirement. Classes will typically cover content that supplements readings. Students are expected to participate in all in-class activities and to read all assigned material prior to the class time specified on the syllabus. Throughout the semester, students will be asked *during class* to interact with course content (including required readings) in writing. Class is important, and we want you there!

In addition, students are required to establish a university computer account on icarus, to use e-mail, and to use the class newsgroup for discussions and some assignments.

2. **Regular reading of all course materials before scheduled class discussions:** There will be **5 quizzes** that focus on outside readings and in-class content and process. The purpose of these quizzes is to provide a way for students to demonstrate their understanding of the very basic ideas covered in the *lectures, class discussions, field work, and readings*. These quizzes seem to help students stay current with assignments and, therefore, improve the quality of our class discussions. If I am to “fess up,” it also gives me extra information in terms of planning future classes and grading* .

Any missed quiz will be assigned a grade of zero. If you wish to drop your lowest quiz from your average, please submit a short (1-3 page) well-written paper about a major issue covered in the readings, class discussions, and lectures (integrate all 3) that is related to the material you missed.

All such “quiz-dropping” papers are due before 5:30 PM, Monday, April 29.

3. Through a required 30 hour **practicum** experience, the content for this course will take on new meaning. This field experience is a state requirement (and a critical component of the course). You are required to become involved in an education setting *directly serving school-age children with disabilities* for a minimum of 30 direct hours. All 30 hours must be completed with the same learner or group of learners and learners may not be identified as gifted or talented. **N.B. Students must have the practicum hours documented for credit (as per university regulations)**. Teachers will be asked to provide feedback on your performance in the field, and you will be responsible for a practicum report in which you address specific issues related to the field experience and course content. All papers must be typed and well-written so plan ahead ([see practicum guidelines](#)).

Important things to consider

I have provided a list of schools in which students have worked successfully in the past years. This list is available to you on the web ([see practicum sites](#) under SPED 410). Don't wait until the last minute to access these files, and be sure you know the password that was given out in class. It is fine to select your own placement. The requirement for this practicum is that you have contact with individuals with special needs (30 hours). If you choose to work in a general education setting, you may do so **ONLY** if students with special needs are attending. (e.g., you can work with an excellent history teacher who has in her/his class several students with learning disability labels. However, you will need to visit and spend time with the special educator responsible for the students' programs.) I recommend strongly that you visit potential sites and place yourself with individuals who are pleased with their work and the children with whom they work.

Before you make contact, please read over all information received pertaining to field placements (handouts from field experiences including request for field placement, LOG SHEETS, letters, and the [practicum guidelines](#)). If you have questions, you may [e-mail me](#), give a call, or stop by during office hours. If you will be asking a question with an answer that is likely beneficial to others, please [post your question to our class newsgroup](#).

* I've spelled out the reason(s) for these quizzes. I also realize that for some students, quiz formats may actually interfere with their learning. If you have an idea for an alternative plan that will meet all these objectives, we can discuss it through e-mail between January 14th and January 28th. This means that you will quickly need to become a proficient e-mail user (and probably one who can attach word processing documents). I will only accept alternative plans that are mutually agreed upon (electronically) within this time limit. Come talk to me if you need help.

4. I have included readings of personal accounts by people with disabilities and have assigned an accompanying *reaction piece* (referred to as **Ordinary Moments Paper**). The purpose of this assignment is to “water” (early on) your reflections about people with disabilities.

For this assignment, please select any **2** chapters listed here. After reading, complete a typed 1-3 page reaction to these chapters (absolutely, no longer than 3 pages). You can address information that is new to you (that you hadn't thought about prior to reading the chapter), or you can write about the reaction that you had while reading the chapter, or you can take a *meaty quote* or two from the piece and use that as a starting place for your writing. (Absolutely no summaries.) Students in the past have written poems, made an art piece, written from the heart, or connected the information in the reading to the material we have covered in class. Last semester, a student composed an original song and turned in the lyrics with a tape. I encourage all of you to POST your reaction to our class newsgroup (use title Ordinary Moments Reaction). I will accept papers as an attached document in Microsoft Word or Word Perfect.

Readings for Ordinary Moments Reaction Paper:

- Chapter from Ordinary Moments (This book is available in the bookstore or you may sign it out for 24 hours from Jan Delago in the Special Education Office)
 - C. Reeves article included in your reader (ewb 11-22).
 - Chapter from With the Power of Each Breath: A Disabled Women's Anthology. Each chapter in this anthology contains several short and varied pieces. (This book is available for a 24 hour sign-out from Jan Delago in the Special Education Office. Plan ahead, there is only one copy of it. It is also available throughout various bookstores in the city).
5. The **Final** will require students to demonstrate that they have met the basic course [objectives](#) (see first page of syllabus). The exam will address the breadth of material covered in the course. In addition to knowing the material covered in class, students will be expected to integrate, evaluate, and apply the material covered in class. No MAKE-UP exams will be given without my prior approval.

There is an **alternative to taking the final**. However, this will require an early and ongoing commitment from you. The alternative is to work with 2 or more classmates on a final project from the list below. A complete commitment to an alternative project must be made by our 5th class. Should you choose this option, you must submit in writing the names of project participants, a project description, project goals and “products,” a time line, and 3 choices of class presentation dates.

Final Projects

Participate in a reading group that meets in person every other week. The group selects 2 or more books to read and discuss over the semester. Participants will journal in an interactive way with one another (the format to be established by each group). The group will present to the class selected “jewels” from this experience (format to be determined by group). Suggested titles are on the WWW.

Participate in a child-study/curriculum planning group that meets in person every other week. The group's purpose is to collect, discuss, interpret, and organize a set of content-specific examples of exemplary adaptations and accommodations that facilitate participation of selected students in general education settings. Participants will keep records of discussions and interpretations. The group will present to the class examples of their work together as well as provide access to an organized/useable set of resources collected (format to be determined by group).

Top of topics	General course requirements	Topics and Readings	
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	(assignments)		
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Additional Information

There is an Educational Technology Lab on the second floor of ECSW. These computers are there for your use. Several assignments for this class must be typed. Check the lab out, check the schedule, and activate your own computer account on the mainframe (available to all students). My EMAIL address is ewball@uic.edu, and [my home page address](http://www.uic.edu/~ewball) <http://www.uic.edu/~ewball>. The web is case sensitive which means that capitals should be typed as capitals and lower case letters should be typed as lower case letters. There are public computer labs in BSB, in the basement of ECSW, and in several other nearby locations.

It is expected that all outside assignments will be well-written. There is a WRITING CENTER on campus to serve you and your writing needs. They will assist walk-ins, but as with most things, it may serve you better to go over and set something up with a person with whom you can build a working relationship. It is best for you to plan ahead because many worried students show up when midterm and final papers are due. The WRITING CENTER is open on most days from 9-5. The extension is 3-2206. If you use this service, please let me know how it goes. Thanks.

TOPICS AND READINGS

Classes

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Class	Date	Topic	Assignment due
1	1/14	Introductions Course Overview	
2	1/21	Foundations	<input type="checkbox"/> Text: Chapters 1 <input type="checkbox"/> Get your e-mail account set up (client services office is over in SEL). You will need to go to the Client Services Office if you wish to use your e-mail from home, or if you have trouble setting up your account on-line. Do not wait on this or you may become quite frustrated
3	1/28	Foundations	<input type="checkbox"/> Read Chapter 3 (see bonus points)
4	2/4	<input type="checkbox"/> Receive guidelines for practicum reports no class- PCRC conference	Use this week to get established on e-mail if you haven't done that already. Use this week to finalize your practicum site plans by visiting places and meeting with teachers and administrators. Use the newsgroup to discuss material

5	2/11	Quiz 1 Content for remainder of tonight's session: <ul style="list-style-type: none"> • Continuum of services Disabilities • Service Delivery Models • Planning and Delivering Services • IEP, ITP IFSP 	Quiz 1 on Chapters 1 and 3 from text and in-class talk of history and legislation. Use our newsgroup to hash out issues and questions with other SPED 410 students. (I will be out of town the week of Feb. 4 class) <ul style="list-style-type: none"> <input type="checkbox"/> Gamm,S. (1995). Inclusion and the least restrictive environment (LRE): Questions and answers. (ewb 1-2) <input type="checkbox"/> LRE Checklist from TAPP Project, Center on Human Policy (ewb 3-5) <input type="checkbox"/> Request for practicum site is due. <input type="checkbox"/> Submit alternative final proposal in writing.
		Return to top of syllabus End of topics and readings	
6	2/18	Planning and Delivering Services (con't) Service Delivery Models Families (parents) AJJ,	<input type="checkbox"/> Text: Chapter 2 <input type="checkbox"/> Beth Harry and others (1993). Crossing Social Class and Cultural Barriers in Working with Families: Implications for Teacher Training. <i>Teaching Exceptional Children</i> , 26(1) p48-51. (ewb 6-9) <input type="checkbox"/> Parent Guide (Due Process). The educational rights of children with disabilities. (booklet)
7	2/25	Quiz 2 Physical Disabilities, including vision and health impairments.	Quiz 2 <input type="checkbox"/> Text: Chapter 11 and 9 <input type="checkbox"/> Fiffer, S. (1996). Talk to me. Chicago Tribune Magazine (ewb 10)
8	3/4	Physical Disabilities, including vision and health impairments (R&G: 5:30)	<input type="checkbox"/> Ordinary Moments paper due (see assignments)
9	3/11	Quiz 3 Begin High Incidence Disabilities Communication, language, and Learning Disabilities, Behavior Disorders and Emotional Disturbance	<input type="checkbox"/> Quiz 3 (readings up to and not including tonight) <input type="checkbox"/> Text: Chapters 5 & 6 <input type="checkbox"/> If you are going to write a practicum report that is organized differently than the format put forth in our guideline, you must submit your plan today. Feel free to meet to discuss your ideas before today's due date.
---	3/18	Spring Break	Spring Break
10	3/25	Mild Disabilities (con't)	<input type="checkbox"/> Vaughn, Bos, & Schumm (1997). Making a difference through action learning: Teaching study skills, learning strategies and self-advocacy. (ewb 23-41) <input type="checkbox"/> Richard Allington (1994). What's special about special programs for children who find learning to read difficult? (ewb 53-73)
11	4/1	Mild Disabilities (con't)	<input type="checkbox"/> Text:Chapter 8

topics and readings. top			<input type="checkbox"/> Vaughn S. & Schumm, S. (1995) Responsible inclusion for students with learning disabilities (ewb 74-81) <input type="checkbox"/> Van Acker, R. (1993). Dealing with conflict and aggression in the classroom: What skills do teachers need? (ewb 42-52)
12	4/8	Deaf Community-(TB, VR, PW and others?)	<input type="checkbox"/> Chapter 10
13	4/15	Service Delivery: Revisited QUIZ 4	QUIZ 4
		Begin low-incidence disabilities: Moderate, severe and Profound Disabilities	<input type="checkbox"/> Zaslow, J. (1992). Where different is normal: Children with special needs are welcomed into school communities. <u>Teaching Tolerance</u> . (ewb 82-87) <input type="checkbox"/> Taylor, S. (1984). A Man Called August. (ewb 88-92)
14	4/22	low-incidence disabilities: Moderate, severe and Profound Disabilities	<input type="checkbox"/> Chapter 4 <input type="checkbox"/> O'Neil, J. (1994). Can Inclusion Work? A conversation with Jim Kauffman and Mara Sapon Shevin. (ewb 93-97) <input type="checkbox"/> Williams, W. & Fox, T. (1996). Planning for Inclusion: A Practical Process (ewb 98-105) <input type="checkbox"/> Phi Delta Kapan Series on Inclusion (ewb 106-116)
15	4/29	Quiz 5 Service Delivery: Revisited	Quiz 5 <input type="checkbox"/> Stainback, W. Stainback, S. & Stefanich, G. (1996). Learning together in Inclusive classrooms: What about the curriculum? <input type="checkbox"/> Voltz, D., Elliot, R.N., Harris, W.B. (1995). Promising Practices in facilitating collaboration between resource room teachers and general education teachers PRACTICUM REPORTS DUE (attach your log sheet and any teacher comments that you receive). Deadline to submit "quiz-dropping" papers
Topics and classes top			
Exam week: Final will be on the scheduled exam date.			

End of class topics and dates

Return to class by number:

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Grading

		Points
Attendance	Attendance and contributions	15
	Excellent attendance and contributions (14-15 points)	
	Good attendance and good contributions (12-13 points)	
	Everything in between (1 -11 points)	
	Miss 9 hours of class time (0 points)	
Quizzes	Each quiz is worth 5 points. See criteria for dropping lowest quiz.	25
Ordinary Moments Reaction Paper		10
Practicum Report	<i>Excellent</i> content and mechanics: 24-27 points Newsgroup posting and summary of related links 3 points	30
Final		20
Miscellaneous Bonus Points	Send an e-mail message from your own UIC account by 2/1 with a comment or a question related to readings.	+1 bonus
	Post a question related to readings or class content, or respond to a posting on the class newsgroup. This must be done before 2/18 and through your own account	+1 bonus
	Have your practicum arranged and understand related requirements before 2/11. Let me know in writing your name, the school, the teacher, and the scenario. E-mail is an acceptable way to communicate this	+1 bonus

90-100 = A

80-89 = B

70-79 = C