



**California State University, Fresno Department of Counseling,  
Special Education and Rehabilitation Leadership for Diverse  
Communities**

**Syllabus for Special Education (SPED 120): Introduction to Special  
Education**

***Not Just Special: Exceptional***

**Term:** \_\_\_\_\_ **Instructor Name:** \_\_\_\_\_ **Credit:** 3.0 units **Location:** \_\_\_\_\_  
**Day and Time:** \_\_\_\_\_ **Email:** \_\_\_\_\_ **Telephone:** \_\_\_\_\_ **Office:** \_\_\_\_\_ **Office Hours:** By Appointment

***Course Description*** This course provides an introduction to the terminology, identification, and issues commonly encountered when addressing the needs of diverse students with disabilities. Emphasis will be placed on diversity issues, federal and state legislative mandates pertinent to nondiscriminatory assessments, parental involvement and individualized educational plans; and professional practice and foundations in special education. Course addresses the collaborative roles of a multidisciplinary approach to supporting children and youth with disabilities in a diverse society. Assignments include 20 hours of fieldwork. Course will include varied instructional techniques (i.e., lecture, small/large group activities and discussion, issue investigation, debate, role-play, collaborative activities, etc.). This course is approved by the Liberal Studies Committee as meeting the required standards as part of the blended program in undergraduate teacher preparation, which prepares Multiple Subject candidates by connecting subject matter, and pedagogical studies in a manner that emphasizes quality, depth, rigor and scope. This course adds to the candidates' knowledge of major themes, concepts, principles, and way of knowing of discipline-based studies and of interdisciplinary studies. Students also learn the delivery of content-specific instruction consist with state-adopted content standards for students.

***Prerequisites*** Previous or concurrent enrollment in EHD 50 or EHD 115. This course extends this prerequisite by examining special education and the diverse populations served. This course will be web-enhanced. PowerPoint presentations and Internet resources will be provided through Blackboard. The University provides free email accounts to all students.

***Required Text***

**Text:** Heward, W. L. (2009). *Exceptional Children: An Introduction to Special Education*. Upper Saddle River, NJ: Merrill Prentice Hall.

***Primary Learning Outcomes*** Upon completion of this course, the student will exemplify in practice the Kremen School of Education and Human Development's (KSOEHD) broad vision and mission of ethically informed community leaders for classroom teaching, education administration, and/or higher education who advocate for high standards and democratic values with attention to professional ethics and diversity. The KSOEHD Faculty promotes the development of the following candidate professional dispositions across all coursework: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-long Learning. Candidates will increasingly reflect these dispositions in their work with students, families, and communities.

1. Discuss the major components of an IFSP/IEP and their processes, as well as the roles of students, families and professionals on the team (Standard 10 & 16).
2. Demonstrate knowledge of current legislation pertaining to students with disabilities and their families, as well as ethical standards related to professional practices in the field (Standard 10 & 11).
3. Discuss significant philosophical and historical aspects of special education, as well as emerging issues, practices and research in the field (Standard 11).
4. Demonstrate awareness of differences and similarities of students with and without disabilities, and the teaching implications of diversity, including culture, language, ethnicity, race, socioeconomic status, gender, religion, and lifestyle orientation factors (Standard 12 and LS Standard 8).
5. Complete 20 hours of contact with students with disabilities in a school, community, or leisure/community setting (Standard 13).
6. Maintain direct contacts with individuals with disabilities, their teachers and families and demonstrate an ability to integrate theory into practice (Standard 13).
7. Demonstrate awareness of effective communication strategies with parents from diverse backgrounds and professionals from other disciplines and community useful for those working with exceptional students (Standard 16 and LS Standard 8).
8. Discuss formal and informal assessment in academic and nonacademic areas and how information is used for identification and to plan for individual needs (Standard 17).
9. Demonstrate knowledge of a variety of disabilities including etiologies, characteristics, specialized physical health care procedures and regulations related to such care, educational and social impact, educational approaches and available resources (Standard 12; Standard 15; Mild)
10. Demonstrate knowledge concerning movement, mobility, sensory, and health care needs for learners to participate in schools and community (Standard 27: Severe)

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- Batteman, B. D., & Lincoln, M. L., (2006). *Better IEPs: How to develop legally correct and educationally useful programs* (4th ed.). Verona, WI: Attainment Company, Inc.
- Beirne\_Smith, M., Ittenbach, R.F., & Patton, J.R. (2003). *Mental retardation* (6th ed.). Upper Saddle River, NJ: Merrill.
- Blosser, J. L., & Niedecker, E.A. (2002). *School programs in Speech-Language Pathology: Organization and service delivery*. Boston: Allyn & Bacon.
- Center for Positive Behavioral Interventions & Supports. (2007). School-wide behavioral support. <http://www.pbis.org/>.
- Etscheidt, S., & Bartlett, L. (1999). The IDEA amendments: A four-step approach for determining supplemental aids and services. *Exceptional Children*, 65, 163-174.
- Ferguson, D.L. (1995, December). The real challenge of inclusion. *Phi Delta Kappan*. 281-287.
- Everson, J. M., Ivester, J., & Guillory, J.D. (2008). Using interagency and interdisciplinary teams to enhance transition services. In E.R. Rusch (Ed.). *Beyond high school: Preparing adolescents for tomorrow's challenges* (2nd ed.) (pp. 136-159). Upper Saddle River, NJ: Merrill/Prentice Hall.
- Fiedler, C.R., Simpson, R. L., & Clark, D. M. (2007). *Parents and families of children with disabilities: Effective school-based support services*. Upper Saddle River: NJ: Merrill/Prentice Hall.
- Fuchs, D., & Deshler, D. D. (2007). What we need to know about responsiveness to intervention (and shouldn't be afraid to ask). *Learning Disabilities Research & Practice*, 22, 12220-136.
- Harry, B., & Klingner, J. K. (2006). *Why are so many minority students in special education? Understanding race and disability in schools*. New York: Teachers College Press.

- Hoagwood, K., Kelleher, K. J., Feil, M., & Comer, D. M. (2000). Treatment services for children with ADHD: A national perspective. *Journal of American Academy of Child and Adolescent Psychiatry*, 39(2), 198-206.
- Kavale, K.A., & Forness, S.R. (2000). What definitions of learning disability say and don't say: A critical analysis. *Journal of Learning Disabilities*, 33, 239-245.
- Maag, J.W. (2001). Reward by punishment: Reflection on the disuse of positive reinforcement in school. *Exceptional Children*, 67, 173-186.
- Palmer, D.S., Fuller, K., Arora, T., & Nelson, M. (2001). Taking sides: Parent views on inclusion for their children with severe disabilities. *Exceptional Children*, 67, 467-484.
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- Stainback, W., Stainback, S., & Stefanich, G. (1996). Learning together in inclusive classrooms. *Teaching Exceptional Children*, 28(3), 14-19.
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CARS Newsletter  
 Exceptional Children  
 Educational Leadership  
 Educational Technology  
 Journal of Learning Disabilities  
 Learning Disabilities Quarterly  
 Journal of Special Education  
 Teaching Exceptional Children  
 The Special Edge  
 Remedial and Special Education  
 The Reading Teacher  
 Learning Disabilities: Research and Practice

### **Classroom Environment**

1. Keep audible communication devices (cell phones, pagers, iPods, and other portable media players) turned off and refrain from using them during class. Talking and/or text-messaging is NOT permitted.
2. Use of laptops, computers, and/or PDAs is permitted only for SPED 120 student presentations only. No other use is acceptable.
3. Obtain advanced permission from the instructor for visitors.
4. Although discourse will be encouraged during group and selected participatory activities, excessive talking during lecture and/or presentations will be considered disruptive to the classroom environment.

## Attendance and Participation

The Special Education Faculty place great importance on attendance and participation, as these are professional expectations. Attendance is arriving on time and staying for the entire class session. You are expected to be present and participate by asking and answering questions in class, actively engaging in discussions, activities, instructional presentations, and in-class assignments, and by supporting and respecting the class expectations.

### **If you are absent, tardy, or leave early, it is your responsibility to do all of the following:**

1. Obtain handouts, notes, and other materials from peers. Copies of all materials will not be kept beyond the class session in which they were given.
2. Submit all assignments on time. Assignments are collected at the beginning of each class session. *Assignments are considered late if turned in any time after the initial collection. Late assignments will only be accepted until 7:00 pm on the following class session and NOT after that point. All late assignments are subject to a 20% point reduction (reflected on assignment rubrics).*
3. It is your responsibility to actively communicate any knowledge regarding planned absences or tardiness. If the absence should occur on a day when an assignment is due, it must be turned in electronically **PRIOR** to the class session at 7:00 pm on the date of your absence. *All assignments turned in after 7:00 pm on the date of your absence will be considered late and are subject to a 20% deduction.*

## Assignments

Each student is responsible for completing assignments and chapter readings prior to each class session to actively participate in discussions, activities, and presentations.

1. Assignments for this class must be each student's own work.
2. All assignments must be completed independent/individually, except where otherwise indicated.
3. All assignments must follow the formats/instructions provided in the syllabus and evaluation rubric. It is the student's responsibility to obtain and follow all formats/instructions exactly and to seek clarification if needed (prior to date of submission).
4.
  1. **All assignments have an evaluation rubric:** It is the student's responsibility to staple/clip the paper rubric as the **first page** of the corresponding assignment. *Assignments submitted without the appropriate rubric, without name and date, and/or not following the formats provided will be returned ungraded.*
  2. All assignments will be submitted in paper copy and follow the guidelines listed below:
    - Written in narrative and word-processed
    - 1" margins, 12-point font, 1.5 spaces between lines.
    - Labeled with first name, last name, date, professor's name, and title of assignment centered on a title page attached as the **last page** of each assignment
    - Page numbered in lower right-hand corner
    - Labeled with headings within each assignment to identify each section of the

- paper
- Refer to the “Areas to be Evaluated” in each rubric to determine the headings.
- Checked and corrected for spelling, organization, syntax, structure, grammar, and mechanics prior to submission. Assignments with an excess of errors in syntax, grammar, mechanics, spelling, or structure will be returned and labeled “RESUBMIT.” *These assignments are expected to be corrected and returned at the start of the next class session. There will be no grade deduction for the first assignment returned for editing, however, a 5% grade deduction will be applied for each subsequent request for resubmission.*

### **Assignment Timelines/Due Dates:**

All assignments must be submitted in paper copy at the beginning of the class session on the due date. Electronic submissions will not be accepted without prior consent from the instructor. If assignments are submitted electronically they must be in Microsoft Word 2003 (or newer), PDF, or Pages format. **Any assignment submitted late (any time after the assignment is collected) will receive a 20% deduction. Late assignments will only be accepted as late as 7:00pm on the date of the next class session.**

## *Course Assignments*

### • **Grading**

The total points received on each assignment are recorded in the grade roster. Grades are calculated by percentage (the total points received divided by the total points possible). Percentages: 100-90% = A; 89-80% = B; 79-70% = C, 69-60% = D; 59%-0 = F.

**Total Class Points Possible: 620 points A- 558-620 B- 496-557 C- 434-495 D- 372-495 F- > 372**

### **Quizzes: 100 points (Candidate Dispositions: Reflection, Critical Thinking, Lifelong Learning)**

Ten, multiple choice, quizzes (10 pts. each) will be given over the course of the semester. Each quiz will be based on the previous week’s assigned reading and will be given during the first 20 minutes of each class session. *You will be allowed to use the Heward text and any course notes during these quizzes and you will be allowed 20 minutes to complete each quiz. Upon being tardy, you will be allowed only the remaining time left to complete your quiz.* If you are tardy-excessive of the 20 minute time allotment- you will not be allowed to take the quiz.

### • **Exams: 300 points (Candidate Dispositions: Reflection, Critical Thinking, Lifelong Learning)**

There will be 4 exams (50 pts. each) and 1 comprehensive final (100 pts) will be given over the course of the semester as indicated on the schedule. These exams will cover information from the text and class discussion. The format for these exams may be fill-

in-the-blank, matching, multiple choice, and/or short answer questions. Makeup exams will be allowed only for documented, excused/authorized absences as stated above. The student must contact the instructor prior to the scheduled exam in order to be eligible for a make-up. No makeup exams will be allowed for unexcused absences, unauthorized absences, or low grades on exams previously taken.

**• Fieldwork Experience: 30 points (LS Standard 8; Candidate Dispositions: Reflection, Professional Ethics, Collaboration, and Critical Thinking)**

During this semester, each student will engage in 15 hours of documented field experience with individuals identified as having disabilities. Each student will:

1. Observe and/or interact with diverse learners identified with one or more mild to severe disabilities, who have an IEP, IFSP, or ITP, and who are served through special education or related agencies.
2. Select sites for the field experience from public, private, or residential facilities that serve persons with mild to severe disabilities (e.g. autism, behavior disorders, mental retardation, physical disabilities, learning disabilities, etc.)
3. Contact the appropriate school personnel (i.e. the principal/administrator, the director of the facility, and/or the teachers of the classrooms in which you wish to observe) to pre-arrange the hours for field experience.
4. Conduct the 10 hours of observations/interactions across two or more settings and/or grade levels (i.e., elementary, middle school, high school). You must conduct a minimum of 5 hours in the second setting.
5. Document field experience hours spent in the classroom on the provided form with signatures from the supervising teacher, director, or administrator.
6. Student may not document/sign his/her own field experience hours.
7. *If obtaining a SPED credential, complete the cumulative fieldwork form for this course and obtain instructor's signature when presenting the course fieldwork form. You will need to keep the cumulative form for your Level I portfolio.*

• **Special Educator/Related Service Provider Report : 50 points (LS Standard 8 and Candidate Dispositions: Reflection, Valuing Diversity, Collaboration)**

During your field experience, observe and interview one special educator or related service provider who provides a direct service to students with identified disabilities. You will use this same person for both the observation and the interview. It's important that you see the broad spectrum of special education and how many different professionals work together to provide the best educational experiences for students. Observe a lesson as well as the instructional strategies and behavior/classroom management strategies. Then interview the professional and record his/ her responses. Prepare a written report (3-5 pages) that addresses the observation, interview, and your reflections including the following sections:

• *Overview*

Contact the special educator or related service provider. Schedule time for both the observation and the interview. You will need a minimum of 30 minutes for each. Some types/titles of special educator or related service providers may include: Special Day Class Teacher (SDC) of mild/moderate, moderate/severe, autism, emotionally disturbed, learning disabilities, functional/life skills etc. Resource Specialist (RSP) Speech/Language Pathologist Adapted Physical Education Teacher Assistive Technology Specialist Behavior Specialist Low Incidence Specialist for students who have visual, orthopedic, or hearing impairments, or who are deaf and/or blind Occupational Therapist

• *Observation*

1. Observe the professional for at least 30 minutes working with students and, if appropriate, teaching a lesson.
2. During your observation and subsequent discussion with the professional, look for and take notes on all of the following: Specific role/ responsibilities working with students with special needs. Target audience (# of students, ethnicity/culture, grade levels, disabilities, languages spoken by students, etc.) Chart or table of professional's typical daily or weekly schedule Overview of the lesson: Purpose of the lesson and expected outcomes, and the reason the professional is serving this particular group of students Instructional strategies used Behavior and classroom management strategies used

• *Interview*

Review the interview questions. As you begin the interview, introduce yourself and share the purpose of the interview (working toward a teaching credential at CSU, Fresno). Tell the professional that his/her information will be helpful to you as a teacher of children with special needs. Assure the person that all information shared or discussed will be kept confidential. Ask the questions provided and take notes on what was discussed. Thank the person you interview for his/her time and commitment. Follow the interview with a brief thank you note. Please let him/her know that you appreciate his/her time and expertise.

- Reflection Reflect on information obtained from the observation and the

interview. Respond to and elaborate on the questions below. What effective ideas and strategies did you observe that you could use in your classroom? What did you learn from this experience that relates to course content?

**Parent Interview Paper: 30 points (LS Standard 8 and Candidate Dispositions: Reflection, Valuing Diversity, and Collaboration)**

During your field experience, conduct an interview with a parent of a student with disabilities. It's important that you understand the perspective, hopes, dreams, joys, obstacles and issues of the parent and family of the special education student. Write a 2-3 page paper which reports all information accurately, except for the names. Use a fictitious name, Student X or Parent X, or first names only. Begin the paper with a narrative overview; the location, date, and time of the interview; describe the parent and his/her child, information about the child's disability, and other relevant information shared by the parent. Then write both the interview questions and responses. Conclude with the reflection.

- Interview Schedule the appointment for the interview (a minimum of 30 minutes). As you begin the interview, introduce yourself and share the purpose of the interview (working toward a teaching credential at CSU, Fresno). Tell the parent that his/her perspective will be helpful to you as a general education or special education teacher of children with disabilities. Assure the parent that all information shared or discussed will be kept confidential. Ask the questions provided, and take notes on what was discussed. Thank the parent for his/her time and commitment. Follow the interview with a brief note of appreciation. Write both the questions and responses in the paper. Reflection Reflect on information obtained from the interview. Elaborate on the questions below. What was your reaction to the parent's comments? How will you use the information learned from the parent's perspectives, hopes, and issues to become a better teacher? **Student Observation/Classroom Experience Report: 50 points (LS Standard 8 and Candidate Dispositions: Reflection, Valuing Diversity, and Critical Thinking)**

During your field experience, observe and interact with one student with disabilities who receives special education services and has an IEP, IFSP, or ITP. Focus your interactions and observations on this one student. Shadow the student across one or more days, attending his/her classes, activities, and breaks. Obtain the following information through observation of the student and discussion with the teacher(s). Then write a 3-5 page narrative report that addresses all points. Use headings and organize your paper in the same order as the outline.

### **1. Description of facility and staff**

a. Name of school, address, director/principal, and special educator or general educator you observed.

### **2. Description of classroom and students**

a. Number of students by gender, general education and special education, their grade level(s), ethnicities, and languages spoken.

b. Identify the disability of each student receiving special education services.

### **3. Description of the one student with disabilities you selected**

Background information including fictitious name, age, grade, gender, ethnicity, and language spoken. Description of the disability General appearance, including any apparent physical issues Behavior (active, shy, aggressive, etc) Responsiveness (attentive, impulsive...) Mobility (gait, ambulatory or mobility assistance, wheelchair, walker, etc.) Motivation to learn, as demonstrated by what behaviors? Communication skills (verbal language, nonverbal language, talkative, quiet, speaks in sentences, etc.) Social interactions, including friendships and peer relationships Student's interests, hobbies, likes, dislikes Academic strengths and weaknesses Opportunities for interactions with non-disabled peers

### **4. Student's typical daily schedule in each setting/environment**

a. This should be written as a chart or table and not in narrative

### **5. Special Education services and supports**

Description of type, setting, frequency, duration, and long-term goals of special education services and supports the student receives Content areas in which special education services and supports are delivered.

Note: Student records/files are confidential, and you might not be able to obtain permission to see them. This is perfectly acceptable and will not have an effect on your grade. Ask your master/ supervising teacher for the long-term IEP goals so that you are prepared to teach the students.

## 6. Reflection

What effective strategies and accommodations/modifications are in place for this student? If you were the parent and what changes might you suggest? Did you observe anything that appeared to be in conflict with what was covered in SPED 120? Explain reason or rationale. What did you learn from this experience that you could apply in your own teaching?

### **Topic Presentation & Paper: 70 points (LS Standard 8; Candidate Dispositions: Reflection, Critical Thinking, Valuing Diversity, Professional Ethics, Lifelong Learning)**

You will be assigned critical thinking topic based on current 'hot button' issue in the field of special education covered in the Heward text. Write a 5-7 page research paper including:

1. An overview of the topic
2. History of this topic in the field of education
3. Current views on the topic
4. Implications for students and teachers
5. Implications for parents
6. Reflection

On the night your topic is scheduled to be discussed, you are responsible for *presenting a 5-7 minute discussion including relevant information to class based on your topic question*. Relevant information includes (but not limited to) opposing viewpoints, pros, cons, facts, etc. This discussion should also elicit meaningful class-wide participation. You should utilize a multi-modal approach during the presentation. *You will be allowed to use no more than 2 slides if you choose to utilize Powerpoint*. You will also need to provide handout(s) for each classmate and instructor. Handouts must include relevant information from discussion/activity as well as a *bibliography with a minimum of 3 reputable resources*. Handouts must be in paper copy on the day of the presentation or sent electronically to each class-member at least one day in advance of the presentation.

\*Confidentiality: The privacy and identity of children and their families should be protected at all times. Do not use the student's or the family's real name. Use pseudonyms to discuss the student or family. When speaking or writing about a student or family, use Student X or Family

X. Do not discuss specific details of your observations or discussions with professionals with anyone. It is the law!

**\*\* Please note: Schedule is subject to change at any time per instructor's discretion\*\***

Date	Topic	Readings	Assignments Due/
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SPED 120

		Due	Exams
	Introduction/ Basics Quiz Syllabus Review		Assign Topics Presentations Quiz #1
	<p>The Purpose and Promise of Special Education</p> <ul style="list-style-type: none"> <li>▪ Who Are Exceptional Children?</li> <li>▪ How Many Exceptional Children are There?</li> <li>▪ Why Are Laws Governing the Education of Exceptional Children Necessary?</li> <li>▪ The Individuals with Disabilities Education Act</li> <li>▪ What Is Special Education?</li> <li>▪ Current and Future Challenges</li> </ul>	Ch. 1	Quiz #2
	<p>Planning and Providing Special Education Services</p> <ul style="list-style-type: none"> <li>▪ The Process of Special Education</li> <li>▪ Collaboration and Teaming</li> <li>▪ Individualized Education Program</li> <li>▪ Least Restrictive Environment</li> <li>▪ Inclusive Education</li> </ul>	Ch. 2	Quiz #3
	<p>Collaborating with Parents and Families in a Culturally and Linguistically Diverse Society</p> <ul style="list-style-type: none"> <li>▪ Support for Family Involvement</li> <li>▪ Understanding Families of Children with Disabilities</li> <li>▪ Developing and Maintaining Family-Professional Partnerships</li> <li>▪ Working with Culturally and</li> </ul>	Ch. 3	Quiz #4

	<p>Linguistically Diverse Families</p> <ul style="list-style-type: none"> <li>▪ Home-School Communication Models</li> <li>▪ Other Forms of Parent Involvement</li> </ul>		
	<p>Intellectual Disabilities</p> <ul style="list-style-type: none"> <li>▪ Definitions and Classification Systems</li> <li>▪ Identification and Assessment</li> <li>▪ Characteristics</li> <li>▪ Prevalence</li> <li>▪ Causes and Prevention</li> <li>▪ Educational Approaches</li> <li>▪ Educational Placement Alternatives</li> </ul>	Ch. 4	EXAM #1 Ch. 1-3
	<p>Learning Disabilities</p> <ul style="list-style-type: none"> <li>▪ Definitions</li> <li>▪ Characteristics</li> <li>▪ Prevalence</li> <li>▪ Causes</li> <li>▪ Identification and Assessment</li> <li>▪ Educational Approaches</li> <li>▪ Educational Placement Alternatives</li> </ul>	Ch. 5	Quiz #5 Special Educator/Related Services Provider Report Topic Presentation (LD)
	<p>Emotional &amp; Behavioral Disorders</p> <ul style="list-style-type: none"> <li>▪ Definitions</li> <li>▪ Characteristics</li> <li>▪ Prevalence</li> <li>▪ Causes</li> <li>▪ Identification and Assessment</li> <li>▪ Educational Approaches</li> <li>▪ Educational Placement</li> </ul>	Ch. 6	Quiz #6 Topic Presentation (EBD)

	<p>Alternatives</p> <ul style="list-style-type: none"> <li>▪ Challenges, Achievements, and Advocacy</li> </ul>		
	<p>Deafness/Hearing Loss &amp; Blindness/Vision Loss</p> <ul style="list-style-type: none"> <li>▪ Definitions</li> <li>▪ Characteristics</li> <li>▪ Prevalence</li> <li>▪ Types and Causes of Hearing Loss</li> <li>▪ Identification and Assessment</li> <li>▪ Technologies and Supports</li> <li>▪ Educational Approaches</li> <li>▪ Educational Placement Alternatives</li> </ul>	Ch. 9 & 10	EXAM #2 Ch. 4-6 Topic Presentation (DHL)
	<p>Autism Spectrum Disorders &amp; Communication Disorders</p> <ul style="list-style-type: none"> <li>▪ Definitions</li> <li>▪ Characteristics</li> <li>▪ Prevalence</li> <li>▪ Causes</li> <li>▪ Identification and Assessment</li> <li>▪ Educational Approaches</li> <li>▪ Educational Placement Alternatives</li> <li>▪ Distinguishing Unproven Interventions from Evidenced-Based Practices for Children with Autism</li> </ul>	Ch. 7 & 8	Quiz #7 Topic Presentation (ASD) Parent Interview Paper
	<p>Physical Disabilities, Health Impairments, and ADHD</p> <ul style="list-style-type: none"> <li>▪ Definitions of Physical Disabilities</li> </ul>	Ch. 11	EXAM #3 Ch. 7-10 Topic Presentation (ADHD)

	<p>and Health Impairments</p> <ul style="list-style-type: none"> <li>▪ Prevalence</li> <li>▪ Types and Causes</li> <li>▪ Attention Deficit/Hyperactivity Disorder</li> <li>▪ Characteristics</li> <li>▪ Educational Approaches</li> <li>▪ Educational Placement Alternatives</li> </ul>		
	<p>Low-Incidence Disabilities: Severe/Multiple Disabilities, Deaf-Blindness, and Traumatic Brain Injury; Giftedness &amp; Talent</p> <ul style="list-style-type: none"> <li>▪ Defining Severe, Profound, and Multiple Disabilities</li> <li>▪ Characteristics of Students with Severe and Multiple Disabilities</li> <li>▪ Prevalence of Severe and Multiple Disabilities</li> <li>▪ Causes of Severe and Multiple Disabilities</li> <li>▪ Traumatic Brain Injury</li> <li>▪ Educational Approaches</li> </ul>	Ch. 12 & 13	Quiz #8 Topic Presentation (LI)
	Guest Speaker		Exam #4 Ch # 11-13
	Early Childhood Special Education	Ch. 14	Quiz #9 Student Observation/Class Experience Report Field Work & Form Letter Topic Presentations (ECE)
	Transition to Adulthood	Ch. 15	Quiz #10
			Comprehensive Exam Ch. # 1-14



Name: \_\_\_\_\_ Date: \_\_\_\_\_

***Special Educator/Related Services Provider Report - SPED 120 Fall 2010***

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Parent Interview Rubric - SPED 120 Fall 2010**

<b>Area to be Evaluated</b>	<b>Evaluation Criteria</b>	<b>Grading Criteria*Grading Criteria*</b>	<b>Your Score</b>
<i>Overview</i>	Comprehensive, narrative description of the location, date, and time of the interview, parent and his/her child, information about the child's disability, and other relevant introductory information shared by the parent.	5 = Achieved 2= Limited 4 =Developing 1-0=Not Met 3= Beginning	
<i>Interview Questions and Responses</i>	10 responses to questions are typed, organized and comprehensive	1 point per question and response (10 points maximum)	
<i>Reflection</i> (Comprehensive, narrative, detailed explanation for each prompt)	What was your reaction to the parent's comments?	5 = Achieved 4 =Developing 3= Beginning 2= Limited 1-0=Not Met	
	How will you use the information learned from the parent's perspectives, hopes, and issues to become a better teacher?	5 = Achieved 2= Limited 4 =Developing 1-0=Not Met 3= Beginning	
	How will the information learned from this interview relate to course content as well as what you have learned in class?	5 = Achieved 4 =Developing 3= Beginning 2= Limited 1-0=Not Met	
<i>Structure</i> (Deductions only)	Paper is essentially error free (0-2 errors) for spelling, grammar, syntax, mechanics, sentence structure, transitions, and organization of ideas	-1 = Few (3-4) -5 = Abundant (7 errors, none interfering with comprehensibility -2 = Some (5-6) errors, none interfering with comprehensibility or more) errors, or any errors that interfere with comprehensibility-RESUBMIT	

<i>Area to be Evaluated</i>	<i>Evaluation Criteria</i>	<i>Grading Criteria*Grading Criteria*</i>	<i>Your Score</i>
<i>Overview</i>	Comprehensive, narrative description of the location, date, and time of the interview, parent and his/her child, information about the child's disability, and other relevant introductory information shared by the parent.	5 = Achieved 2= Limited 4 =Developing 1-0=Not Met 3= Beginning	
<i>Interview Questions and Responses</i>	10 responses to questions are typed, organized and comprehensive	1 point per question and response (10 points maximum)	
<i>Reflection (Comprehensive, narrative, detailed (Comprehensive, explanation for each prompt)</i>	What was your reaction to the parent's comments?	5 = Achieved 4 =Developing 3= Beginning 2= Limited 1-0=Not Met	
	How will you use the information learned from the parent's perspectives, hopes, and issues to become a better teacher?	5 = Achieved 2= Limited  4 =Developing 1-0=Not Met 3= Beginning	
	How will the information learned from this interview relate to course content as well as what you have learned in class?	5 = Achieved 4 =Developing 3= Beginning 2= Limited 1-0=Not Met	
<i>Structure (Deductions only)</i>	Paper is essentially error free (0-2 errors) for spelling, grammar, syntax, mechanics, sentence structure, transitions, and organization of ideas	-1 = Few (3-4) -5 = Abundant (7 errors, none interfering with comprehensibility -2 = Some (5-6) errors, none interfering with comprehensibility or more) errors, or any errors that interfere with comprehensibility-RESUBMIT	
<i>Headings (Deductions only)</i>	Headings match the rubric and are used to signal and connect sections of the paper.	-2 = Headings do not match the rubric. -5 = Headings are not used	
<i>Point Totals</i>	<b>Total possible= 30Total possible= 30</b>		

<i>Area to be Evaluated</i>	<i>Evaluation Criteria</i>	<i>Grading Criteria*Grading Criteria*</i>	<i>Your Score</i>
<i>Description of Facility and Staff</i>	Comprehensive, narrative response to prompt: Name of school, address, director/principal, and special educator or general educator	5 = Achieved 4 =Developing 3= Beginning 2= Limited 1-0=Not Met	
<i>Description of Classroom and Students</i>	Comprehensive, narrative response to prompt: Number of students by gender, general education and special education	5 = Achieved 4 =Developing 3= Beginning 2= Limited 1-0=Not Met	

**Field Work Rubric- SPED 120**

<b>Area to be Evaluated</b>	<b>Evaluation Criteria</b>	<b>Grading Criteria*Grading Criteria*</b>	<b>Your Score</b>
<i>Overview</i>	Comprehensive, narrative description of the location, date, and time of the interview, parent and his/her child, information about the child's disability, and other relevant introductory information shared by the parent.	5 = Achieved 2= Limited 4 =Developing 1-0=Not Met 3= Beginning	
<i>Interview Questions and Responses</i>	10 responses to questions are typed, organized and comprehensive	1 point per question and response (10 points maximum)	
<i>Reflection</i> (Comprehensive, narrative, detailed) (Comprehensive,	What was your reaction to the parent's comments?	5 = Achieved 4 =Developing 3= Beginning 2= Limited 1-0=Not Met	
	How will you use the information	5 = Achieved 2= Limited	

## Topic Presentation Rubric- SPED 120

<i>Area to be Evaluated</i>	<i>Evaluation Criteria</i>	<i>Grading Criteria*Grading Criteria*</i>	<i>Your Score</i>
<i>Overview</i>	Comprehensive, narrative description of the location, date, and time of the interview, parent and his/her child, information about the child's disability, and other relevant introductory information shared by the parent.	5 = Achieved 2= Limited 4 =Developing 1-0=Not Met 3= Beginning	
<i>Interview Questions and Responses</i>	10 responses to questions are typed, organized and comprehensive	1 point per question and response (10 points maximum)	
<i>Reflection (Comprehensive, narrative, detailed (Comprehensive, explanation for each prompt)</i>	What was your reaction to the parent's comments?	5 = Achieved 4 =Developing 3= Beginning 2= Limited 1-0=Not Met	
	How will you use the information learned from the parent's perspectives, hopes, and issues to become a better teacher?	5 = Achieved 2= Limited  4 =Developing 1-0=Not Met 3= Beginning	
	How will the information learned from this interview relate to course content as well as what you have learned in class?	5 = Achieved 4 =Developing 3= Beginning 2= Limited 1-0=Not Met	
<i>Structure (Deductions only)</i>	Paper is essentially error free (0-2 errors) for spelling, grammar, syntax, mechanics, sentence structure, transitions, and organization of ideas	-1 = Few (3-4) -5 = Abundant (7 errors, none interfering with comprehensibility -2 = Some (5-6) errors, none interfering with comprehensibility or more) errors, or any errors that interfere with comprehensibility-RESUBMIT	
<i>Headings (Deductions only)</i>	Headings match the rubric and are used to signal and connect sections of the paper.	-2 = Headings do not match the rubric. -5 = Headings are not used	
<i>Point Totals</i>	<b>Total possible= 30Total possible= 30</b>		
<i>Area to be Evaluated</i>	<i>Evaluation Criteria</i>	<i>Grading Criteria*Grading Criteria*</i>	<i>Your Score</i>
<i>Description of Facility and Staff</i>	Comprehensive, narrative response to prompt: Name of school, address, director/principal, and special educator or general educator	5 = Achieved 4 =Developing 3= Beginning 2= Limited 1-0=Not Met	
<i>SPED 120 Description of Classroom and</i>	Comprehensive, narrative response to prompt: Number of students by gender	5 = Achieved 4 =Developing 3= Beginning 2= Limited 1-0=Not Met	