

SPE 2000 - Disabilities in the Context of Education and the Life Span.

(2-0-2) F, S. Disabilities and the impact of the presence of a disability on the individual and the family or primary caregivers will be the focus of this course. Impacts on the educational process and within the social context across the life span will be addressed. A historical perspective of special education and awareness of related laws and legislation are also addressed. The relationship of special education to the organization and function of education agencies will be explored, including the impact of culture on the shaping of schools. Required of all Special Education majors. Credits: 2

Grading Methods: Traditional (ABCDF)
 ABC/NC
 C/NC
 AU

Repeat information: May be repeated
How many times _____
For how many maximum total hours? _____

May not be repeated

Restriction(s): Open only to Special Education majors
 Open to Non-Special Education majors
 College affiliation (or exclusion)
 Major affiliation (or exclusion):
 Undergraduate level
 Graduate level
 Class level Must have sophomore standing

Prerequisite(s) None

Co-requisite(s) None

Equivalent EIU Course(s): None

Authority to waive prerequisite: Chairperson

Required Text:

Kirk, S.A., Gallagher, J.J., Anastasiow, N.j., & Coleman, M.R. (2006).

Educating exceptional children (11th ed.). Boston, MA: Houghton
Mifflin.

Support of Conceptual Framework:

See “Relationship of the Course to Unit Theme and Conceptual Framework”

Methods of Instruction:

Information processing theory holds that students must receive information to process it and as a result of reception and perception, a student demonstrates output to show what they have learned. SPE 2000 is taught using input (lecture, readings, power point, and verbal discussion); information is then processed by the student (some of that information requires low level thought and other pieces require critical thinking); and finally students demonstrate output by completing an instructor assigned task (test, bias paper, group activity)

Learning Outcomes/Objectives:

See Standards . . .

Grading Policy:

The grading scale is as follows:

- A = 90-100% of total points
- B = 80-89% of total points
- C = 70%-79% of total points
- D = 60-69% of total points
- F = less than 60% of total points

Assignments:

See “Methods of Assessment” and “Major Evaluation Components” . . .

Chart of Assessments:

See Chart . . .

Course Information Summary

Course #: SPE 2000

Undergraduate/Initial: Chart of Assessments

Assessment Name	Brief Description	Initial Unit Standards Addressed									Dispositions Addressed				
		1	2	3	4	5	6	7	8	9	1	2	3	4	5
Exams/Tests	Multiple choice and short answer	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

<u>List of Unit Dispositions:</u>	
Disposition 1	Interaction with Students
Disposition 2	Professional and Ethical Practice
Disposition 3	Effective Communication
Disposition 4	Planning for Teaching and Student Learning
Disposition 5	Sensitivity to Diversity and Equity

<u>IPTS/Unit Standards:</u>	
Standard 1	Teaching Diverse Students
Standard 2	Content Area and Pedagogical Knowledge
Standard 3	Planning for Differentiated Instruction
Standard 4	Learning Environment
Standard 5	Instructional Delivery
Standard 6	Reading Writing, and Oral Communication
Standard 7	Assessment
Standard 8	Collaborative Relationships
Standard 9	Professionalism, Leadership, and Advocacy

Objectives of the Course

This course is:

- Writing – Active
- Writing – Intensive
- Writing – Centered

This course is:

- Technology-aware: This course uses the Internet and other technologies to augment a regularly scheduled face-to-face course section by providing basic catalog, scheduling, syllabus, and other routine information via the Internet. No two-way technology-based interaction between faculty and students is facilitated.
- Technology-enhanced: This course adds opportunities for interaction between faculty member and the students or among students; course related information, including handouts and assignments, may be published dynamically during the course and students may submit and have assignments returned electronically. The primary and predominant mode of instruction is face-to-face.
- Technology-delivered: This course is designed and scheduled to use technology as the exclusive or predominant mode of instruction and faculty-student interaction.
- ITV: This course uses interactive television; it uses synchronous point-to-point interactive video as the exclusive or predominant mode of instruction.

Relationship of the Course to Unit Theme and Conceptual Framework

Conceptual Framework Unit Theme: Educator As Creator of Effective Educational Environments.

SPE 2000 is a course that examines the impact of an exceptional learning need on students' academic and behavioral performance. To understand the significance of the impact, teachers must understand environmental variables such as societal attitudes, school culture, and teacher attitudes specific to their role in creating successful educational environments for students with exceptional learning needs.

The Five Domains: Subjects, Strategies, Students, Societies and Communities, and Technology:

Diverse Subjects: While SPE 2000 does not delve into specific curricular areas that disabilities may impact, the course does discuss how an exceptional learning needs can *generally* impact academic and social/behavioral areas.

Diverse Strategies: SPE 2000 does not discuss specific curricular modifications and adaptations, but presents a philosophy espousing the necessity of diverse instructional strategies for the success of students with exceptional learning needs.

Diverse Students: SPE 2000 presents a philosophical position advocating that differences are inherent in all students – inclusive of students with exceptional learning needs. Those differences may be gender-based, cultural, religious, linguistic, or differences related to the learning process.

Diverse Societies and Communities: SPE 2000 does examine the impact of cultural values on defining an exceptional learning need and how those differences may be an influential variable in students receiving or not receiving special education services.

Additionally, students in SPE 2000 are asked to share about their experiences in the schools they attended and we discuss some differences found in urban, suburban, and rural school districts and the impact that may have on a student with an exceptional learning need.

Diverse Technologies: SPE 2000 does not really address technologies used with students with exceptional learning needs.

The Learning Model for this course is:

Information Processing Model

Methods used in teaching this course which reflect this learning model:

Information processing theory holds that students must receive information to process it and as a result of reception and perception, a student demonstrates output to show what they have learned. SPE 2000 is taught using input (lecture, readings, power point, and verbal discussion); information is then processed by the student (some of that information requires low level thought and other pieces require critical thinking); and finally students demonstrate output by completing an instructor assigned task (test, bias paper, group activity)

Methods of assessment of student performance relative to the theme and/or the domains):

Tests – Measures all domains

Bias paper – Diverse Students and Diverse Societies and Communities

Ear Dance - Diverse Students

Roles and Responsibility Activity – Diverse Subjects

CEC Content Standards Addressed In This Course

CEC Common Core Standards, including Knowledge and Skills:

Standard 1 (CEC Common Core)

Demonstrates an understanding of models, theories, philosophies and issues of special education and the laws and policies that govern practice.

Knowledge –

- Awareness of models, theories, and philosophies that form the basis for special education practice.
- Awareness of laws, policies, and ethical principles regarding behavior management planning and implementation
- Relationship of special education to the organization and function of educational agencies.
- Rights and responsibilities related to exceptional learning needs.
- Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.
- The role of families in the educational process.
- Impact of the dominant culture on shaping schools and the individuals who study and work in them.
- Potential impact of differences in values, languages, and customs that can exist between the home and school.

Skill –

- Articulate personal philosophy of special education.

Standard 2 (CEC Common Core) –

Understands the impact disabilities have on the cognitive, physical, emotional, social and communication development of an individual and provides opportunities that support the intellectual, social, and personal development of all students.

- The similarities and differences among the cognitive, physical, sensory, cultural, social and emotional development and needs of individuals with and without disabilities.
- Major genetic and environmental etiologies of cognitive, sensory, emotional and physical disabilities.
- Effects of the cultural and environmental milieu of the child and the family on behavior and learning.
- The impact of sensory disabilities on development, learning and behavior.
- Effects of sensory input on the development of language and cognition of students with sensory impairments, including the impact on cultural development and familial structures.

CEC Individualized General Curriculum Standards, including Knowledge and Skills:

Standard 1 - Foundations

Knowledge:

- Definitions and issues related to the identification of individuals with disabilities*.
- Historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice
- The legal, judicial, and educational systems to assist individuals with disabilities*.
- Continuum of placement and services available for individuals with disabilities*.
- Factors that influence the overrepresentation of culturally/linguistically diverse students in programs for individuals with disabilities*.
- Principles of normalization and concept of least restrictive environment.

Standard 2 - Development and Characteristics of Learners

Knowledge:

- Impact of sensory impairments, physical and health disabilities on individuals, families and society.
- Common etiologies and the impact of sensory disabilities on learning and experience.

CEC Individualized Independence Curriculum Standards, including Knowledge and Skills:

Standard 1 - Foundations

Knowledge:

- Definitions and issues related to the identification of individuals with disabilities.
- Historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice
- The legal, judicial, and educational systems to assist individuals with disabilities*.
- Continuum of placement and services available for individuals with disabilities*.
- Principles of normalization and concept of least restrictive environment.

Standard 2 - Development and Characteristics of Learners

Knowledge:

- Impact of sensory impairments, physical and health disabilities on individuals, families and society.

State of Illinois Standards Addressed in this Course

Illinois Professional Teaching Standards (IPTS): The (I) reflects the indicator is “introduced” and a (D) reflects the knowledge or performance of this indicator is “developing”:

Standard 1 Teaching Diverse Students The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.

- 1A) understands the spectrum of student diversity (e.g., race and ethnicity, socioeconomic status, special education, gifted, English language learners (ELL), sexual orientation, gender, gender identity) and the assets that each student brings to learning across the curriculum; (I)
- 1C) understands how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, talents, prior knowledge, economic circumstances and diversity within the community; (I)
- 1D) understands the impact of cognitive, emotional, physical, and sensory disabilities on learning and communication pursuant to the Individuals with Disabilities Education Improvement Act (also referred to as “IDEA”) (20 USC 1400 et seq.), its implementing regulations (34 CFR 300; 2006), Article 14 of the School Code [105 ILCS 5/Art.14] and 23 Ill. Adm. Code 226 (Special Education);(I)
- 1E) understands the impact of linguistic and cultural diversity on learning and communication (I);
- 1F) understands his or her personal perspectives and biases and their effects on one’s teaching; (D) and
- 1G) understands how to identify individual needs and how to locate and access technology, services, and resources to address those needs (I).

Performance Indicators – The competent teacher:

- 1H) analyzes and uses student information to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement (I);
- 1J) differentiates strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs (I);
- 1K) facilitates a learning community in which individual differences are respected (I); and
- 1L) uses information about students’ individual experiences, families, cultures, and communities to create meaningful learning opportunities and enrich instruction for all students (I).

Standard 2 Content Area and Pedagogical Knowledge– The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.

Knowledge Indicators – The competent teacher:

- 2A) understands theories and philosophies of learning and human development as they relate to the range of students in the classroom (I);
- 2E) understands how diverse student characteristics and abilities affect processes of inquiry and influence patterns of learning (I);

Performance Indicators – The competent teacher:

- 2I) evaluates teaching resources and materials for appropriateness as related to curricular content and each student’s needs (I);
- 2P) adjusts practice to meet the needs of each student in the content areas (I).

Standard 3 Planning for Differentiated Instruction The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.

Knowledge Indicators – The competent teacher:

- 3C) understands cultural, linguistic, cognitive, physical, and social and emotional differences, and considers the needs of each student when planning instruction (I);

Performance Indicators – The competent teacher:

- 3P) works with others to adapt and modify instruction to meet individual student needs (I); and
- 3Q) develops or selects relevant instructional content, materials, resources, and strategies (e.g., project-based learning) for differentiating instruction (I).

Standard 4 Learning Environments The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.

Performance Indicators – The competent teacher:

- 4I) creates a safe and healthy environment that maximizes student learning (I);
- 4L) analyzes the classroom environment and makes decisions to enhance cultural and linguistic responsiveness, mutual respect, positive social relationships, student motivation, and classroom engagement (I);
- 4P) modifies the learning environment (including the schedule and physical arrangement) to facilitate appropriate behaviors and learning for students with diverse learning characteristics (I).

Standard 5 Instructional Delivery The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

Performance Indicators – The competent teacher:

- 5M) uses strategies and techniques for facilitating meaningful inclusion of individuals with a range of abilities and experiences (I);
- 5P) uses student data to adapt the curriculum and implement instructional strategies and materials according to the characteristics of each student (I);

Standard 7 Assessment The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.

Knowledge Indicators – The competent teacher:

- 7H) knows legal provisions, rules, and guidelines regarding assessment and assessment accommodations for all student populations (I); and

Performance Indicators – The competent teacher:

- 7P) collaborates with families and other professionals involved in the assessment of each student (I);
- 7R) uses assessment strategies and devices that are nondiscriminatory, and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students (I).

Standard 8 Collaborative Relationships – The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.

Knowledge Indicators – The competent teacher:

- 8A) understands schools as organizations within the larger community context (I);

Performance Indicators – The competent teacher:

- 8S) participates in the design and implementation of individualized instruction for students with special needs (i.e., IEPs, IFSP, transition plans, Section 504 plans), ELLs, and students who are gifted (I);

Common Core Standards for All Special Education Teachers:

Standard 1 - Foundations:

The competent special education teacher understands the philosophical, historical, and legal foundations of special education. [28.100(a)]

Knowledge Indicators:

The competent special education teacher understands

- CC1A. historical perspectives, legislative and litigative history, models, theories, and philosophies that provide the basis for special education practice.
- CC1C. variations in beliefs, traditions, and values across cultures within society and the effects of the relationship among child, family and schooling.
- CC1E. issues in definition and identification procedures for individuals with disabilities, including those associated with individuals from culturally and/or linguistically diverse backgrounds.
- CC1F. the rights and responsibilities of parents, students, teachers, and other professionals and schools as they relate to an individual's learning needs and educational programs.

Performance:

The competent special education teacher

- CC1G. articulates a personal philosophy of special education including its relationship to the general curriculum and the concepts of least restrictive environment.

Standard 2 - Characteristics of Learners:

The competent special education teacher understands the impact that disabilities have on the cognitive, physical, emotional, social and communication development of an individual and provides opportunities that support the intellectual, social, and personal development of all students. [28.100(b)]

Knowledge:

The competent special education teacher understands

- CC2A. the cognitive processes associated with various kinds of learning and how these processes can be stimulated and developed.
- CC2B. the similarities and differences among the cognitive, physical, sensory, cultural, social and emotional development and needs of individuals with and without disabilities.
- CC2E. typical and atypical motor development.
- CC2L. effects of the cultural and environmental milieu of the child and the family on behavior and learning.
- CC2N. the impact of sensory disabilities on development, learning and behavior.
- CC2O. effects of sensory input on the development of language and cognition of students with sensory impairments, including the impact on cultural development and familial structures.

Performance:

The competent special education teacher

- CC2P. accesses information on exceptional conditions when planning educational or transitional programs.

Learning Behavior Specialist 1 Standards:

Standard 2 - Characteristics of Learners:

The competent learning behavior specialist understands the impact that disabilities have on the cognitive, physical, emotional, social, and communication development of an individual and provides opportunities that support the intellectual, social, and personal development of all students (ages 3-21). [28.200(b)]

Knowledge:

The competent learning behavior specialist understands

- LBS2A. the impact of language disorders, processing deficits, cognitive disorders, behavioral/emotional/ social disorders, and physical (including sensory) disabilities on learning.
- LBS2B. the impact of language disorders, processing deficits, cognitive disorders, behavioral/emotional/social disorders, and physical (including sensory) disabilities on behavior.
- LBS2C. the unique impact of multiple disabilities on learning and behavior.

State of Illinois: Early Childhood Special Education Standards (ECSE)

Standard 1 - Content Knowledge:

The competent Early Childhood Special Education (ECSE) teacher understands the central concepts, tools of inquiry, and structures of developmental, functional, and learning curriculum areas appropriate to young children, and creates and provides integrated experiences that develop each child's competence across curriculum areas. [28.240(a)]

Knowledge:

The competent ECSE teacher understands

- 1B. how current development, knowledge, beliefs, and dispositional frameworks influence attitudes and frameworks for further learning and development.

Standard 2 – Human Development and Learning:

The competent ECSE teacher understands how individuals grow, develop, and learn, as well as the implications of disabilities and other special needs and circumstances for development, and provides developmental and learning opportunities that ameliorate or remediate the effects of these conditions on the intellectual, social, emotional, and physical development of young children with disabilities from birth through grade three. [28.240(b)]

Knowledge:

The competent ECSE teacher understands

- 2A. different theories of human development and learning, including emerging knowledge of early neural development, ranges of individual variation within domains, and transactional influences between and among arenas of biological function and environmental conditions during pre-, peri-, and post-natal development.

- 2B. the characteristics and sequences of normal development in cognitive, emotional, social, language, and motor domains, as well as interactions and influences among domains.
- 2D. the educational implications of different disabilities, as well as their potential effects on development and life experiences in early childhood and over time.

Standard 3 – Diversity:

The competent ECSE teacher understands how children and families differ in their perspectives and approaches to development, learning, and disability and provides curriculum and instructional environments within the context of family, classroom, and community that honor the families' and communities' beliefs, values, and practices. [28.240(c)]

Knowledge:

The competent ECSE teacher understands

- 3C. the significance of familial, cultural and social contexts for interpretation of disability and the role of the young child with disabilities within the family and community

Standard 10 - Reflection and Professional Growth:

The competent ECSE teacher is a reflective practitioner who continually evaluates how choices and actions affect children, parents and other professionals in the learning community and actively seeks opportunities to grow professionally. [28.240(j)]

Performance:

The competent ECSE teacher

- 10D. articulates a philosophy and rationale for decisions and continually self-assesses and evaluates the effects of choices and actions on others (e.g., children, families, other professionals) as a basis for program planning and modification and continuing professional development.

Major Evaluation Components:

Primary/assessment process, specific ways students' performance is evaluated in this course relative to standards.

1. Exams: There will be a minimum of 4 non-cumulative exams plus a final exam. The exams will cover the readings in your text as well as lecture content. Failure to read the text will result in less than a positive outcome on exams. (CEC CC, IGC, and IIC Standards 1 & 2; Illinois CC Standards 1 & 2; Illinois LBS1 Standards 1, 2, & 3; and IPTS Standards 1; 2; 3; 4; 5I and 5M.; 7H, 7P and 7R; and 8A and 8S).
2. Resource Notebook: All students will be required to purchase a three ring binder notebook. This notebook will be used to develop a special education resource notebook that will contain course handouts, lecture notes, and book notes. In addition, the instructor will call for additional research/ application materials to be added as appropriate to the module/topic being addressed in the course. The notebook will be submitted on the day of the final exam to be evaluated. Failure to submit your notebook will result in your grade for the course being lowered by one letter grade. (CEC CC, IGC,

and IIC Standards 1 & 2; Illinois CC Standards 1 & 2; Illinois LBS1 Standards 1, 2, & 3; IPTS Standards 1-8).

3. Philosophy: Each student will articulate in writing and submit via e-mail their philosophy specific to special education and individuals with exceptional learning needs. (CEC CC Standard 1; Illinois CC Standard 1; IPTS 1-8).
4. Bias Paper: Each candidate will write a reflection paper specific to their own personal biases with explicit attention to diversity, including but not exclusive to culture and language (IPTS Standards 1-8)
5. Group Activities: Throughout the course, there will be group activities that focus on applying concepts found in lecture and/or readings. The “ear dance” and “teacher role/responsibility activities” are examples of the various cooperative learning activities incorporated into this course. As the activities are completed in groups, and occur during class, the group activities cannot be made up due to an absence. (IPTS Standards 1, 2, 3, 4, 5, 7, and 8; CEC CC, IGC, and IIC Standards 1 & 2; Illinois CC Standards 1 & 2; Illinois LBS1 Standards 1, 2, & 3;).

Module I. Perspectives on Special Education (3 weeks)

- A. Historical Perspective on Education and Special Education
 - 1. Treatment of individuals with disabilities
 - 2. Mental Measurement (Binet, 1902; Gardner, 1997; Terman, 1916, 1921; Wechsler, 1949)
 - 3. Categorization (Aristotle, 1927; Plato, 1936)
- B. Labeling (Gallagher, 1976; Purkey, 1970; Rosenthal & Jacobson, 1968)
- C. Civil and Educational Rights of Individuals with Disabilities
 - 1. Landmark court cases (Brown, 1954; Honig, 1988; Mills, 1972; Oberti, 1993; PARC, 1972; Rowley, 1982; Tatro, 1984)
 - 2. Landmark legislation
- D. Current Legislation Affecting Special Education, related Terminology, and Provisions and Programs for Students with Disabilities (inc. L.D., B.D., and M.R.)
 - 1. Legislation
 - a. Rehabilitation Act of 1973 (Section 504)
 - b. Individuals with Disabilities Education Improvement Act (PL 108-446)
 - c. Americans with Disabilities Education Act (PL 101-336)
 - 2. Introduction to Legal Mandates
 - a. Least Restrictive Environment and FAPE (PL 94-142, 1975; PL 101-476, IDEA, 1990; PL 105-17, 1997, PL 108-446, 2004))
 - b. Continuum of Services
 - c. IEP Meeting (PL 94-142, 1975; PL 101-476, IDEA, 1990; PL 105-17, 1997, PL 108-446, 2004))

Module II. A Model of Intellectual Functioning: Information Processing
(3 Weeks)

- A. Input (*Dewey, J., 1916; Bruner, J., 1960; Costa, A., 1985; Ehrenberg, 1981)
 - 1. Primary input (Vision and Hearing)
 - 2. Tactile/Kinesthetic, Olfactory, and Gustatory
- B. Processing (*Bloom, 1956; Guilford, 1967; Epstein, 1974; Grady, 1984)
 - 1. The Brain
 - 2. Brain Functioning and Perceptive
- C. Output (Erikson, F., 1982; *Skinner, 1968; *Piaget, 1952; Mager, 1962; Popham, 1973; Rosenthal & Jacobson, 1968; *Good & Brophy, 1984; Hunter, 1982; Rosenshine, 1983)
 - 1. Verbal
 - 2. Nonverbal

3. Measuring output
 - a. What student(s) can do
 - b. What student(s) need to be taught
 - c. Teacher impact on student learning

Module III. Two Primary Modalities of Learning: Visual and Auditory
(3 weeks)

- A. The Eye
 1. Structure and Visual receptive process
 - a. Parts of the Eye
 - b. Visual receptive process
 2. Eye Dysfunctions
 - a. Refractive Errors
 - b. Eye Muscle Defects
 - 1.) Strabismus
 - 2.) Amblyopia
 - c. Structural Abnormalities
 - 1.) Glaucoma
 - 2.) Cataracts
 - 3.) Other high prevalence conditions
- B. The Ear
 1. Structure and Auditory receptive process
 - a. Parts of the Ear
 - b. Auditory receptive process
 2. Ear Dysfunctions
 - a. Otitis Media
 - b. Oscillator Dysfunctions
 - c. Inner Ear problems
 - d. Other
- C. Impact of Visual and Auditory Acuity Problems on the Educational Process

Module IV. Disabilities in the Context of Schools (4 weeks)

- A. Identifying a Learning Problem – Prereferral and RTI
- B. Identifying an Exceptional Learning Need
 1. Eligibility
 2. IEP
 3. Service Delivery
 - a. Service Delivery Options (Deno, 1970)
 - b. Special Education and Related Service Professionals
 - c. Participation in the General Education Curriculum
- C. Roles and Responsibilities of Professionals and Others
 1. Special Educators
 2. Classroom Teachers
 3. Related Service Personnel
 4. Para-professionals
 5. Parents/Caregivers

- 6. Child Advocates
- 7. Medical Professionals
- D. Causes and Prevention of Disabling Conditions
- E. Impact of Disabilities
 - 1. On Development – Typical and Atypical Development (*Piaget, 1952; Gessel, 1925; Havinghurst, 1953)
 - 2. On the Family
 - a. The Family
 - 1. Ecological factors
 - 2. Cultural Diversity (NCATE Definition, 1986)
 - b. Family—School Partnerships
 - 1. Parent involvement in education processes
 - 2. Cross-Cultural Dissonance and Other Barriers to Partnerships

Module V.

- Disabilities in Social Contexts (2 weeks)
- A. Impact of the dominant culture on shaping schools and individuals who study and work in them
 - 1. Cultural Diversity
 - 2. Linguistic Diversity (including English Language Learners)
 - B. Society’s sensitivity regarding people with disabilities and their needs.
 - C. People First Language
 - D. Bias, discrimination and the effects on individuals with exceptional learning needs
 - 1. Teacher’s ethnicity and bias
 - 2. Media portrayal

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