

EDUC 511 Introduction to Special Population Learners and the Law

I. EDUC 511: Introduction to Special Population Learners and the Law

II. 3 Credit Hours

III. Course Rationale and Overview:

Through the full implementation on the regulations of IDEA 97, students who typically attended special classes or schools now attend school with their peers without disabilities, often in the same classrooms with support from special education. The expectations for regular education teachers are growing. They have to respond to the rigorous academic standards as well as be able to teach a broader range of students at both ends of the academic spectrum.

This course prepares teachers to become critical thinking professionals who will be able to demonstrate knowledge and awareness of special populations of children with special needs as well as those who would be considered high ability, gifted and talented.

Computer technology continues to be integrated throughout this course and an emphasis is placed on the teacher as a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally. The student continues to develop their professional portfolio.

This course is a required component of the secondary teacher education certification curriculum and precedes the specific methods courses in the student's subject or field endorsement and the student teaching experience.

IV. Course Description: EDUC 511 focuses on issues related to the characteristics of special needs populations on both ends of the academic spectrum, classroom strategies for instruction of special needs populations and litigation resulting in the mandated provision of services for children with special needs. The course will also look at development and adaptation of materials, media and procedures, specific modifications and accommodations, and classroom organization/management. The course also places an emphasis on understanding and informed use of assessment data, and community involvement and collaboration.

I. Place of Course in the Curriculum:

This is the eighth course in the secondary level professional education sequence.

II. Goals and Objectives of the Course:

The goals of this course are:

1. To review the origin of special education, its classifications and terminology (T-K1, LD-S2, LR-S1)
2. To analyze litigation (state and federal) that affect the identification and treatment of disabilities (T-K1, LD-S2, LR-S1)
3. To identify general characteristics of various special populations on both ends of the academic spectrum including high ability learners. (T-S4, LD-S2)
4. To understand and create general assessments of various special populations on both ends of the academic spectrum. (T-S3)
5. To study and evaluate effective learning environments and differentiated curriculum required by various special populations on both ends of the academic spectrum. (T-S2, LR-S1)

Students who successfully complete this course will:

- a. Understand the historical background of IDEA 97 and how it affects public and private education. (T-K1, LD-S2, LR-S1)
- b. Understand special education procedural responsibilities determined by Federal and State laws as it involves the regular educator. (T-K1, LD-S2, LR-S1)
- c. Understand the economics of special education and the impact on regular education. (T-K1, LD-S3, LR-S1)
- d. Utilize practices for including students with special needs in regular education. (T-S2, T-S2, LR-S1)
- e. Explain the various areas of exceptional education and terminology used in special education. (T-K1, LD-S2, LR-S1)
- f. Know how to be a contributing member of an IEP meeting. (T-S3, LD-S3)
- g. Plan instructional strategies that will assist the learning of students with special needs. (T-S2, LR-S1)
- h. Use a variety of means to assess students who may not be able to be assessed with normal testing procedures. (T-S3)
- i. Understand the advantages and disadvantages of various program models for high ability learners. (T-K1, T-S1, T-S2)
- j. Articulate a rationale for gifted and talented education (T-K1, LD-S1, LD-S2)

III. Course Content

Part 1 - : Foundations for Educating Students with Special Needs, Special Education Procedures and Services and Building Partnerships Through Collaboration

Topics:

1. Key terms and concepts of special education
2. History and litigation of special education and services
3. Inclusive practices
4. Deciding who is eligible to receive special education and services
5. IEPs

6. Basics of collaboration

Readings: Text Chapters 1-3

Part 2 - : Assessing Student Needs and Planning Differentiated Instruction

Topics:

1. Assessments that contribute to special education decisions
2. Programming resources
3. Basic skills instruction
4. Teaching subject area content
5. Involving parents

Readings: Text Chapters 4, 5 and 9

Part 3 - : Low-Incidence and High Incidence Disabilities, Special Needs Other Than Disabilities

Topics:

1. Definition of low and high incidence disabilities
2. Accommodations
3. Students protected by Section 504
4. Gifted and talented
5. Multi-cultural and bilingual education
6. At risk

Readings: Text Chapters 6-8

Part 4 – : Strategies for Independent Learning and Evaluation

Topics:

1. Self-awareness and advocacy
2. Independent learning strategies
3. Adaptive technology
4. Classroom accommodations for testing and grading
5. Performance-based assessments
6. Portfolio assessment

Readings: Text Chapters 10-11

Part 5 – : Responding to Student Behavior and Building Social Relationships

Topics:

1. Positive behavioral interventions and supports
2. Effective strategies to respond to serious individual behavior
3. Helping students manage their own behavior
4. Role in promoting positive social interactions among students with and without disabilities
5. Educating others
6. Support peer tutoring
7. Cooperative learning strategies to facilitate social inclusion
8. INCLUDE strategy

Readings: Text Chapters 12-13

IV. Suggested Methodology: (T-S2, T-D1, LR-K1)

1. E-Lecture
2. Small group discussion on discussion board and live conferencing tool
3. Large group discussion on discussion board and live conferencing tool
4. Readings
5. Written Assignments
6. Presentations
7. Teaching Demonstration
8. Videos
9. Case Studies
10. Debate
11. Journaling
12. Guest Speakers

V. Student Roles and Course Requirements: (T-S2, T-D1, LR-K1)

1. Read assigned chapters and be prepared to participate in online discussions and debates each week in both large and small groups. Must be able to support positions with additional and relevant research on topics covered.
2. Written assignments.
3. Complete research project to share with class (paper, Power Point presentation, video, podcast, wiki, blog or other electronic form approved by instructor).
4. Maintain Del-icio-us account to store and share research information (<http://delicious.com/>)
5. Maintain a weekly journal to reflect on professional growth and development
6. Teaching demonstrations
7. Complete 10 hours of field work to become acquainted with educational settings (see schedule)
8. Continuing development of online professional teaching portfolio (Live Text <https://www.livetext.com/>)

VI. Recommended Evaluation: (T-S2, T-D1, LR-K1)

Weekly Discussion

20%

Weekly Journal	10%
Reading Reaction/Reflection Papers	20%
Research Project	20%
Field Experience	20%
Final	<u>10%</u>

VII. Recommended Resource Materials:

Required Textbook

Friend, M., and Bursuck, W. D. (2009). *Including students with special needs: A practical guide for classroom teachers*. 5th Ed. Boston, MA: Merrill.
ISBN: 978-0-205-60840-9

Supplementary Text (Suggested but not required)

Reference/Resource Materials

[Special Education Laws and Legislations](#)

[The Law and Special Education](#)

[The Individuals with Disabilities Education Act Amendments of 1997](#)

The Individuals with Disabilities Education Act Amendments of 1997 were signed into law on June 4, 1997.

This Act strengthens academic expectations and accountability for the nation's 5.8 million children with disabilities and bridges the gap that has too often existed between what children with disabilities learn and what is required in regular curriculum.

[IDEA and NCLB](#)

Under the NCLB Act, schools and districts must demonstrate adequate yearly progress ([AYP](#)) toward ensuring that every child achieves the proficient level of the state's standards by the 2013-2014 school year. Students with disabilities are no exception. NCLB requires that students with disabilities as a subgroup demonstrate AYP toward the state's goals. The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) includes specific provisions to help schools and districts develop programs to support students with disabilities.

[U. S. Department of Education Office of Special Education and Rehabilitative Services](#)

The Office of Special Education Programs (OSEP) is dedicated to improving results for infants, toddlers, children and youth with disabilities ages birth through 21 by providing leadership and financial support to assist states and local districts.

[National Dissemination Center for Children with Disabilities](#)

The organization serves the nation as a central source of information on:

- disabilities in infants, toddlers, children, and youth,
- IDEA, which is the law authorizing special education,
- No Child Left Behind (as it relates to children with disabilities), and
- research-based information on effective educational practices.

VIII. Bibliography

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