



**SERP 500:  
Introduction to Special Education  
Summer 2016 - 3 units**

Schedule: Monday – Friday (Friday class will be online)

Time: 1 to 2:45 pm (Hybrid Format Course); COE Rm 318

Dates: June 6 to July 7

Instructors: Carl Liaupsin, Ed. D.

Phone: Liaupsin: 626-3810

Office Hours: By appointment

E-mail: [liaupsin@email.arizona.edu](mailto:liaupsin@email.arizona.edu)

**Course Descriptions:**

Catalog Description: Provides beginning graduate students with a knowledge of issues surrounding the fields of special education and rehabilitation. Issues include legal; principles and concepts of assessment; principles of teaching and counseling. Students will examine and develop their personal philosophies regarding assessment of, services to and intervention with individuals with exceptionalities.

The underlying philosophy of this course is founded upon the belief that all individuals can learn and profit from educational experiences; that diversity and wide variation in learning style and ability typifies the general education classroom today; and that making accommodations for variation and providing successful experiences daily to enable students to become more effective and efficient learners/achievers should be one of the primary goals of the educational process and the educational professional.

**Standards:**

We are following the InTASC Model Core Teaching Standards (Interstate Teacher Assessment and Support Consortium) and the ISTE NETS-T (i.e., teacher standards for digital age learning from the International Society for Technology in Education). The full list of standards is included in the resource section of the *Content* area of the course. You can find the full list of InTASC Teaching Standards at: [www.ccsso.org/intasc](http://www.ccsso.org/intasc)

The ISTE NETS-T standards most relevant to this course are:

1. Facilitate and Inspire Student Learning and Creativity
2. Design and Develop Digital Age Learning Experiences and Assessment

You can learn more about ISTE NETS-T, including student standards, at: <http://iste.org/nets>

## Required Text:

There is no required text. Course material is provided through online documents and interactive learning modules. All handouts are within your D2L course site. You are expected to read them prior to class

## Course Objectives:

The learner will:	Standard
Understand and describe for peers the characteristics of students with special needs.	InTASC: 1b; 1e; 1f; 2g; 2h; 2l; 9b; 10f; 10h ISTE NETS-T: 3d
Describe the necessary elements of an instructional objective and apply this information to the development of a lesson plan for their group presentation	InTASC: 5d; 5p; 6a; 6b; 6j; 6r; 7a; 7c; 7f; 7j; 7n; 7p; 7q ISTE NETS-T: 2a; 2c
Identify and describe appropriate accommodation and instructional methods for special needs students with a range of learning styles	InTASC: 2a; 2b; 2c; 2e; 2f; 2h; 6g; 6u; 7k; 8a; 8b; 8e; 8h; 8k; 8s
Identify the legal and social foundations on which special education services were developed	InTASC: 2h; 2m; 9o
Describe the essential features of Positive Behavior Intervention and Support (PBIS)	InTASC: 3d; 3e; 3f; 3i; 3j; 3k; 3n; 3q; 3r
Define their personal perspective on disability	InTASC: 1h; 1k; 2m; 2n; 3p; 3q; 3r; 9e; 9i
Describe the essential features of Response to Intervention (Rtl)	InTASC: 2a; 2b; 2g; 2h; 2l;
Identify assistive technology and how it can be used to improve learning outcomes for students with special needs	InTASC: 2e; 2f; 2h; 8a; 8k; 8n; 8r;
Understand and discuss the basic concept of collaboration in the school	InTASC: 3a; 3c; 3n; 10l; 10n; ISTE NETS-T: 1d
Identify, understand, and describe methods for identifying appropriate instructional modifications for students with special needs	InTASC: 2a; 2b; 2h; 2l; 6g; 6u; 7a; 7c; 7f; 7j; 7k
Identify strategies that promote and support a positive and well-ordered learning environment in the classroom	InTASC: 3d; 3i; 3j; 3q; 3r
Identify strategies that will promote student's self-management skills	InTASC: 2h; 3i
Understand strategies for decelerating aggressive interactions	InTASC: 2h

## Course Requirements

### Policies against plagiarism - **Code of Academic Integrity**

Students shall adhere to the Code of Academic Integrity as described in the General Catalog. The web site is: <http://deanofstudents.arizona.edu/codeofacademicintegrity>

All assignments must be completed by 8:00 p.m. Mountain Standard Time. Late assignments will be accepted only under the most unusual and unavoidable circumstances and at the discretion of the

instructor (i.e., you must request an extension from the instructor). Grades will be reduced to reflect any additional time required to complete the assignment.

Any written assignments, including discussion postings, must be completed using a standard word processing program (i.e., Word, Open Office, etc.). Before submitting any assignment (including discussion postings), reread your work to ensure that it **reflects professional quality**. Spelling and grammar checking programs should be used. Do not use abbreviations, letters, or other shortcuts that you might employ in your email or other personal online communication.

Read the material in the course section titled **Student Success in an Online Course** for more information about appropriate conduct in a class with an online component. Also review the UA Code of Conduct at: <http://deanofstudents.arizona.edu/policiesandcodes/studentcodeofconduct>

If formal disability-related accommodations are needed, register with the UA Disability Resource Center (621-3268; <http://drc.arizona.edu/>), so they can notify me of your eligibility for accommodations.

### Grades:

Participation	40 points
Quizzes	30 points
Final Exam	50 points
Class Presentation	100 points
<b>Total points</b>	<b>220 points</b>

A – 198 - 220 points

B – 176 - 197 points

C – 154 - 175 points

D or E (fail) - Below 154 points

### Course Assignments:

#### **Participation In Class** (20 x 2 = 40 points)

Standards (InTASC: 10)

You will earn 2 points for participating in discussions and activities during class sessions. Because these sessions will include information about specific disabilities that you cannot get in a book, it is imperative that you attend class. If you must be absent, let the instructor know in advance or, in the case of illness, on the day of class. You must make every effort to access the information presented in class on the day you were absent and assignments (e.g., quizzes and discussion postings) must be completed. Your participation grade includes taking any assessments associated with peer presentations.

#### **Quizzes** (15 x 2 = 30)

Standards (InTASC: 1, 2, 3, 9, 10) (ISTE NETS-T: 2)

There will be a daily assessment of the material presented. The assessment will primarily consist of quiz questions. All quizzes will be provided on the D2L course site and will earn a total of 2 points per assignment. You should complete assessments on the day the lesson is

scheduled. However, if you miss points on a quiz, you can take a second attempt. The second attempt must be completed within 48 hours after the instructor grades the first attempt.

### **Final Exam (50 points)**

Standards (InTASC 1, 2, 3, 7, 8, 10)

The final exam will be posted on D2L on July 7 at 7 am. It will consist of essay questions covering all the material presented in this class. It is due by 6 pm on July 7.

### **Oral Presentation on Exceptionalities (Disability Conditions) (100 points)**

Standards (InTASC: 5, 6, 7, 8, 10) (ISTE NETS-T: 1, 3). **This is a benchmark assignment for the course. You must receive a passing grade on this assignment to pass SERP 596c. A passing grade is defined as an average score of “2” or above (across all categories) on the grading rubric.**

The benchmark assignment for this class is a presentation addressing an area of “exceptionality” under the federal/state law. The presentation rubric will provide specific information about the areas to be covered in each presentation. However, in general, presentations should cover:

- characteristics and demographics of the population addressed
- learning/teaching challenges of that group of students
- strategies for making accommodations for this group of students

A lesson plan must be developed for the presentation, and include all the elements presented in class. The presentations are a good way to begin practicing your teaching in front of a supportive audience, and for you to practice planning a lesson, attending to timing, content, and engagement. The instructor is aware that the lead-time for gathering information is short, however, you will have time in class during the class periods prior to the first presentation to work on your presentations.

Each presentation must include a set of questions that can be used to assess whether the other students in the class have met the objectives. These questions should total 10 points (just as the other quiz assignments in the course do). They can include a discussion question or quiz questions that may be multiple choice, matching, true/false, or short answer essay. Presenters do not have to take the quiz for their disability topic. Student participation in the presentation quiz will be linked to Class Participation points.

The materials for your presentation **must** be provided to your instructor no later than 12 p.m. the day **prior** to the presentation. This includes all handouts, visual presentation (e.g. Power Point, PREZI), lesson plan, sources/bibliography, and quiz questions.

Presentations do not have to be written in narrative form (i.e., no “paper” is required). Students can sign up for one of the following topics:

### **Disability Areas for Presentations**

- Specific Learning Disability
- Other Health Impairment/Attention Deficit/Hyperactivity Disorder
- Autism
- Speech/Language Impairment

Intellectual Disability  
Visual Impairment-Low Vision  
Hearing Impairment-Deaf/Hard of Hearing  
Traumatic Brain Injury

PRESENTATION GUIDELINES (Benchmark):

Presentations should cover a time span of ***45 minutes***. Be judicious with your time as you present, as time will go by quickly. List the time for each element on your lesson plan and practice getting through your plan in an hour.

Textbooks, journal articles, Internet material, and other sources can be used to gather topic information. Be aware that the Internet is a vast unmonitored/unregulated resource. Be certain that your sources are valid and representative of mainstream thinking. Students shouldn't get too technical in presenting areas of exceptionality (some medical conditions are quite complex) but should give enough information so classmates can understand the challenges to learning presented by the condition, and the understanding needed by teachers to modify curriculum and/or the physical environment for individuals with special education needs. Students are encouraged to interview an individual with the exceptionality being presented, a member of that person's family, or a teacher.

Presenters can use presentation software such as PowerPoint or PREZI, or any other method to get the material across (i.e., interactive discussion, cooperative learning exercises, video, DVD, movie clip, demonstration). A PC laptop computer and LCD projector will be available, or you may bring your own laptop computer. Other resources available: DVD player, Internet connection, Elmo (for hard copy visuals).

PRESENTATION RUBRIC (Benchmark):

<b>Element</b>	<b>Accomplished</b>	<b>Proficient</b>	<b>Emergent</b>	<b>Insufficient</b>
<p><b>Lesson Plan (20)</b></p> <ul style="list-style-type: none"> <li>• Goal</li> <li>• Objectives</li> <li>• Materials/ Reading</li> <li>• Instruction</li> <li>• Guided Practice</li> <li>• Assessment</li> </ul>	<p><b>15-20 points</b></p> <p>All of the items in the Meets category, plus:</p> <ul style="list-style-type: none"> <li>• Creative instructional design</li> <li>• Incorporates characteristics of differentiated instruction</li> </ul>	<p><b>10-15 points</b></p> <ul style="list-style-type: none"> <li>• Contains all critical lesson plan elements</li> <li>• All objectives are specific, measurable, attainable, and results-based</li> <li>• Assessment appropriate for material presented</li> </ul>	<p><b>5-10 points</b></p> <ul style="list-style-type: none"> <li>• Contains most of the critical elements</li> <li>• Some of the objectives are written correctly</li> <li>• Relevant Instruction and Practice</li> </ul>	<p><b>0-5 points</b></p> <ul style="list-style-type: none"> <li>• Lesson Plan contains few of the critical elements</li> <li>• Objectives missing or not specific, measurable, and results-based</li> <li>• Assessment missing, not tied to objectives, or inappropriate</li> </ul>
<p><b>Standards</b></p> <p>InTASC (6, 7)</p>				
<p><b>Content (40)</b></p> <ul style="list-style-type: none"> <li>• Characteristics</li> <li>• Definition</li> <li>• Causes</li> <li>• Identification</li> <li>• Challenges</li> <li>• Accommodation</li> </ul>	<p><b>30-40 points</b></p> <p>All of the items in the Meets category plus:</p> <ul style="list-style-type: none"> <li>• Additional relevant content area addressed important, related strategies or facts</li> <li>• Good use of subject vocabulary</li> </ul>	<p><b>20-30 points</b></p> <ul style="list-style-type: none"> <li>• Thoroughly addresses all content elements</li> <li>• Sources are reliable</li> <li>• Information is relevant and accurate</li> <li>• Multiple materials used</li> <li>• Demonstrate grasp of information</li> </ul>	<p><b>10-20 points</b></p> <ul style="list-style-type: none"> <li>• Addresses most but not all content elements</li> <li>• Incorporates few facts; some facts not verifiable</li> <li>• Has grasp of some information</li> </ul>	<p><b>0-10 points</b></p> <ul style="list-style-type: none"> <li>• Does not address or provides unreliable or incorrect information</li> <li>• Does not have grasp of information</li> <li>• Opinions not supported by sources</li> </ul>
<p><b>Standards</b></p> <p>InTASC (5, 10)</p>				
<p><b>Presentation (40)</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Clarity</li> <li>• Sequencing</li> <li>• Visuals</li> <li>• Activities</li> </ul>	<p><b>30-40 points</b></p> <p>All of the items in the Meets category plus:</p> <ul style="list-style-type: none"> <li>• Presentation sequence transitions are easy to follow and seamless</li> <li>• Visuals/questions/lecture stimulate class discussion and/or questions</li> </ul>	<p><b>20-30 points</b></p> <ul style="list-style-type: none"> <li>• Introduction promotes relevance</li> <li>• Lesson is organized with a logical sequence</li> <li>• Multiple relevant visuals</li> <li>• Activities related to objective</li> </ul>	<p><b>10-20 points</b></p> <ul style="list-style-type: none"> <li>• Appropriate introduction</li> <li>• Often clear, but sometimes vague</li> <li>• Some sequencing issues</li> <li>• Some visuals, but not clearly relevant</li> <li>• Activity is not directly related to the objective</li> </ul>	<p><b>0-10 points</b></p> <ul style="list-style-type: none"> <li>• No introduction or overview</li> <li>• Disorganized and/or difficult to follow</li> <li>• No visuals</li> <li>• No activities</li> </ul>
<p><b>Standards</b></p> <p>InTASC (5, 8)</p> <p>ISTE NETS-T (1, 3)</p>				

**500 Summer 2016**  
**SCHEDULE (May Be Adjusted Before or During Course)**

<b>Week 1</b>	<b>Jun 6-10</b>	<b>Topic</b>	<b>Assessment</b>
Monday	In class	Intro to Course	Quiz 1
Tuesday	In class	Process and Law: Who Are Individuals with Disabilities?	Quiz 2
Wednesday	In class	Process and Law: Perspectives on Disability	Quiz 3
Thursday	In class	Process and Law: The History and Process of Special Education (IDEA)	Quiz 4
Friday	Online	Identification: The Pre-Referral Process (Iris Module)	Quiz 5
<b>Week 2</b>	<b>Jun 13-16</b>		
Monday	In class	Identification: IDEA vs Section 504	Quiz 6
Tuesday	In class	Identification: Assessment for Special Education	Quiz 7
Wednesday	In class	Academic Behavior: Writing Learning Objectives and Lesson Plans	Quiz 8
Thursday	In class	Academic Behavior: How Disabilities Affect Cognition	Quiz 9
Friday	Online	Academic Behavior: Differentiated Instruction (Iris Module)	Quiz 10
<b>Week 3</b>	<b>Jun 20-24</b>		
Monday	In class	Social Behavior: Creating Supportive School-wide Environments (PBIS)	Quiz 11
Tuesday	In class	Social Behavior: Creating Supportive Classroom Environments	Quiz 12
Wednesday	In class	Collaboration: Inclusion and Co-teaching	Quiz 13
Thursday	In class	Characteristics: Physical Disabilities/Orthopedic Impairments	Quiz 14
Friday	Online	Social Behavior: Managing Escalating Behavior Problems (Iris Module)	Quiz 15
<b>Week 4</b>	<b>Jun 28-30</b>		
Monday	In class	Characteristics: Emotional Disturbance (Instructor Presentation) Characteristics: Developmental Delay (Instructor Presentation)	Presentation
Tuesday	In class	Characteristics: Specific Learning Disability (Student Presentation) Characteristics: Other Health Impairment (Student Presentation)	Presentation
Wednesday	In class	Characteristics: Autism (Student Presentation) Characteristics: Speech and Language Impairment (Student Presentation)	Presentation
Thursday	In class	None	
Friday	Online	No Class	
<b>Week 5</b>	<b>Jul 4-7</b>		
Monday	In class	No Class	
Tuesday	In class	Characteristics: Intellectual Disability (Student Presentation) Characteristics: Traumatic Brain Injury (Student Presentation)	Presentation
Wednesday	In Class	Characteristics: Hearing Impairment (Student Presentation) Characteristics: Visual Impairment (Student Presentation)	Presentation
Thursday	Online	Final Exam	Final Exam