

ED 282: Working with Children with Special Needs

Hybrid Course Syllabus

Winter 2022

CRN: 30973 Credits: 3

Education/Human Development & Family Sciences

Linn-Benton Community College

Instructor

Drew White

Phone/Text: (270) 303-8266

Email: whited@linnbenton.edu

Meeting Times

	Tuesday	Thursday
Meeting Type	In-Person	Online
Time	5:30pm - 7:00pm	5:30pm - 7:00pm
Location	McKenzie Hall, Room 203	Zoom Passcode: ed282lbcc

Required Materials

The course has been designed to limit the cost of materials passed on to the student. Required materials will be available in the class Moodle and will vary (ebooks, pdfs, articles, videos, etc...).

The following texts are eBooks/pdf textbooks from the Open Educational Resources (OER) Commons. You can access them on the class Moodle page.

Lombardi, Paula. *The Roles and Responsibilities of the Special Educator*. OER Commons.

<https://www.oercommons.org/courses/the-roles-and-responsibilities-of-the-special-educator/view>.

Accessed 29 November 2021. CC- BY-SA 2.0.

Lombardi, Paula. *Understanding and Supporting Learners with Disabilities*. OER Commons.

<https://granite.pressbooks.pub/understanding-and-supporting-learners-with-disabilities/>. Accessed

29 November 2021. CC- BY-SA 2.0.

Supplementary Materials

The following texts are located in the library for you to conduct research. You are only able to check them out in 2 hour intervals:

Garguilo, R. (2017). *Special Education in Contemporary Society: An Introduction to Exceptionality*, 6th edition, Media Update. Los Angeles: SAGE Publications.

Garguilo, R. (2021). *Special Education in Contemporary Society: An Introduction to Exceptionality*, 7th edition, Media Update. Los Angeles: SAGE Publications.

Ability to access and utilize Moodle, Turnitin within Moodle, your LBCC email, Google Drive, and LBCC Library databases regularly.

Students must be able to open PDF files on their computer.

Course Description

Overview of special education legislation and the role of family, school and community in educating and supporting individuals with disabilities. Class is tailored to meet the needs of students who enroll, with a focus on in-school special needs issues or community agency issues. Implementation of current legislation and its impact in the classroom are addressed.

Student Outcomes

- Explain the significance that special education plays in enhancing the educational opportunities for children with disabilities.
- Describe specific disabling conditions through attributes of those conditions and the impact of those conditions on function of the child and the family.
- Describe a variety of strategies and techniques used to improve the function of children with disabilities and their families.
- Explain how to differentiate instruction to meet the needs of students with special needs in the classroom.

Course Schedule

***Sections highlighted in **green** are student presentations.

Week	Dates	Tuesday	Thursday
1	Jan 3-7	Intro/What Is Special Education?	History of Disability Rights
2	Jan 10-14	Ableism, Privilege, & Over Representation	Special Education Law
3	Jan 17-21	Pre Referral Process/IEP Process	Significant Learning Disability/ Intellectual Disability/Developmental Disability
4	Jan 24-28	IEP Process "Evaluation"	Autism/Emotional Disturbance
5	Jan 31 - Feb 4	IEP Process "Present Levels"	Speech & Language Impairment/Orthopedic Injury
6	Feb 7-11	Movie Screening	
7	Feb 14-18	IEP Process "Goals"	Other Health Impairment/Visual Impairment & Blindness
8	Feb 21-25	IEP Process "Modifications/ Accommodations"	Deaf & Hearing Impairment /Deaf-Blindness
9	Feb 28 - Mar 4	IEP Process Transition/Finalize	Multiple Disabilities/Traumatic Brain Injury
10	Mar 7-11	IEP Process Comparison	Special Education After Age 21
Final	Mar 14-18		

Course Policies

1. Attendance: Professionalism is expected in this course. Attendance and participation are indicators of professional behavior. If an absence is scheduled, please notify the instructor ahead of time. Accommodations can be made for illness, quarantine, and extenuating circumstances.
2. Written Submissions: All assignments should be typed in Microsoft WORD or Google Docs on a computer, saved as a PDF, and submitted by the due date to Moodle. Writing should be professional with appropriate grammar, syntax, and content.
 - a. Writing will be assessed based on the rubric that corresponds to the appropriate assignment
3. Saving Your Work: To be safe, compose your work offline using a word processing program and then save the work periodically. Not saving your work, “losing your work,” or a “computer glitch” is not an acceptable excuse for a late submission. PLEASE SAVE YOUR WORK.
4. Etiquette: As in any classroom, there are guidelines for class discussion or interaction of any type. Respect will come into play as issues are discussed on which you may have very different views. As a classroom policy, I expect students will follow the Courageous Conversations® Four Agreements:
 1. Stay engaged
 2. Expect to experience discomfort
 3. Speak your truth
 4. Expect and accept non-closure
5. Late Assignment Policy
 - a. It is an expectation of this course that you will complete and submit assignments by the due date and time.
 - i. If you know an assignment will be late, you MUST communicate with the instructor 24 hours prior to the deadline. Exceptions may be made at the discretion of the instructor.
 - ii. All assignments can be submitted for full credit after the deadline, however;
 - iii. Students will lose points from their participation grade for each late assignment.
 - b. Please be mindful, most grades in this course have some group component to them. Completing assignments/work late is unprofessional and has negative consequences for your group members.

Class Structure

This course is taught in a hybrid format. We will use Moodle to house all of the course materials including the Zoom meeting code for Thursday meetings. Once you have accessed Moodle, I recommend bookmarking the page for easy access.

This course involves a variety of reading, writing, viewing, and discussion. Plan to spend 3 to 6 hours a week completing the assignments for this course.

My goal is to develop an educational atmosphere that maintains a positive learning environment for everyone. I take the responsibility of maintaining a safe and positive learning environment seriously. As a

fellow learner, you are tasked with maintaining respect for others and assisting them in achieving this goal. I have listed some specific ways you can assist in creating this environment:

1. Read the materials each week prior to Tuesday's in-person class. This will ensure that every learner is prepared for class and will enrich the class discussions.
2. Participate in class discussions. As future educators/providers, your work is dependent on problem solving and collaboration. There is no better time to practice than now!
3. Check Moodle frequently. If you have a question, there is a likelihood that others will have a similar question. Please post your questions in the class forum so that others can see.
4. Submit all assignments in Moodle and before the deadline. It is your responsibility to ensure that I have access to the document/assignment. When in doubt, save as a pdf and submit it in pdf format.
5. When we are in Zoom, it is the expectation that your camera be turned on. Please notify the instructor prior to a Zoom session if you have circumstances that prevent you from doing so.
6. You can get technology help using the following methods:
 - a. Call the Student Help Desk at 541-917-4630
 - b. Email questions to learning.support@mail.linnbenton.edu

Ultimately, it is my responsibility to create opportunities for you to learn; it is your responsibility to do the work to learn.

Communicating with Instructor

Email or text are the best (and recommended) forms of communication with the instructor. When emailing, the instructor will only communicate with students via their LBCC gmail email accounts. It is the student's responsibility to regularly check Moodle and their email account for any announcements or supplemental information shared regarding the course. As a current K-12 public educator, it may take up to 24 hours for responses from the instructor concerning questions about assignments during the week. I rarely check email on the weekend. The student is responsible to plan enough time to get the supplementary help needed and still be able to complete the assignment by the due date. For personal matters, contact me directly. Use your LBCC email address, subject line your emails with ED 282 and sign your first and last names for the fastest response. You may also text using (270) 303-8266 but please state your name and that you are from ED 282.

Grading

Assignment	Points Possible
Participation	10%
IDEA Category Presentation	15%
IDEA Category Fact Sheet/Infographic	15%
Movie Evaluation	20%
Individualized Education Plan	30%
Individualized Education Plan Comparison	10%
Total	100%

Grading Scale

Letter Grade	Percentage	Quality of Work
A	90 – 100%	Excellent
B	80 – 89%	Good
C	70 – 79%	Average
D	60 – 69%	Poor
F	0 – 59%	Failing

INC = Incomplete. Only available if a personal crisis or illness occurs. Students must complete 75% of the coursework with passing average.

Assessments

1. Participation-10%

- a. During class (in-person and online), students will participate in daily activities. Students will be graded on their attendance and participation.
- b. Students will earn a percentage point for each assignment turned in on time. If a student does not turn an assignment in on time, they will lose a percentage point in their participation grade.
 - i. Example: if all five assignments are late, the highest grade a student could earn is a 95% for the course. If three of the five assignments are late, the highest grade a student could earn is a 97%

2. IDEA Category Presentation-15%

- a. Students will explore one of twelve special education summary categories (listed below) to present to the class. These twelve summary categories are a combination of the fourteen categories of disability outlined in Part B of IDEA.
- b. Students will present, via zoom, a presentation to the class on their chosen category:

Presentation	Date	Presentors
Specific Learning Disability	1/20	
Intellectual Disability & Developmental Disability		
Autism	1/27	
Emotional Disturbance		
Speech and Language Impairment	2/3	
Orthopedic Impairment		
Other Health Impairment	2/17	
Visual Impairment & Blindness		
Deaf & Hearing Impairment	2/24	
Deaf-Blindness		
Traumatic Brain Injury	3/3	

- c. Presentations should:
 - i. Be 15-20 minutes in length
 - ii. Utilize PowerPoint/Slides
 - iii. Provide visual aids in presentations (videos, diagrams, images, etc...)
 - iv. Follow Rubric #2 (provided in Moodle with the assignment)

3. IDEA Category Fact Sheet/Infographic- 15%

- a. Students will create a fact sheet/infographic based on the disability category that they chose to present to the class. This fact sheet/infographic will be distributed to their peers after their presentation.
- b. Fact sheet/infographic should:
 - i. Be 2 pages in length (front and back)
 - ii. Utilize color
 - iii. Follow Rubric #3 (provided in Moodle with the assignment)

4. Movie Evaluation-20%

- a. As a class, we will watch a movie based on students with special needs in the school setting. With the members of your table, you will analyze the movie by examining the “struggles experienced by”:
 - i. the student with exceptionalities
 - ii. the parents of the student with exceptionalities
 - iii. the peers of the student with exceptionalities
 - iv. The school of the student with exceptionalities
- b. Groups will then use the “Movie Evaluation Form” to write an analysis of the school experience as it pertains to a student with exceptionalities.
- c. Students should:
 - i. Attend the showing of the movie.
 - ii. Utilize and complete the “Movie Evaluation Form” as a group
 - iii. Follow Rubric #4 (provided in Moodle with the assignment)

5. Individualized Education Plan-30%

- a. As a class, we will explore a real case study of a 3 year old child (our student) entering school. We will look over the child’s data, make observations, decide what category the child qualifies for under Part B of IDEA, and then, in groups, write an IEP that is best suited to his needs.
- b. As a class, we will explore the different aspects of the IEP and utilize our time together to take what we have learned and apply it to our student. From Week 3 on, we will look at different aspects of the IEP and, as table groups, work to create an IEP that:
 - i. Evaluates the needs of our student
 - ii. Provides differentiated instruction to meet the needs of our student in the classroom setting
 - iii. Demonstrates knowledge of a variety of strategies and techniques to assist our student in the classroom environment
 - iv. Follows Rubric #5 (provided in Moodle with the assignment)

6. Individualized Education Plan Comparison-10%

- a. Once we have created our group IEPs, students will be provided with our student's actual IEP. We will compare and contrast our IEPs to our students' actual IEP and determine the strengths and weaknesses in both documents.
- b. The IEP Comparison should:
 - i. Be based on your groups created IEP
 - ii. Use the "IEP Comparison Template"
 - iii. Follow Rubric #6 (provided in Moodle with the assignment)

Student Rights and Responsibilities

Students are expected to read and adhere to the standards in the [Student Rights and Responsibilities handbook](#).

Academic Integrity

Students are expected to be honest and ethical in their academic work and to refrain from cheating (use or attempted use of unauthorized materials, information, or study aides), fabrication (falsification or invention of information), tampering (altering or interfering with evaluation instruments or documents), plagiarism (representing the words or ideas of another person as one's own), or assisting another person in committing an act of academic dishonesty. Upon documentation of academic dishonesty and after consulting with the department chair and informing the student of the action taken, the instructor may impose any academic penalty up to and including an F grade in the course.

Assignments are to be typed, double spaced, and edited. Written work will be graded based upon content and presentation. If you need help with spelling, punctuation, sentence structure, etc., the Tutoring Center and the [Writing Center](#) are good resources.

It is a known fact that computers can and will crash the night before an assignment is due, so be proactive and make sure to email yourself assignments and/or download assignments onto a USB drive regularly. Take advantage of the free space you have available on your G drive!

College Policies

Disability and Access Statement

LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through the Center for Accessibility Resources (CFAR) and would like to use your accommodations in this class, please contact your instructor as soon as possible to discuss your needs. If you think you may be eligible for accommodations but are not yet registered with CFAR, please visit the [CFAR Website](#) for steps on how to apply for services. Online course accommodations may be different than those for on-campus courses, so it is important that you make contact with CFAR as soon as possible.

Statement of Inclusion

To promote academic excellence and learning environments that encourage multiple perspectives and the free exchange of ideas, all courses at LBCC will provide students the opportunity to interact with values, opinions, and/or beliefs different from their own in safe, positive and nurturing learning environments. LBCC is committed to producing culturally literate individuals capable of interacting, collaborating and problem-solving in an ever-changing community and diverse workforce.

Title IX Reporting Policy

If you or another student are the victim of any form of sexual misconduct (including dating/domestic violence, stalking, sexual harassment), or any form of gender discrimination, LBCC can assist you. You can [report a violation of our sexual misconduct policy](#) directly to our Title IX Coordinator. You may also report the issue to a faculty member, who is required to notify the Coordinator, or you may make an appointment to speak confidentially to our Advising and Career Center by calling 541-917-4780.

Public Safety / Campus Security / Emergency Resources

In an emergency, call 911. Also call LBCC Campus Security / Public Safety at 541-926-6855 and 541-917-4440.

From any LBCC phone, you may alternatively dial extension 411 or 4440. LBCC has a public safety app available for free. We encourage people to download it to their cell phones. Public Safety also is the home for LBCC's Lost & Found. They provide escorts for safety when needed. Visit them to learn more.

Changes to the Syllabus

I reserve the right to change the contents of this syllabus due to unforeseen circumstances. You will be given notice of relevant changes in class, through a Moodle Announcement, or through LBCC email.

Instructor Responsibilities

1. Meet all LBCC requirements for course completion and participation.
2. Have respect for all in class in word and action.
3. Communicate all questions and problems as soon as they occur.
4. Provide encouragement and assistance when needed and/or requested.