



FAYETTEVILLE STATE UNIVERSITY  
SCHOOL OF EDUCATION

Department of Middle Grades, Secondary and Special Education

**1. LOCATOR INFORMATION**

Semester Fall

Year 2009

Credit Hours 3

Course Number and Name Special Education 615-Issues and Trends in Special Education

Course Location & Meeting Time Online

Office Hours TBA

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**2. COURSE DESCRIPTION**

This course is designed to provide a forum to discuss current issues related to the field of Special Education. Participants will explore effective approaches and strategies for managing issues in the creation of responsive learning climates.

**3. TEXTBOOKS**

Ysseldyke, J., Algozzine, B., & Thurlow, M. (2000). Critical issues in special education (3<sup>rd</sup> ed.). Boston: Houghton Mifflin.

Finn, C. E., Rotherham, A. J., & Hokanson, C. R., (Eds.). (2001). Rethinking special education for a new century. Washington, D C: Thomas B. Fordham Foundation & the Progressive Policy Institute, [www.edexcellence.net](http://www.edexcellence.net) or Goggle the title.

A new era: Revitalizing special education for children and their families. (July, 2002). President's Commission on Excellence in Special Education. [www.edgov/pubs/edpubs.html](http://www.edgov/pubs/edpubs.html) or Goggle the title.

**FSU Policy on Electronic Mail:** Fayetteville State University provides to each student, free of charge, an electronic mail account ([username@uncfsu.edu](mailto:username@uncfsu.edu)) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

#### 4. SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK

The conceptual framework of the School of Education is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in P-12 schools. It defines the educator as a *Facilitator of Learning*, one who seeks to make the learning process accessible and one who enables learning to take place successfully. This presupposes that the educator is reflective and serves as a catalyst, stimulator, and motivator of the teaching for learning process. The conceptual framework defines the unit's vision which underscores the school's purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological, and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the music program. The themes of our conceptual framework are: (1) caring dispositions and ethical responsibility; (2) communication; (3) knowledgeable and reflective educators; (4) research and leadership; (5) respect for diversity and individual worth; (6) technological competence and educational applications; and (7) working with families and communities.

#### 5. STANDARDS

Standards Used in Course	NC Core Standards	CEC Common Core Standards; NCATE Standards
X	<b>1. Teachers demonstrate leadership.</b>	<b># 9 Professional and Ethical Practice;</b> <b># 10 Collaboration</b> # 1 Knowledge, Skills, Dispositions
X	<b>2. Teachers establish a respectful environment for a diverse population of students.</b>	<b># 5 Learning Environments and Social Interactions;</b> # 1 Knowledge, Skills, Dispositions
X	<b>3. Teachers know the content they teach.</b>	<b>#3 Individual Learning Differences</b> <b>#4 Instructional Strategies;</b> # 1 Knowledge, Skills, Dispositions
X	<b>4. Teachers facilitate learning for their students.</b>	<b># 6 Communications</b> <b>#1 Foundations;</b> # 1 Knowledge, Skills, Dispositions; #4 Diversity
X	<b>5. Teachers reflect on</b>	<b># 9 Professional and</b>

	<b>their practice.</b>	<b>Ethical Practice</b> # 1 Knowledge, Skills, Dispositions
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## GRADUATE

<b>Standard 1: Teacher Leadership</b>
Teacher leaders assume the roles and responsibilities of collaborative leaders in schools and communities. Teachers demonstrate leadership in their classrooms, schools and professional organizations; they advocate for students and effective educational practices and policies; and they are role models for ethical leadership.
Teacher leaders will know and be able to:
• Demonstrate effective ongoing communication, collaboration, and team-building among colleagues.
• Facilitate mentoring and coaching with novice teachers.
• Set goals and establish priorities while promoting educational initiatives that positively affect student learning.
• Participate in professional learning communities.

<b>Standard 2: Respectful Educational Environments</b>
Teacher leaders model leadership by establishing a positive and productive environment for a diverse population of students, their families, and the community. Teachers are knowledgeable about cultures and global issues and how they are contextualized locally. Teachers help colleagues develop effective strategies for students with special needs. They encourage positive, constructive relations among colleagues and students.
Teacher leaders:
• Facilitate the development of inviting, respectful, supportive, inclusive, and flexible educational communities.
• Create collaborative partnerships with families, schools, and communities to promote a positive school culture.
• Facilitate and model caring and respectful treatment of individuals within the learning community.
• Demonstrate knowledge and understanding of diverse world cultures and global issues.
• Encourage high expectations for all students.
• Collaboratively design and implement curriculum and instruction that is responsive to learner differences.

<b>Standard 3: Content and Curriculum Expertise</b>
Teacher leaders have a deep knowledge of the subjects they teach and understanding of curriculum theory and development. They value collaboration and the interconnectedness of disciplines. They understand the importance of curriculum relevance in engaging students in content.
Teacher leaders:
• Demonstrate in-depth knowledge of curriculum, instruction, and assessment.
• Model the integration of 21 <sup>st</sup> century content and skills into educational practices.
• Develop relevant, rigorous curriculum.

<b>Standard 4: Student Learning</b>
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Teacher leaders facilitate student learning through evidence-based practice informed by research. They understand and apply research in child and adolescent development, cognitive development, and general and specialized pedagogy. They encourage critical reading, writing and thinking in the learning process. They foster instructional and evaluation methods that embrace variety and authenticity. They promote student reflection and self-assessment. They encourage colleagues and students to take on leadership roles and work in teams.

Teacher leaders:

- Seek out and use existing research to inform school practices.
- Design action research to investigate and improve student learning and school policies and practices.
- Model technology integration that supports student learning.
- Critically analyze student and school performance data to determine needs and plan instruction that is rigorous, coherent, and substantiated within a theoretical and philosophical base.

### **Standard 5: Reflection**

Teacher leaders contribute to systematic, critical analysis of learning in their classrooms and beyond. They are lifelong learners who model and support ongoing professional development. Teachers embrace critical thinking, problem solving, and innovation.

Teacher leaders:

- Promote an educational culture that values reflective practice.
- Model the development of meaningful professional goals.
- Model personal and professional reflection to extend student learning and school improvement.

### **Standards for Advanced License - Learning Disabilities Teachers**

#### **Standard 1: Twenty first century teachers know the policies, processes and procedures for the identification of students with learning disabilities.**

Teachers demonstrate an understanding of legal requirements that guide educational services for students with learning disabilities including referrals, evaluation and identification, Individual Education Programs, instructional services and placement, and for the involvement of parents and students in the planning process.

- Know the historical foundations of educational programs for students with learning disabilities and their impact on current educational services and teacher competencies
- Demonstrate an understanding of research on etiology, characteristics, identification of, and treatment for learning disabilities
- Know and demonstrate the rules and laws on confidentiality
- Demonstrate an understanding and impact of the legal requirements guiding educational services for students with learning disabilities including referrals, evaluation and identification, Individual Education Plans, instructional services and placement, and involvement of parents and students in planning

#### **Standard 2: Twenty first century teachers use research-verified instructional strategies to improve academic and behavioral outcomes for students with learning disabilities.**

Teachers know the Standard Course of Study and demonstrate an understanding of classroom research. They use this information to inform planning and instruction for students with learning disabilities.

- Promote the use of intervention strategies to address basic needs of children and ensure access to the general curriculum
- Provide explicit and direct instruction
- Assist students in using self-monitoring strategies
- Assist students in making transitions throughout school levels and to post secondary environments

<p><b>Standard 3: Twenty first century teachers use data to guide instructional planning.</b> Teachers demonstrate the ability to conduct and interpret comprehensive assessments to guide instruction.</p> <ul style="list-style-type: none"> <li>• Demonstrate ability to conduct, interpret, and utilize assessments</li> <li>• Demonstrate ability to integrate assessment information to develop comprehensive instructional plans</li> </ul>
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<p><b>Standard 4: Twenty first century teachers collaborate with parents, other professionals, agencies and service providers and practice their profession with ethical commitment to the use of validated practices, to advance the lives of individuals with learning disabilities.</b> Teachers demonstrate the importance of collaborating with families, school, and the community to advocate for services and resources for children. They actively participate in activities that enhance the learning environment, support successful transitions, and promote professional growth.</p> <ul style="list-style-type: none"> <li>• Know and demonstrate advocacy for resources and information to assist students, parents, and other professionals in providing services for students with learning disabilities</li> <li>• Demonstrate awareness of resources and materials from school, community, professional organizations, and literature to enhance instruction and services</li> </ul>
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<p><b>Standard 5: Teachers serve as leaders in the transition process.</b> Teachers are instrumental in helping students develop and clearly define post-secondary school goals. Teachers work collaboratively with students, parents, colleagues, and the community to identify resources that support successful transition.</p> <ul style="list-style-type: none"> <li>• Assess student preferences, interests, and post-secondary aspirations for the purpose of transitioning the students successfully into the community after graduation</li> <li>• Assist students in the development of career objectives</li> <li>• Assist students in the development of problem-solving and self-determination skills</li> <li>• Involve students and families in the transition process by assisting them in setting post-secondary goals and accessing support services</li> <li>• Build a network of resources for training, employment, and community-based living</li> </ul>
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**Standards for Advanced License – Emotional Disabilities Teachers**

<p><b>Standard 1: Twenty first century teachers know the legal, medical, historical and philosophical foundations of the field of emotional disabilities; teachers know the research, theories, and issues related to the causes and the instruction of students.</b> It is important that teachers with an advanced license in emotional disabilities are aware of the significant historical figures in the field and their contributions to the theoretical underpinnings of the field. Teachers must know the legal requirements in the Individuals with Disabilities Education Improvement Act (IDEIA) regarding students with emotional disabilities.</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of cognitive, behavioral and psychodynamic theories</li> <li>• Demonstrate knowledge of legal requirements of IDEIA as related to students</li> <li>• Demonstrate knowledge of key legislation and litigation affecting services</li> </ul>
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<p><b>Standard 2: Twenty first century teachers know how to collect, analyze, and use behavioral and academic data that will assist in instructional planning and decision-making.</b> The identification of skill deficits requires teachers to collect, analyze, and use behavioral/academic/observational data, information from student and family interviews, and data from other types of assessments. It is important that deficits be identified early to ensure that instruction is provided when it can be of most benefit. It is also important that teachers appreciate the developmental, cultural and leaning problems that may either confound or complicate the behavioral and emotional problems being displayed by students.</p> <ul style="list-style-type: none"> <li>• Use and interpret a variety of behavior rating scales and academic assessments to inform instruction, document student progress, and make educational decisions</li> <li>• Collect and analyze observational data in the classroom and other school settings</li> <li>• Conduct student and family interviews and interpret data for instructional planning</li> </ul>
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- Conduct functional behavioral assessments (FBAs) to design, implement and evaluate behavior intervention plan (BIPs)
- Recognize and articulate family/community strengths and use those strengths to develop and implement effective IEPs

**Standard 3: Twenty first century teachers use effective classroom management skills and research-verified instructional strategies to improve behavioral and academic outcomes for students with emotional disabilities.**

Teachers must be skilled in the use of positive behavior supports (PBS) to create classroom environments that support appropriate behavior. They must employ specific behavior supports that teach needed social skills and address the more severe behavioral needs of students. Teachers know the Standard Course of Study and demonstrate an understanding of classroom research. They use this information to inform planning and provide instruction for students.

- Teach rules and routines to explicitly convey behavioral expectations
- Use behavioral interventions (i.e., positive reinforcement, negative reinforcement) to promote appropriate behavior
- Use research-verified instructional strategies to address student needs and ensure access to the general curriculum
- Task-analyze complex academic tasks
- Provide explicit and direct instruction
- Assist students in using self-monitoring strategies
- De-escalate aggressive behavior and avoid coercive interactions (e.g., power struggles)
- Develop a crisis plan to ensure the safety of all involved with a violent or disruptive behavior

**Standard 4: Twenty first century teachers know the stages of social/affective development for school-age students and use social skills instruction to promote age-appropriate social interactions.**

Teachers use a variety of social skills curricula and strategies to help students establish and maintain positive interpersonal relationships with peers and adults.

- Evaluate students' capacity to communicate effectively with others
- Assess students' capacity to listen to others, take turns in conversation, greet others, join in ongoing activities, give compliments, accept criticism and express anger in socially acceptable ways
- Demonstrate knowledge of how to teach social skills

**Standard 5: Twenty first century teachers demonstrate the capacity to collaborate effectively with families and professionals and advocate for services and resources required to address the educational needs of students.**

Teachers demonstrate the importance of collaborating with families, school, and the community to advocate for services and resources for children.

- Demonstrate effective communication strategies with family and community members, and professionals in agencies involved with service delivery in a wraparound system
- Appreciate family diversity
- Know research-verified approaches for linking schools and families with the community
- Demonstrate the capacity to collaborate and consult with families, school personnel, and professionals in community agencies

**Standard 6: Twenty first century teachers know early intervention research regarding social and emotional development and advocate for services for children with persistent behavioral problems.**

Teachers recognize the importance of knowing early intervention research-verified practices for students with persistent behavioral problems.

- Demonstrate skill in helping students form and maintain relationships with others
- Demonstrate knowledge of how to approach young children who are socially withdrawn, aggressive and/or demonstrate persistent behavior problems

- Utilize strategies to promote social competence, social role formation and maintenance, and prosocial behavior

**Standard 7: Teachers serve as leaders in the transition process.**

Teachers are instrumental in helping students develop and clearly define post-secondary school goals. Teachers work collaboratively with students, parents, colleagues, and the community to identify resources that support successful transition.

- Assess student preferences, interests, and post-secondary aspirations for the purpose of transitioning the students successfully into the community after graduation
- Assist students in the development of career objectives
- Assist students in the development of problem-solving and self-determination skills
- Involve students and families in the transition process by assisting them in setting post-secondary goals and accessing support services
- Build a network of resources for training, employment, and community-based living

**6. COURSE REQUIREMENTS**

1. Students will attend class regularly and promptly. Students will be prepared in advance to allow for maximum participation in class discussions and professional interactions, which form the basis for this course.

2. Students will prepare Professional Development Resource Reference Manuals (PDRRM's) which will be comprised of annotated abstracts of professional literature, Internet and other literature resources, notes and resources and other appropriate reference materials. Specific guidelines and content requirements will be given in class.

3. Students will make an individual class presentation related to categorical special education issues (SLD, MD, BED). Guidelines will be given in class.

4. Students will reflectively respond to eight (8) vignettes by applying resources and information gained through professional interactions, professional literature, and other class resources.

Vignettes will be explained in class.

5. Students will take 2 examinations (midterm and final) covering class related materials and experiences.

6. Students will prepare a quality written IEP. Guidelines will be given in class.

**7. EVALUATION**

**Grades will be assigned on an accumulated point's basis**

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|------------------------------|------------|
| 1. Class participation       | 100 points |
| 2. Development of PDRRM      | 200 points |
| 3. Individual/ Presentations | 200 points |

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|---------------------------------|------------|
| 4. Vignette responses (25 each) | 200 points |
| 5. Tests (100 each)             | 200 points |
| 6. IEP                          | 100 points |

Total 1000 points

A = 90-100% of points, B=80-89% of points, C=70-79% of points;  
 F = Below 70% of points.

Point Totals	A=900-1000
	B=800-899
	C=700-799
	F= Below 700

NOTE: Attendance is required for this course. If you miss more than three (3) class hours, I will select an extra research project or extra reviews of articles/videos to ensure all competencies for the course are met. Failure to complete extra hours and assignments will result in a lowered grade or a failing grade. An incomplete (I) grade will only be given in rare instances.

NOTE: Students who cannot complete the course must withdraw themselves according to the dates in the University calendar. Failure to do so will result in an "F" grade assignments and removal from graduate school. No Incomplete grades will be given except for emergencies occurring near the end of the course semester.

NOTE: As your instructor I reserve the right to revise the syllabus and/or assignments as necessary.

## 8. COURSE OUTLINE

Topics
Overview of Course Syllabus & Assignments
Historical Overview of Education/Special Education
Learning Theories
Categorical issues (Disabilities)
Disproportionality & Diversity issues
Definitional debate
Service delivery
Collaboration
Confidentiality
Legislation/IDEA; ADA; 504
President's Commission Report, NCLB, ESEA
Legislation/NC Procedures: NC Procedures Governing
Complaints & Due Process
Parent Rights Handbook;
Important Special Ed Court Cases

School Reform; NC Accountability (ABC's); Assessment  
Curriculum & Instructional Issues  
Content Knowledge, Methodology,  
Technology, Standard Course of Study  
Early Intervention; Learning Climate,  
Assessment & Instructional Planning  
Transition-School to Work  
Developing Quality IEPs  
Linking the General Curriculum to the IEP  
IEP Development, Roles of IEP Team,  
Collaboration between general & special education  
Linking IEPs to the NC Standard Course of Study"  
IEP Development (continued)  
IEP role play  
Home-School-Community-Agency  
Multicultural diversity  
Continuing Challenges/Future of Special Education  
Economic Issues  
Educational outcomes

## **9. METHODS OF INSTRUCTION**

Discussions, readings, power point presentations, projects

## **10. UNIVERSITY POLICIES**

Division of Student Affairs

Services for Students with Disabilities

<http://www.uncfsu.edu/studentaffairs/CFPD/cfdservices.htm>

Phone: 910.672.1222

The university continues to be sensitive to the identification of possible barriers to students with disabilities and attempts to make reasonable accommodations for these students. Students with physical disabilities who need assistance in utilizing university services should register with the Center for Personal Development as soon as they are admitted to the university

## **10. REFERENCES**

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Winzer, M., & Mazurek, K. (1998). Special education in multicultural contexts. Columbus, OH: Merrill/Prentice Hall.