SPED 402/502
Characteristics of Students with Mild Disabilities
3 Credits

Instructor

Office Hours:

Course Description: A study of definitions, identification, assessment, characteristics, educational strategies, and program models for children and youth with high-incidence, mild disabilities. The course will specifically focus on the high-incidence disabilities of Learning Disabilities, Emotional/Behavioral Disorders, High Functioning Autism, Mild Developmental/Cognitive Disabilities, and other mild disabilities such as Other Health Impairments including ADHD.

Prerequisite:
SPED 225

Required Course Text:

Other readings as assigned by the instructor will be required

Conceptual Framework of the MSUM Teacher Education Unit

MSUM candidates are professionals who are knowledgeable, reflective, humanistic, and creative.

**Knowledgeable:** MSUM candidates display competence in their subject matter, built upon a strong grounding in liberal studies. MSUM candidates understand the principles of learning, assessment and technology. They understand and apply legal and ethical considerations to all aspects of their work. MSUM candidates are able to integrate theory and practice, and view learning as an active process.
MSUM candidates demonstrate the ability to model connections between philosophical foundations and best practices in the field. As life-long learners, MSUM candidates engage in research and complex thinking. They design opportunities for others to seek knowledge and to understand themselves as members of the world community.

**Reflective:** MSUM candidates engage in thoughtful analysis of the meaning and significance of their actions, decisions, and results with regard to their work in order to assess progress in meeting this guiding principle. It is through this reflective process that candidates improve instruction, implement new ideas, abandon ineffective methodologies, and enhance learning outcomes for their students. MSUM candidates are skilled at analyzing their teaching from a variety of perspectives and identifying connections between teaching strategies and student learning. In addition, candidates utilize a variety of techniques to question their procedures and consider alternatives for instruction and student growth. MSUM candidates recognize learning, motivational, and developmental variables and relate those dimensions to their teaching practices. Finally, MSUM candidates bring a questioning spirit to received wisdom and conventional practice when needed.

**Humanistic:** MSUM candidates value the personal worth of each individual. This is based on a belief in people's potential and innate ability to develop to their fullest. MSUM candidates' actions are grounded in knowledge of different cultural and ethnic groups within the world community, and in knowledge of the influence of culture and history, ethnicity, language, gender and socio-economics on one's life. This knowledge base informs candidates' decision-making as they create environments that promote freedom, compassion, and success for all learners. MSUM candidates are fair-minded in their interactions with others, as well as sensitive to and accepting of individual differences. Further, MSUM candidates have an understanding of aesthetics and the diversity that is part of the human experience and will incorporate this knowledge into their work. MSUM candidates recognize and accommodate a variety of linguistic and nonlinguistic interpersonal skills in their actions with others. MSUM candidates foster resiliency in the students with whom they work and model these qualities in their own work.

**Creative:** MSUM candidates understand the powerful resources of the arts and sciences and use their knowledge of these areas to bring the best of their imaginative and creative acts into the classroom. MSUM candidates recognize the important role creativity plays in the design of instruction and classroom environment. They will, for themselves and for their students, meet new situations with resourcefulness, excitement and curiosity, with an investigative attitude, and with the ability to pose, seek and design solutions to problems. MSUM candidates are cognizant of the aesthetic elements of the world and draw on that knowledge to make curricular decisions designed to help students not only learn about aesthetics, but to also learn how to think about the world at large.

**COURSE OBJECTIVES (Based on BOT Standards)**

**Academic Behavior Strategist:**

A:

1. Central concepts, tools of inquiry, history, context, models, theories, and philosophies that form the bases for special education practice for students with academic, behavioral, functional, social, emotional, and communication needs
2. Educational definitions, issues related to identification, and eligibility criteria pertaining to students with emotional or behavioral disorders, specific learning disabilities, developmental cognitive disabilities, autism spectrum disorders, and other health disabilities including those from culturally and linguistically diverse backgrounds
4. Etiology, characteristics, and classifications of students with emotional or behavioral disorders, specific learning disabilities, developmental cognitive disabilities, autism spectrum disorders, other health disabilities, and traumatic brain injury
5. Similarities and differences across disabilities, including impact of coexisting conditions or multiple disabilities, on acquisition of academic, behavioral, functional, social, emotional, and communication skills and how to meet the needs in a range of service delivery models
6. Levels of support required and a continuum of services available for students with developmental cognitive and other disabilities to succeed in a range of environments
8. Impact of abuse and dependency on individuals, their families, and the community
9. Impact of information processing deficits on children and youth with specific learning disabilities and other disabilities
10. Legal, judicial, medical, and educational systems and their terminologies and implications in serving students with disabilities
11. How attributions, anxiety, withdrawal, and thought disorders affect learning and behavior
12. The major mental health disorders manifested during early childhood, childhood, adolescence, and adulthood, and the complexities of co-morbidity including behavioral manifestations of these disorders and their effects on learning and implications for instruction

B11. Address factors such as gender, socioeconomic status, and familial, cultural diversity that may influence the identification of students in the areas of specific learning disabilities, emotional or behavioral disorders, developmental cognitive disabilities, autism spectrum disorders, and other health disabilities
D1: Access services, networks, agencies, and organizations for individuals with autism spectrum disorders, developmental cognitive disability, emotional or behavioral disability, specific learning disabilities, and other health disabilities and their families
D4: Differentiate the roles and responsibilities of mental health professionals and agencies from those of school professionals in order to align services to children and youth with disabilities

Course Assignments/Expectations:

*For a detailed description of assessments for each standard please see the syllabus appendix

1. **Class Participation** (Knowledgeable and Reflective): Students are expected to participate in discussions, activities, reflection questions, and other assignments as determined by the instructor. Students are responsible for all of the assigned readings and should be familiar with the content of the readings. Students will have an opportunity to earn points throughout the semester by completing a variety of assignments that contribute to their final grade. *Please see university absence policy regarding making up of class participation activities.

Examples of class participation assignments include, but are not limited to: Completion of graphic organizers, reading guides, case studies, vocabulary exercises, reflections, professional responsibilities chart, and crossword creation

Standards Assessed: A1, A3, A4, A5, A6, A7, A8, A9, A10, A11, A12, B11, D1, D4

2. **Exams** (Knowledgeable, Reflective, Humanistic): Exams will be held at the completion of each unit of instruction. A final exam will also be held during finals week and will be comprehensive.
3. **Scavenger Hunt of Resources** (Knowledgeable, Reflective, Humanistic, and Creative):
Collaborative: In teams, students will participate in this scavenger hunt. Teams will search for services, networks, agencies, and organizations from A to Z. Points will be earned from most resources, most variety (resources serving different needs/disabilities), most materials collected, and most letters of the alphabet (A to Z).

Standard Assessed: D1

4. **Scenario/Solution Project**: For this project students will be given two to three different scenarios and asked to individually determine a solution to each scenario based on the perspective of a parent, regular education teacher, and special education teacher (scenarios will include learner characteristics and classroom characteristics), students will then be asked to determine the appropriate placement with the cascade of services as well as levels of support in the regular education curriculum. After individually arriving at a solution, students will then be grouped to arrive at a team decision based on individual perspectives.

Standard Assessed: A6

5. **Information Processing Project**: Students will be expected to create a unique depiction or model of information processing theory. Then, using the information they have gathered regarding the characteristics of students with high-incidence disabilities write a narrative explaining how their model would function differently for students with each type of disability.

Standard Assessed: A9

**GRADUATE ASSIGNMENT:**

In addition to the above outlined assignments, students enrolled for graduate credit will complete a critical book review. The book list for the course will include books relating to high-incidence disabilities and will cover content in an extended manner from that of the course. Guidelines and options of books will be provided by the instructor.

**Grading Scale**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% - 99%</td>
<td>A+</td>
</tr>
<tr>
<td>98% - 94%</td>
<td>A</td>
</tr>
<tr>
<td>93% - 90%</td>
<td>A-</td>
</tr>
<tr>
<td>89% - 86%</td>
<td>B+</td>
</tr>
<tr>
<td>85% - 84%</td>
<td>B</td>
</tr>
<tr>
<td>83% - 80%</td>
<td>C+</td>
</tr>
<tr>
<td>79% - 77%</td>
<td>C</td>
</tr>
<tr>
<td>76% - 75%</td>
<td>C-</td>
</tr>
<tr>
<td>74% - 70%</td>
<td>D+</td>
</tr>
<tr>
<td>69% - 64%</td>
<td>D</td>
</tr>
<tr>
<td>63% - 60%</td>
<td>D-</td>
</tr>
</tbody>
</table>

All work is due at the time indicated on the syllabus and on the course webpage. **Late work will be assessed 5 points per day late and will not be accepted beyond one unit after the assignment was due.**

**Special Accommodations:**
*Students with disabilities who believe they may need an accommodation in this class are encouraged to contact Greg Toutges, Coordinator of Disability Services as soon as possible to ensure accommodations are implemented in a timely fashion.

*Students who have difficulty in professional writing are encourage to contact the Writing Center at 299-5937 to receive assistance in skill development. Students who have difficulty with grammar, spelling, sentence structure, and/or organization are strongly encouraged to take advantage of this opportunity.

**Course Instructional Strategies:**
In order to accommodate the diversity in students’ learning styles a variety of instructional strategies will be utilized. Strategies may include: lectures, discussions, weekly class assignments, readings, videos, and examples of real-life experiences from the instructor, reflections, and case studies.

*For a detailed description of instruction related to each standard please see the syllabus appendix.*

**Course Outline**
*Class Dates are tentative and may be subject to adjustment as deemed appropriate by the instructor:

**Unit 1: Foundations**
Definitions and Prevalence Rates
History and current trends
Causal Factors and issues related to diversity
Videos on abuse and dependency

**Required Text Reading:**
Chapter 1, High-Incidence Disabilities: Definition and Prevalence
Chapter 2, The History and Current Trends Surrounding High-Incidence Disabilities
Chapter 3, Understanding Causal Factors Related to High-Incidence Disabilities
Article: “Justifying and Explaining Disproportionality 1968-2008: A critique of underlying views of culture”
Article: “The impact of childhood abuse and neglect on mental health: a prospective study”

**BOT ABS Standards Addressed:** A1, A3, A5, A7, A8, A11, B11

**Assessment:**
- Exam (A1, A3, A5, A7, A8, A11, B11)
- Graphic organizers: Timeline, Venn Diagram, Casual factors related to high-incidence disabilities (A1, A4, A5, A7)
- Case Study pages 19 and 20 and others (A3, A4)
- Diversity reflection (A3, A7)
- Reflection on video relating to abuse and dependency and case studies (A8)

**Unit 2: Characteristics**
Characteristics of SLD, EBD, Mild DCD, High-Functioning Autism, ADHD, TBI
Identification of SLD, EBD, Mild DCD, High-Functioning Autism, ADHD, TBI
Specific needs of students diagnosed with high-incidence disabilities
Exploration of federal, state, and organizational definitions
Information Processing
Cultural and Linguistic Diversity and impact on identification, etc.
Key vocabulary word study
Viewing of *ABCs of Emotional Behavioral Disorder*

**Required Text Reading:** Chapter 4, Characteristics of Students with Learning Disabilities
Chapter 5, Characteristics of Students with Emotional and Behavioral Disorders
Chapter 6, Characteristics of Students with Mild Mental Retardation
Chapter 7, Characteristics of Students with Other High-Incidence Disabilities

**BOT ABS Standards Addressed:** A1, A3, A4, A5, A7, A9, A10, A11, A12

**Assessment:**
- Exam (A1, A3, A4, A5, A7, A9, A10, A11, A12)
- Graphic organizer of academic, behavioral, functional, social, emotional, and communication characteristics of each high-incidence disability and participation in compare/contrast discussion (A4, A5, A7)
- Information Processing Project (A9)
- Crossword of key vocabulary and reflection on words and implications for serving students (A10)
- Completion of Chapter 5 reading guide (A12)
- EBD Graphic Organizer: Disorder, common associated behaviors, effects on learning, suggested instructional support, analysis of over-lapping characteristics (A7, A12)

**Unit 3: Assessment, Instruction, and Professional Partnerships**

Presentation from local services, agencies, organizations, etc.
Early Intervention and Child Find
Service Delivery Models
Co-teaching, collaboration, and consultation: What are they and what is my role?
Roles and responsibilities presentation from school service providers
Primary, Secondary, and Tertiary Prevention
Viewing of LRE Video (*The LRE Continuum: Appropriate placement decisions under the IDEA and NCLB*)
Viewing of Cultural Bias in Education

**Required Text Reading:** Chapter 8, Assessment for Academic Instruction
Chapter 9, Evaluation for Social Instruction
Chapter 10, Characteristics of Effective General Education Settings for Students with High-Incidence Disabilities
Chapter 11, Collaboration, Consultation, and Co-Teaching
Chapter 12, Prevention and Early Intervention: Setting the Stage for Effective Learning

BOT ABS Standards Addressed: A5, A6, A11, D1, D4, B11

Assessment:

- Exam: Includes question on how to match needs within the cascade of services Model (A5, A6, A11, D1, D4, B11)
- Scenario/Solution Project (A6)
- Case studies related to prevention issues and strategies (B11)
- Scavenger Hunt of Resources (D1)
- Who is Responsible? Chart (D4)
- Collaboration Cases (D1, D4)

MSUM Student Absence Policy

Students are expected to attend all class meetings unless they are ill or officially excused as the result of participation in a university function. However, faculty members may or may not take roll in their classes, and they may or may not lower the marks of students for the sole reason of unexcused absences. If a faculty member has a practice of penalizing for nonattendance, he/she must (a) announce the policy regarding the penalty for nonattendance in writing during the first week of class, (b) not penalize the student for nonattendance unless the student is absent without official excuse for more class periods during the term than the number of periods the class meets each week (or more than two class periods during a summer session), (c) maintain accurate attendance records, and (d) submit in writing to the Vice President for Academic Affairs the explicit class attendance policy statement. As a point of clarification, if a student has an unexcused absence for a class session during which an examination or other graded exercise is scheduled and the student has more unexcused absences than the number of times the class meets each week, this policy permits the faculty member to reduce the student’s grade for the sole reason of the unexcused absences and for failure to complete the graded assignment.

In cases of individual absence due to jury duty or other legal obligations, the student must notify his/her faculty instructors prior to the absence. Each faculty member will determine the work to be made up and any effect on the course grade. For military absences, see the MSU Moorhead Bulletin index under military withdrawal, or refer questions to the Records office.

In the case of individual absence due to health or other emergency, the student must notify his/her faculty instructor as soon as feasible. Each faculty member will determine the appropriateness of the absence, all work to be made up, and any effect on the course grade.

When an official university activity conflicts with scheduled classes, students participating in the official activity will be regarded as excused. Within the limits of feasibility, an excused absence assures a student the right to make up the missed class requirement(s). The nature, time, and place of the make-up work are at the discretion of the instructor. Official university events are those that are approved by the appropriate dean, athletic director, or vice president. At least two weeks prior to the activity, lists of participating students should be distributed to those affected faculty members by the faculty member or organization advisor who will be overseeing the university activity. In the case of conflict about the appropriateness of an absence or the feasibility of the student making up missed work, the faculty members involved should confer directly; the student should not be expected to mediate the conflict. In cases where the faculty members involved cannot agree to a solution, the dean(s) of the respective colleges can be called upon to mediate.

Students wishing to appeal academic decisions or policies further may do so by appealing in writing to the Academic Appeals Committee (Owens 206)
APPENDIX: Explanation of Instruction and Assessment according to BOT Standards

A1: Central concepts, tools of inquiry, history, context, models, theories, and philosophies that form the bases for special education practice for students with academic, behavioral, functional, social, emotional, and communication needs

Instruction: This standard is addressed in Units 1 and 2 of the course. Unit one of the course focuses on historical foundations of high-incidence disabilities and includes the following required chapter readings: “High-Incidence Disabilities: Definition and Prevalence,” “The History and Current Trends Surrounding High-Incidence Disabilities,” and “Understanding Causal Factors Related to High-Incidence Disabilities.” Unit two includes individual chapters discussing the history, characteristics, identification, and unique learning needs for specific learning disabilities, emotional and behavioral disorders, mild mental retardation, ADHD, TBI, and high-functioning autism. Through instructor-led presentations and class discussions several graphic organizers will be complete including a timeline, venn diagrams, and chart of each disability category.

Assessment: Students will complete an exam at the end of both units one and two. The exam will include questions requiring students to recall information from the graphic organizers that include historical questions, theories, models, and philosophical schools of thought related to high-incidence disabilities.

A3: Educational definitions, issues related to identification, and eligibility criteria pertaining to students with emotional or behavioral disorders, specific learning disabilities, developmental cognitive disabilities, autism spectrum disorders, and other health disabilities including those from culturally and linguistically diverse backgrounds

Instruction: Units one and two address this standard. Unit two specifically includes chapters on each of the high-incidence disabilities (SLD, EBD, MMR, TBI, ADHD, high-function autism). These chapters present federal definitions and other related definitions (ex: NJCLD definition). Students will also be presented with the MN definitions for each disability. The text also presents a section on school and cultural factors surrounding identification of disabilities (page 62-64) and a class discussion revolving around this issue will be conducted. Each chapter (chapters 4-7) also includes information on identification of the specific disability and to further explore this topic, students with be introduced to the MN eligibility criteria for the various disabilities

Students will also read and discuss the article “Justifying and Explaining Disproportionality, 1968-2008: A critique of underlying views of culture.” (Artiles, et al)

Assessment: Students will complete end of the chapter case studies that include questions such as: “Do you think Dean has or had EBD?” “Which do you think came first—Larissa’s learning deficits or behavioral problems?” “Could anyone have identified Larissa’s disabilities earlier?” “What family factors have contributed to Tommy’s learning and behavior problems?”
After class discussion of the Artiles et al article, students will write a reflection on the issues of diversity as it relates to identification and eligibility of high-incidence disabilities.

An exam at the end of both units will also include questions related to identification, eligibility, definitions, and cultural and linguistic diversity.

**A4: Etiology, characteristics, and classifications of students with emotional or behavioral disorders, specific learning disabilities, developmental cognitive disabilities, autism spectrum disorders, other health disabilities, and traumatic brain injury**

**Instruction:** Unit two includes information on the study of, characteristics, and classifications of high-incidence disabilities. The unit includes 4 chapters, SLD, EBD, MMR, and other high-incidence disabilities including high-function autism, TBI, and ADHD. Readings for each chapter will be required and discussed (Example chapter title, Chapter 6 “Characteristics of Students with Mild Mental Retardation.”).

**Assessment:** Students will participate in class participation exercises including completion of end of chapter case studies and a graphic organizer outlining the development of understanding related to high-incidence disabilities (example: foundation period, emergent period and related understandings and beliefs). An exam at the end of the unit is required and students will be expected to recall information relating to each disability and its characteristics.

**A5: Similarities and differences across disabilities, including impact of coexisting conditions or multiple disabilities, on acquisition of academic, behavioral, functional, social, emotional, and communication skills and how to meet the needs in a range of service delivery models**

**Instruction:** This standard is addressed throughout the course in units one, two, and three. Page 16 of the course text has a section titled, “Overlap among high-incidence disabilities.” The end of chapter case studies on pages 19 and 20 also present two cases of students presenting characteristics that overlap among disabilities and asks students to reflect on the implications for classification and programming. After unit one, unit two explores each disability in-depth individually and after class discussion students will be assigned to complete a portion of a chart related to each disability category (see assessment). Unit three presents service delivery models and the types of needs each type of model would address and includes a historical foundation for this approach (text page 289).

**Assessment:** Students will complete a three circle comparison diagram showing the overlapping relationship between high-incidence disabilities while also distinguishing the uniqueness of each disability. Students will also complete a chart outlining the academic, behavioral, functional, social, emotional, and communication characteristics of each high-incidence disability. Students will then participate in a compare and contrast discussion.

Unit three exam will include a question(s) on how to match needs within the cascade of services model. All units include an end of unit exam.
A6: Levels of support required and a continuum of services available for students with developmental cognitive and other disabilities to succeed in a range of environments

Instruction: During unit three, the cascade of services model will be presented and discussed through a class lecture with instructor examples of how each level of support was utilized in a real-life experience. Unit three will also address collaboration, consultation and co-teaching (Chapter 11) and Chapter 10 “Characteristics of Effective General Education Settings for Students with High-Incidence Disabilities” will be discussed.

Students will also view the video The LRE Continuum: Appropriate Placement Decisions Under the IDEA and NCLB.

Assessment: Students will complete a Scenario/Solution project. For this project students will be given two to three different scenarios and asked to individually determine a solution to each scenario based on the perspective of a parent, regular education teacher, and special education teacher (scenarios will include learner characteristics and classroom characteristics), students will then be asked to determine the appropriate placement with the cascade of services as well as levels of support in the regular education curriculum. After individually arriving at a solution, students will then be grouped to arrive at a group decision based on individual perspectives.

A7: Research-based theories of behavior and the impact of disability, gender, familial background, socioeconomic status, cultural, and linguistic factors on perceptions and interpretations of behavior for students with emotional or behavioral disorders and other disabilities;

Instruction: This standard is addressed within units one and two of the course. Students read Chapter 1 which provided definitions and terminology for each high-incidence disability. Students also read Chapter 3 which explains biological and environmental risk factors. In Unit 2, students read Chapter 5 “Characteristics of Students with Emotional and Behavioral Disorders.” Students participate and lectures and in-class activities throughout both units.

Assessment: Exams at end of both units. EBD Graphic Organizer: Disorder, common associated behaviors, effects on learning, suggested instructional support, analysis of overlapping characteristics. Diversity reflection

A8: Impact of abuse and dependency on individuals, their families, and the community

Instruction: Students will listen to audio clips from the website “The Sounds of Resilience.” The clips allow listeners to hear the voices of teenagers who have suffered from abuse, neglect, and other types of traumas and hear the impacts of this on their emotions and thought-processes. Students will also read the article “The impact of childhood abuse and neglect on adult mental health: a prospective study.” (Horwitz, et al, 2001)
Assessment: Students will write a one-page reflection on the article and audio. The narrative will ask students to not only reflect upon how abuse and neglect affect individuals and families, but also schools and communities.

A9: Impact of information processing deficits on children and youth with specific learning disabilities and other disabilities

Instruction: Lecture presenting information processing theory will be presented. Lecture will be based on information from Boyle and Scanlon, Chapter 3, “Learning Theories: Past and Present” (pages 86-93).

Assessment: After participating in the class lecture, students will complete the information processing project. Students will be expected to create a unique depiction or model of information processing theory. Then, using the information they have gathered regarding the characteristics of students with high-incidence disabilities write a narrative explaining how their model would function differently for students with each type of disability.

A10: Legal, judicial, medical, and educational systems and their terminologies and implications in serving students with disabilities

Instruction: Special emphasis will be placed on vocabulary building in unit two. Focus words for class discussion will include (but not limited to): teratogen, temperament, syndrome, social maladjustment, self-determination, resiliency, risk factor, eligibility, fetus, etc.)

Assessment: Students will create a crossword of key vocabulary words using a free website resource and then also complete a crossword of a classmates. Upon becoming familiar with the terms, students will reflect upon the words and what they imply regarding services for students.

A11: how attributions, anxiety, withdrawal, and thought disorders affect learning and behavior

Instruction: Lecture based on chapter 5 “Characteristics of Students with Emotional and Behavioral Disorders.” The chapter includes examples of internalizing behaviors throughout early childhood, elementary, and adolescence (page 118) as well as common treatments and interventions for anxiety and thought disorders.

Students will also view the video ABCs of Emotional Behavior Disorder. The DVD addresses finding student strengths and instructional strategies in elementary and middle school.

Assessment: Students will complete an exam at the end of the unit. Exam will include question(s) such as what is anxiety and how do children show signs they are experiencing anxiety? What are common thought disorders often seen in early childhood, elementary grades, and adolescence and how do these disorders affect learning and behavior?

A12: the major mental health disorders manifested during early childhood, childhood, adolescence, and adulthood and the complexities of co-morbidity including behavioral
manifestations of these disorders and their effects on learning and implications for instruction

Instruction: Lecture and required reading of chapter 5 “Characteristics of Students with Emotional and Behavioral Disorders”

Assessment: Students will complete a graphic organizer that includes the major mental health disorders manifested during each stage of development (ex: conduct disorder, oppositional defiant disorder, etc.). Students will fill in the common behaviors for each disorder, the effects of the disorder on learning, and complete an analysis of overlapping characteristics. Students will then analyze how having a mental health disorder along with a coexisting condition such as a learning disability would affect learning and planning for instruction.

B11: Address factors such as gender, socioeconomic status, and familial, cultural diversity that may influence the identification of students in the areas of specific learning disabilities, emotional or behavioral disorders, developmental cognitive disabilities, autism spectrum disorders, and other health disabilities

Instruction: Students will review material from unit one of the course focusing on causal factors relating to disability identification (such as environmental, community, school, and cultural factors) before reading Chapter 12 “Prevention and Early Intervention: Setting the Stage for Effective Learning.” The lecture for this chapter will place special emphasis on primary, secondary, and tertiary prevention strategies.

Students will also view the video Cultural Bias in Education. The video explores the relationship between standardized testing and cultural diversity and questions whether cultural bias can be eliminated from standardized testing.

Assessment: Students will complete end of the chapter case studies focusing on prevention strategies as well as a series of multicultural case studies from Cases in Special Education by Boyle, et al. Students will apply knowledge from the video and readings while responding to the case study questions.

D1: Access services, networks, agencies, and organizations for individuals with autism spectrum disorders, developmental cognitive disability, emotional or behavioral disability, specific learning disabilities, and other health disabilities and their families

Instruction: Instructor will present community resources available for assisting students and families with various disabilities. Local service providers will also be invited to class to present and share information.

Assessment: In teams, students will participate in a “Scavenger Hunt of Resources.” Teams will search for services, networks, agencies, and organizations from A to Z. Points will be earned for most resources, most variety (resources serving different needs/disabilities), most materials collected, and most letters of the alphabet (A to Z).
D4: Differentiate the roles and responsibilities of mental health professionals and agencies from those of school professionals in order to align services to children and youth with disabilities

Instruction: This standard is addressed during the lecture covering chapter 11 “Collaboration, Consultation, and Co-Teaching.” Page 295 of the chapter identifies roles and responsibilities for a variety of professionals. A team of professionals (including school and outside agencies) will also be invited to the class to present their view of their professional roles and responsibilities.

Assessment: Students will complete a who is responsible chart to aid in class discussion. Students will also respond to collaboration case study questions such as “Is prescribing an anti-depressant to help Carrie’s depression an appropriate strategy?” “What types of teaming skills are needed to help Carrie receive a free appropriate public education?” and “What types of supports did Ms. Rodriguez provide that helped Janice meet Kevin’s needs?”