COURSE DESCRIPTION:
CIEP 401 offers an introduction to special education and focuses on the diverse needs of exceptional children from an educator's perspective. Definitions, classification systems, etiologies, epidemiological information and the educational, cultural, social and biological characteristics of individuals with learning and behavioral disabilities will be addressed. Significant historical trends, current issues and the impact of local, state and federal laws and regulations on educational services for children with disabilities will be examined. Students will learn how to apply psychological principles to instructional situations and how to avoid discriminating against students with exceptional needs.

1. Students will gain an understanding of the characteristics and educational needs of students with a wide range of characteristics commonly classified as exceptional.
2. Students will understand the basic processes and procedures involved in assessment, identification, and placement of students referred for special education.
3. Students will gain an appreciation of the impact of educational and psychological disabilities upon the individual and the destructive role of prejudice.
4. Students will gain an understanding of the legal and ethical considerations that directly affect how society is challenged to meet the needs of exceptional students.
5. Students will learn about regulatory requirements, legislation, and the history of education for students with specific needs.
6. Students will use electronic resources to research educational resources for teachers and parents of exceptional students.
7. Students will participate in exploring awareness, acceptance, and embracement of diversity through discussions and classroom activities.

COURSE OBJECTIVES:

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Objective 1a: Candidates will demonstrate knowledge of the connection between civil-rights issues and people with exceptionalities. Specifically, this course will cover the six principles of the Individuals with Disabilities Education Act 1997 (IDEA), IDEA 2004, Section 504, the use of “people first” language, and the four outcomes identified by Congress for persons with special needs.

Objective 1b: Candidates will demonstrate an understanding of socially constructed concepts of race, culture, ethnicity, socioeconomic class (SES), gender, and identity. Candidates will acquire knowledge of the traditions, cultures, and languages of principal minority and ethnic groups residing in the state.

Objective 1c: Candidates will demonstrate an understanding of the process of second language acquisition and strategies to support the learning of students whose first language is not English. The needs of English language learners will be embedded in instruction throughout the coursework.

*CEC Common Core Standard 1; NCATE Standard 5a.*

Objective 2a: Candidates will demonstrate knowledge of where the field of education has been, is now, and is going with regard to providing supports for people with special needs, their teachers, and family members.

Objective 2b: Candidates will demonstrate an understanding of the characteristics and educational needs of students with a wide range of characteristics commonly classified as exceptional. Candidates will

*CEC Common Core Standards 1-3, 6, 9; NCATE Standard 1.*

Objective 3a: Candidates will demonstrate an understanding of state-of-the-art assessments and interventions for individuals with exceptionalities. These will include, but will not be limited to, problem solving, Response to Intervention, positive behavioral supports (e.g., universal, group, individual), community schools, wrap-around services, access to the general curriculum approaches, quality of life, family-school partnerships, and curriculum-based assessment. Candidates will demonstrate an understanding of all types of classroom assessments and begin to acquire an ability to analyze student data. Candidates will receive exposure to the key principles from cognitive

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psychology about how human beings learn and children develop. Candidates will demonstrate knowledge of classroom management strategies and special education. Candidates will become familiar with the most critical education issues of the day, including the “achievement gap.”

Objective 3b: Candidates will demonstrate an understanding of the role of assessment in learning and instruction, and construct methods that appropriately evaluate the performance of diverse learners. While employing the Response to Intervention Model (RtI), candidates will demonstrate knowledge of scientifically based reading and math instruction for Tier Two and Tier Three diverse learners. Candidates will demonstrate knowledge of research-based Positive Behavioral Interventions for diverse learners.

CEC Common Core Standards 4, 5, 7, 8; NCATE Standards 2f, 2i, 3b, 3d, 4

Objective 4a: Candidates will demonstrate knowledge of how to collaborate with others (e.g., teachers, parents, community members, candidates, politicians) in advocating for the success of all students and their families.

Objective 4b: Candidates will be able to discuss professionals’ collaborative roles in referrals and in developing programming plans for students with special needs, using the 6 primary principles of IDEA through an individualized program plan (IEP). Candidates will demonstrate knowledge and skills needed by special education teachers at the elementary and secondary level, including behavioral analysis and modification.

CEC Common Core Standard 10; NCATE Standard 5a, 5c, 5d.

Objective 5: Candidates will demonstrate knowledge of how to use assistive and adaptive technology to support learner-centered strategies that address the diverse needs of students. Applications of technology will be integrated into the coursework as it relates to diverse learners.

CEC Common Core Standard 4; NCATE Standards

IDEA Objectives

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Gaining factual knowledge (terminology, classifications, methods, trends)
Learning fundamental principles, generalizations, or theories
Learning to apply course material (to improve thinking, problem solving, and decisions)

**Academic Honesty**

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

**Accessibility**

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: http://www.luc.edu/sswd/

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**EthicsLine Reporting Hotline**
Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. **You may file an anonymous report here on-line or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)**

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.

[www.luc.edu/ethicsline](http://www.luc.edu/ethicsline)

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**Conceptual Framework**

Through this course, the School of Education’s Conceptual Framework—*Professionalism in Service of Social Justice*—will be exemplified through its commitment to a democratic learning community. Students are expected to acquire and apply the knowledge, skills, and dispositions that will prepare them to support the development and education of all students.

**Dispositions**

Professional demeanor, suitability for practice and attitude with which the candidate approaches others, learning instruction and the profession will be assessed with the consequences of such conduct influencing successful course completion and program continuation. Dispositions will be assessed

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each semester according to the forms available in the Student Handbook. The purpose of assessing dispositions including, professionalism, fairness and the belief that all students can learn are important considerations in individual professional development.

**Diversity**

In concert with the mission statement for the School of Education, faculty, academic activities and learning environments will be sensitive and driven by individual, cultural, social and economic diversity awareness and respect. Diversity is addressed in the internship by presentations and discussions including topics such as nature and content of culture, immigration, gender rights and poverty.

**Electronic Communication Policies and Guidelines**

The School of Education faculty, students and staff respect each other’s rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at: [http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf](http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf)

**Technology**

This course acknowledges and addresses the belief that technology for school psychologists is multidimensional and helps the psychologist make informed decisions by applying this technology within the school community.

**Required Texts:**

ASSIGNMENTS:

1. Personal sharing activity  100 points
2. FBA/BIP  50 points
3. Achievement Gap Assignment  40 points
4. Sean’s Story worksheet  10 points
5. Understanding Student Needs worksheet  10 points
6. Cooperative Learning Projects  300 points
7. Tests (30)  300 points
8. Small Group Portfolio Project  200 points

900- > A
800 – 900 B
700 – 800 C
600-700 D
## TENTATIVE CLASS SCHEDULE

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
<th>DUE DATES</th>
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</thead>
</table>
| 5-18-15  | *Course Overview  
*Ch 1 Overview of SPED  
Ch 2-Universal design/ | Chp. 1,2,3,4  |            |
| 5-20-15  | Ch 3-Collaboration & Multi-cultural Responsiveness  
Ch 4-Families/Partnerships |               | CLP#1     |
| 5-27-15  | *Ch 5-learning disabilities | 6,7           |           |
| 6-1-15   | Test One-chs 1-5  
* Ch 6 Communication Disorders | Ch 8 & 9      | CLP#2     |
| 6-3-15   | *Ch 7 Emotional/Behavior disabilities  
Ch 8 ADHD  | Ch 10, study for test | CLP #3     |
| 6-8-15   | Ch 9 Intellectual Disabilities  
Ch 10 Severe and Multiple Disabilities | Ch 11        |           |
| 6-10-15  | Test Two-chs 6-10  
Ch 11 Autism | Ch 12 & 13    | CLP #4     |
| 6-15-15  | Personal Experience Night  
Ch 12 Physical disabilities & OHI  
Ch 13 Traumatic Brain Injury | Chs 14 & 15  | CLP#5     |
| 6-17-15  | Personal Experience Night  
Ch 14 Hearing Loss  
Ch 15 Visual impairments | Ch 16, study for test | CLP #6     |
| 6-22-15  | Ch 16 Gifted, Test 3, chs 11-16 | Prepare portfolios |           |
| 6-24-15  | Portfolio presentations |               |           |
| 5-25-15  | No class |               |           |
1. **Personal experience sharing**: prepare a ten minute presentation regarding a personal experience of substantial impact (cultural experience, etc) or share an educational experience of powerful impact.

2. **FBA/BIP project**: consists of getting together in a small group during class and working together in an FBA/BIP process by reading a child’s behavioral scenario and developing a supportive plan: Will be done in class.

3. **Achievement Gap Assignment**: you will find details in Sakai under assignments: will be assigned once thread is opened in Sakai-instructor will let you know when that occurs.

4. **Sean’s Story Assignment**: will be completed after viewing the Sean’s Story film.

5. **Understanding Student Needs Assignment**: will be completed after viewing the film.

6. **COOPERATIVE LEARNING PROJECTS**:

   The cooperative learning project points will be fulfilled in the following manner: The class will be divided into cooperative learning groups and each group will compose a **written response to the assigned topic/question** and submitted to the instructor in writing for evaluation. **Credit for cooperative learning projects completed in class cannot be made-up if a student is absent from class. However, all students will be allowed one free pass on cooperative learning projects. In other words, if we complete six projects, only five will be recorded for a grade.** The guidelines for participation are as follows:

   1. Everyone should have an opportunity to participate.
   2. Minority opinions and ideas should be discussed and considered – thus each member should be checked with prior to turning in the completed activity. If there is dissenting opinion within the group, attach a written addition to the final product.
   3. Share responsibilities by taking turns writing the summary, leading the group, etc.
   4. Prior to completing an activity, discuss how the group process went and develop a plan (if necessary) for improving communication.
   5. If there is an unresolved conflict within your group, talk with the instructor.

7. **Test-3 tests, 100 points each, multiple choice (approximately 50 questions)**

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8. Small Group Portfolio Project

All students will be required to choose a Portfolio Topic as listed in the link entitled Portfolio Sign-up located in Assignments. It will be completed with 1-3 partners from class. Partners will be determined within the first few class sessions.

Objective: Your assignment is to research learning/behavioral intervention strategies and provide classmates with a summary of strategies, including detailed methods to implement the intervention/strategy. Student will focus on an area of exceptionality, such as learning disabled, behavior disordered, mental retardation, autism, AD/HD, parenting supports/interventions.

Task: Must be a practical, informative hands-on guide to assist teachers/educational teams in assisting students. This is a direct intervention project.

Student teams will present to class (in a ten-fifteen minute summary) and provide hand-out on the week in which disability is covered in class or at the established Portfolio presentation time assigned to your pair.

Output: Provide all students with a useful summary with interventions and journal references where strategies are described in more detail.

9. Class participation—participating in class discussion, any additional, small assignments that may be assigned

WEBSITES OF INTEREST:
US Department of Education
http://www.ed.gov/
US Office of Special Education
http://www.ed.gov/offices/OSERS/
ERIC Clearinghouse
http://ericc.org/
University of Virginia – Special Education
http://curry.edschool.virginia.edu/go/specialed/
US Autism Society
http://www.autism-society.org/

Illinois State Board of Education
http://www.isbe.state.il.us/
Council for Exceptional Children
http://www.cec.sped.org/
National Council on Disability
http://www.ncd.gov/
Learning Disability Association
http://www.ldanatl.org/

FILM TITLES
DISABILITY
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<table>
<thead>
<tr>
<th>Movie Title</th>
<th>Disability/Learning Disorder</th>
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<tbody>
<tr>
<td>A Beautiful Mind</td>
<td>Schizophrenia</td>
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<td>Awakenings</td>
<td>Rare Neurological Disorder</td>
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<td>Best Boy</td>
<td>Mental Retardation</td>
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<td>Bill</td>
<td>Mental Retardation</td>
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<td>Born On The Fourth Of July</td>
<td>Paraplegic</td>
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<td>Boys On The Side</td>
<td>Aids</td>
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<td>Butterflies Are Free</td>
<td>Visual Impairment</td>
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<td>Children Of A Lesser God</td>
<td>Hearing Impairment</td>
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<td>Death Be Not Proud</td>
<td>Brain Tumor</td>
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<td>Dominic And Eugene</td>
<td>Mental Retardation</td>
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<td>Neurofibromatosis</td>
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<td>Forest Gump</td>
<td>Paraplegic, Cognitive Disability</td>
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<td>Good Will Hunting</td>
<td>Gifted</td>
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<td>If You Could See What I Hear</td>
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<td>Interrupted Melody</td>
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<td>Lorenzo's Oil</td>
<td>Rare Brain Dystrophy</td>
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<td>Mask</td>
<td>Physical Deformity</td>
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<td>Miracle Worker</td>
<td>Deaf/Blind</td>
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<td>My Left Foot</td>
<td>Cerebral Palsy</td>
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<td>My Private Idaho</td>
<td>Narcolepsy</td>
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<td>Of Mice And Men</td>
<td>Mental Retardation</td>
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<td>Passion Fish</td>
<td>Unknown Disability</td>
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<td>Patch Of Blue</td>
<td>Visual Impairment</td>
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<td>Philadelphia</td>
<td>Aids</td>
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<td>Places Of The Heart</td>
<td>Visual Impairment</td>
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<td>Rain Man</td>
<td>Autism</td>
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<td>Scent Of A Woman</td>
<td>Visual Impairment</td>
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<td>Sneakers</td>
<td>Visual Impairment</td>
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<td>The Switch</td>
<td>Quadriplegia</td>
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<td>The Best Years Of Our Lives</td>
<td>Physical Disability</td>
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<td>The Doctor</td>
<td>Cancer</td>
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<td>The Homecoming</td>
<td>Paraplegic</td>
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<td>The Hunchback Of Notre Dame</td>
<td>Physical Deformity</td>
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<td>The Light That Failed</td>
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<td>The Man Without A Face</td>
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<td>Other Side Of The Mountain</td>
<td>Paraplegia</td>
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<td>To Race The Wind</td>
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<td>Wait Until Dark</td>
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<td>Water Dance</td>
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<td>What's Eating Gilbert Grape?</td>
<td>Retardation</td>
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<tr>
<td>When Billy Broke His Head</td>
<td>Traumatic Brain Injury</td>
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<tr>
<td>When You Remember Me</td>
<td>Muscular Dystrophy</td>
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