SPED 5780: Foundations in Special Education & Legal Issues

Fall Semester 2014

Class meeting time: Fall Semester, Thursdays, 4:30 - 7:00 p.m.
Credits: 3
Location: Online course delivery in Canvas using Adobe Connect desktop videoconferencing.
Instructor: Barbara Fiechtl
Office: Center for Persons with Disabilities, Room 180
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Mailing Address: Center for Persons with Disabilities, 6801 Old Main Hill
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Communication
In most cases, students may expect responses to their phone or email communications within two days of being received.

Other contact information
Program Assistant: Patti Bodine
Phone: (435) 797-0861
Fax: (435) 797-3944
E-mail: patti.bodine@usu.edu
Technical Support Specialist: Dave Harris
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E-mail: david.harris@usu.edu

Required Texts and Materials
- Utah’s Early Childhood Core Standards. (You received a copy of the standards at the Orientation Workshop. If you cannot locate it, please go to the USOE website and print a copy.

- Class Participation
There are two ways for you to participate in class each week: written and oral. Your online Adobe Connect class has a built-in chat tool for you to type your questions and responses. This works well for brief communications (a sentence or less). To engage in lengthier discussions, you will be expected to use the microphone built into your computer or please request an external microphone from ECATP. Points are rewarded in class each week for verbal participation. You will be expected to contribute information at least two times orally in class during the large group sessions.

Course Objectives with 2012 CEC Common Core (ISCI) and Early Childhood Special Education (ECSE) Standards

UNIVERSITY COURSE EVALUATION --Objective 1 Gaining factual knowledge (terminology, classifications, methods, trends)
Describe special education as a discipline, including instructional models and support services, legislation, infrastructure and relationship to other educational agencies: ISCI6K1; ISCI6K3
Describe the historical and philosophical trends in, and legal basis for, services to young children with disabilities: ECSE6K1
Identify legal programming obligations under IDEA: ISCI6K6; ECSE6S8
UNIVERSITY COURSE EVALUATION --Objective 3: Learning to Apply Course Material (to improve thinking, problem solving, and decisions)

Identify rights and responsibilities of parents, teachers, other professionals, and schools related to children's exceptional learning needs, and setting/monitoring instructional goals: ISCI6K4; ISCI6K7; ISCI5S2; ISCI7K2; ISCI7S1

Describe issues in the definition and identification of young children with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds: ISCI6K5

Describe laws and ethical issues related to behavior management: ISCI6K2

Demonstrate instructional strategies that address the special learning needs of preschool-age children who are English Language Learners: ISCI5S6; ECSE6S6

UNIVERSITY COURSE EVALUATION --Objective 8: Developing skill in expressing myself orally or in writing

Identify ways that teachers can address the concerns of families who have children with special learning needs and facilitate their involvement: ECSE6S2; ISCI7K3; ISCI7S2; ISCI7S3; ISCI7S4; ISCI7S10

Calendar/Canvas

Tasks to complete each week are included in the following Calendar section. Assigned readings, handouts and each week’s PPT slides are located in Canvas – Modules. Assignments are linked in Canvas – Assignments. Throughout the semester, there will be guest speakers on different topics. There will be some recorded lectures and outside modules to complete in place of class some weeks.

Week 1 (8/28/14) Class orientation and Historical Trends in Services to Young Children with Disabilities
- Download or print a copy of the syllabus to view during class.
- Bring to class the assignment linked in Canvas, Getting Ready to Teach IEP Goals and Track Child Progress: The Sequel
- If you are also registered for SPED 5870, Field Based Applications III, please download or print a copy of the syllabus and bring to class.
- If using an external microphone, remember to plug it into your computer before logging into Adobe Connect.

Week 2 (9/4/14) Facilitating Peer Interactions and Family involvement in the IEP process

Tasks: Print the assignment linked in Canvas, Facilitating Peer Interactions during Free-Choice Work Time, and bring to class.
- Review the following 2 PPT presentations and take the quiz on the law and historical trends under Quizzes.
  - [http://www.slideshare.net/ac7563/early-childhood-special-education-13837707](http://www.slideshare.net/ac7563/early-childhood-special-education-13837707)
- Watch Family Involvement in the IEP Process – Archived Recording by Karen Borg, Utah Schools for the Deaf and the Blind and complete the study guide. Bring the study guide to class for discussion.
Week 3 (9/11/14) Assistive Technology- Online module- recordings from Heather Weese

Tasks: Complete the AT assignment posted in Module- Week 3.

Week 4 (9/18/14) Writing Effective PLAAFPs – Guest speaker: Carma Salvesen, ECSE Teacher, Box Elder School District.

Tasks: Print the handouts linked in Canvas module for week 4 and bring to class.

Week 5 (9/25/14) Practicing PLAAFPs – Guest speaker: Carma Salvesen

DUE: Play Project #1- Due Sept. 23, 6:00 p.m.
Tasks: Locate a proctor for your midterm exam that you will take anytime on October 9. The proctor may be your ECATP coach, school principal or secretary, or you may arrange to take the exam at your nearest USU Continuing Education site. Your proctor may not be someone whom you supervise such as a paraeducator.

Week 6 (10/2/14) -“Language Is Everywhere!” and “Math Is for Everyone” Discuss Observations for SPED 5870

Tasks: ONLINE module Emergent Literacy Skills: Preparing Future Readers
- Complete the Everyday Literacy and Responsive Teaching online modules posted in Week 6.
- Submit write up for each module. Be prepared to discuss in class next week.
- Bring the above articles and your copy of Utah’s Early Childhood Core Standards to class
- Come prepared to discuss SPED 5870 assignments/ questions.

Week 7 (10/9/14) Midterm Exam.
The exam is closed book, timed and proctored, and may be taken anytime on Thursday, October 9 that is convenient for you and your proctor.
- The exam covers lectures and handouts for weeks 1 through 6. The exam will not cover Utah’s Early Childhood Core Standards. Questions will be mainly application/short answer.
- The exam will be in the Quiz section of the Canvas page. The proctor will have the password to open the quiz.

Week 8 (10/16/14) Fall Break. Online module.
Tasks: Complete the Dialogic Reading module from CONNECT. (community.fog.unc.edu/connect-modules/learners/module-6) Submit the module write up.
Week 9 (10/23/14) Share Play data and FBA and behavior management cases
Tasks:  Come prepared to share your information from your online module last week.
DUE: Play project 1 Summary by Monday
- Play Project 2 by 5:00 p.m. Tuesday of this week.

Week 10 (10/30/14) Do You Speak My Language? Serving English Language Learners – Archived Recording
Tasks: Watch the Recorded lecture --*Do You Speak My Language? Serving English Language Learners – Archived Recording by Lillian Duran, Assistant Professor, USU Department of Special Education & Rehabilitation
- Refer to the handouts linked in Canvas prior to viewing: ELL Resources, PEER, and CROWD. Print if you wish to have copies. There are also linked video examples in Canvas that you will watch during the archived lecture.
- Submit lecture summary.

Week 11 (11/6/14) Special Education Law Guest speaker- Betsy Sutherland, USOE
Tasks: Read the handout linked in Canvas.

Week 12 (11/13/14) Working with students with autism- Guest speaker- Dr. Tom Higbee, ASSERT Director
Tasks: Review the material posted on Canvas

Week 13 (11/20/14) Teaching Strategies that Benefit Children with Low Vision/Blindness and Autism – Guest speaker: Bess Dennison, Director & Vision Specialist, Ski*Hi Institute, Utah State University.
DUE: Play project #2 summary, Nov. 21
Tasks: Read the articles posted in Module 13.

Week 14 (11/27/14) - Happy Thanksgiving! No class meeting.

Week 15 (12/4/14) Semester Wrap up
Tasks: Come to class prepared to report on your Play projects and your AT project.

Week 16 (12/11/14) Final Exam
The exam is closed book, timed and proctored, and may be taken any time on December 11 that is convenient for you and your proctor.
- The exam covers lectures and handouts since week 8. Questions will be mainly application/short answer.
- Same as the midterm, the exam will be posted in the Quiz section on Canvas. Your proctor will have the access code.
Assignments & Grading

The assignments, quizzes and exams listed in the table below will be used to calculate a final grade for SPED 5780. Assignments submitted after the due date (without prior approval of the instructor) will receive a 3% point reduction for each day past due.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Facilitating Peer Interactions, Activity 1</td>
<td>40</td>
<td>9/23/14</td>
</tr>
<tr>
<td>Play project 1 summary</td>
<td>15</td>
<td>10/20/14</td>
</tr>
<tr>
<td>Facilitating Peer Interactions, Activity 2</td>
<td>40</td>
<td>10/15/14</td>
</tr>
<tr>
<td>Play project 2 summary</td>
<td>15</td>
<td>11/21/14</td>
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<tr>
<td>Observation of Activity 1</td>
<td>50</td>
<td>10/15/14</td>
</tr>
<tr>
<td>Observation of Activity 2</td>
<td>50</td>
<td>11/5/14</td>
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<tr>
<td>Coach Observation of Activity 2, Weekly Lesson Plans &amp; Data Sheets</td>
<td>TBD</td>
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<tr>
<td>Quizzes</td>
<td>26</td>
<td></td>
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<tr>
<td>Module write ups/ Lecture summaries/ study guides</td>
<td>95</td>
<td></td>
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<tr>
<td>Midterm and Final exams</td>
<td>Approx. 300</td>
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<tr>
<td>Participation</td>
<td>8/class</td>
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- **Grading Scale**
  
  To compute your grade at any time, divide the total number of points you have received for submitted assignments and exams by the total number of possible points and multiply by 100. Use the following scale.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
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<tr>
<td>A-</td>
<td>90-94%</td>
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<td>B+</td>
<td>87-89%</td>
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<tr>
<td>B</td>
<td>83-86%</td>
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<tr>
<td>B-</td>
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<td>77-79%</td>
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<td>C-</td>
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<td>D</td>
<td>60-64%</td>
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<tr>
<td>F</td>
<td>Below 60%</td>
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