

Vanguard Academy
INTRODUCTION TO SPECIAL EDUCATION
SYLLABUS- 2022-2023

The instructor reserves the right to modify any aspect of the course syllabus or content. Any modifications will be communicated to students in advance.

Instructor Information

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Course Information

Required Textbook:

Heward, W.L., Kauffman, J.M., Albert-Morgan, S.R., & Conrad, M. (2017). Exceptional learners: An introduction to special education (11th ed.). Pearson.

Course Description

This course will provide teacher candidates with the knowledge and skills to assist in the identification of students with disabilities and to meet the needs of students with disabilities in the general classroom. Included in the course are: knowledge of the IDEA and Section 504 of the Rehabilitation Act; knowledge of the role of non-special-education teachers in the education of students with disabilities; knowledge and skills in implementing least restrictive behavior interventions; skills in implementing and assessing the results of interventions; and skills in the implementation of an educational program with accommodations, modifications, services, and supports established by an IEP or a 504 plan for students with disabilities in the general education classroom.

Course Outcomes

Upon successful completion of this course you should be able to:

1. Discuss the special education process, including legal basis, evaluations and IEPs

2. Describe the sub-types and characteristics of students with high- and low-incidence disabilities, as well as terminology used in eligibility, identification and placement procedures.
3. Identify effective instructional procedures that facilitate prevention and intervention strategies for use with students with mild and moderate disabilities.
4. Describe effective service delivery systems for students with mild and moderate disabilities at the elementary and secondary levels.
5. Describe the functions of assessment in (a) the classification of, and (b) instructional programming for students with mild and moderate disabilities.

Expectations & Instructional Approach

Throughout the course, you will be engaged in peer interactions on discussion questions, watching videos, writing, and completing quizzes. The variety of activities should provide you with a wide range of opportunities for learning.

Tentative Course Schedule:

Lesson:	Required Readings:	Class Activities and Discussion:
1	Chapter 1- The Purpose and Promise of Special Education	<ul style="list-style-type: none"> • Discuss Chapter 1 • It's Good to Go Fast! • First, Get a Goal • Self-Assessment
2	Chapter 2- Planning and Providing Special Education Services	<ul style="list-style-type: none"> • Discuss Chapter 2 • Whose IEP is This? • Class-wide Peer Tutoring • Self-Assessment
3	Chapter 3- Collaborating with Families	<ul style="list-style-type: none"> • Discuss Chapter 3 • Parent Appreciation Letters • Parents as Tutors • Self-Assessment
4	Chapter 4- Intellectual disabilities	<ul style="list-style-type: none"> • Discuss Chapter 4 • "Look, I'm all Finished! Recruiting Teacher Attention • Task Analysis • Self-Assessment
5	Chapter 5- Learning Disabilities	<ul style="list-style-type: none"> • Discuss Chapter 5 • Teaching Abstract Concepts with Explicit Instruction • Guided Notes: Helping All Students Succeed in the General Education Curriculum • Self-Assessment
6	Chapter 6- Emotional or Behavior Disorders	<ul style="list-style-type: none"> • Discuss Chapter 6 • Choral Responding: Good Noise in the Classroom

		<ul style="list-style-type: none"> • Response Cards: Everyone Participate • Self-Assessment
7	Chapter 7- Autism Spectrum Disorder	<ul style="list-style-type: none"> • Discuss Chapter 7 • Behavior Traps • Visual Activity Schedules • Self-Assessment
8	Chapter 8- Communication Disorders	<ul style="list-style-type: none"> • Discuss Chapter 8 • When is a Difference a Disability? • Helping the Students Who Stutter • Self-Assessment
9	Chapter 9- Deafness and Hearing Loss	<ul style="list-style-type: none"> • Discuss Chapter 9 • Communicating with a Deaf Person • Help Me Succeed in Your Classroom • Self-Assessment
10	Chapter 10- Blindness and Low Vision	<ul style="list-style-type: none"> • Discuss Chapter 10 • Setting Up a Classroom for Students with Visual Impairments • Increasing Independence with Self-Operated Auditory Prompts • Self-Assessment
11	Chapter 11- Attention-Deficit/Hyperactivity Disorder, Health Impairments, and Physical Disabilities	<ul style="list-style-type: none"> • Discuss Chapter 11 • Self-Monitoring Helps Students Do More Than Just Stay on Task • P.E. is for Everyone! • Self-Assessment
12	Chapter 12- Low-Incidence Disabilities: Multiple Disabilities, Deaf-Blindness, and Traumatic Brain Injury	<ul style="list-style-type: none"> • Discuss Chapter 12 • Embedding Core Academic Content into Functional Skill Instruction • Peer Buddies: Including Students with Severe Disabilities • Self-Assessment
13	Chapter 13- Gifted and Talented	<ul style="list-style-type: none"> • Discuss Chapter 13 • Problem-based Learning and Project-based Learning • High-Ability Cooperative Learning Groups • Self-Assessment
14	Least Restrictive Behavior Interventions	<ul style="list-style-type: none"> • Review LRBI Manual • A-1 Classroom Management Checklist • A-2 Functional Behavior Assessment • A-3 Behavior Intervention Plan • Self-Assessment
15	Chapter 15- Transition to Adulthood	<ul style="list-style-type: none"> • Discuss Chapter 15 • Self-Directed Video Prompting for Transition • Lifelong Learning and Community Inclusion • Self-Assessment
16		Exam