

IMMACULATA UNIVERSITY

EDL 631: The Roles and Responsibilities of the Special Education Teacher Spring 2011 Wednesdays 4:30 – 7:10

INSTRUCTOR: Maureen A. McQuiggan, Ed.D.

Website: <http://maureenmcquiggan.com/Immaculata.html>

Cell Phone: (610) 731-6794

Email: Maureen.Mcquiggan@rtsd.org

REQUIRED TEXTBOOK: Westling, D.L. and Fox, L. (2009) Teaching Students with Severe Disabilities (Fourth Edition) Pearson.

NOTE: The text is used for both EDL 631 and EDL 633. This course will cover Chapters 1, 2, 3, 4, 5, 6, 9, 12, 14, 20, 21.

COURSE DESCRIPTION: This course includes the roles and responsibilities of the special education teacher in inclusive or self-contained classroom settings. More specifically, development of Individualized Educational Programs (IEP), Functional Behavior Assessments (FBA), Behavior Intervention Plans (BIPs), screening and classification of students with special needs and knowledge of programs and services within the community are covered.

COURSE OBJECTIVES: Course participants will demonstrate knowledge of and competencies in the areas of:

1. the procedures for referral, evaluation, identification, and placement of special education students.
2. the models, theories, and philosophies that provide the historical basis of special education practices and law.
3. the array of service and placement options for students with disabilities.
4. the Due Process rights of parents and students.
5. selection, administration, evaluation and interpretation of formal and informal assessment tools.
6. creating Individualized Education Programs (IEPs)
7. techniques to assist and support regular education teachers.
8. early intervention models and transition programs.
9. the Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) process.
10. effective communications with parents and other team members.
11. the roles of all team members.

COURSE REQUIREMENTS AND GRADING SYSTEM: There are 100 points possible that can be earned in this course. The breakdown is as follows:

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|------------------------------------|-----------|
| 1. Exam 1..... | 25 points |
| 2. Exam 2..... | 25 points |
| 3. Group Project..... | 40 points |
| 5. Attendance, participation | 10 points |

100 total points possible

A	95-100%
A-	91-94%
B+	87-90%
B	83-86%

B-	80-82%
C+	77-79%
C	74-76%
C-	71-73%

D+	70%
D	69%
F	below 69%

Please Note: The Code of Academic Ethical Conduct, found in the student handbook will be strictly followed as will the undergraduate attendance policy.

COURSE FORMAT:

Unit I: Child Abuse, Universal Precautions, Health and Personal Care Procedures for Students
Chapters 14, 3, 4 and related handouts

Unit II: Ethical and legal issues as they apply to persons with disabilities.
Chapters 2, 5, 6, 9 and related handouts

Unit III: Evaluating student progress, documents, application project
Read Chapters 9, 12, 20, 21 and related handouts

Technology Policy:

Students are encouraged to bring lap top computers to class for online searches of special education documents, forms and other materials. The most current information regarding special education law, policies and practices will be found online.

Disabilities Policy:

Students with a documented disability (learning, physical, psychological), who are requesting reasonable academic accommodations, must contact their respective college offices. Undergraduate students should contact the Manager of Academic Success at X3278. Students in the College of Lifelong learning should contact the Assistant dean at X3243. The full university policy may be found at: www.immaculata.edu/ADAlearningaccommodationspolicy/pdf.

Class Calendar / Assignment Log

No Class: 3/2 Spring Break
Last Class 4/27

Date	Topics	Due <u>on</u> this Class Date
Class 1 1/19	Introduction, course overview, syllabus, Roles for medically fragile students: Delivering specialized health care	Purchase Text
Class 2 1/26	Medically fragile students (con't) <ul style="list-style-type: none"> • Universal precautions • Medically fragile students • Collaboration • Use of Paraeducators 	Chapter 14 – Providing Support for Health and Medical Needs. Bring 1 paraeducator article
Class 3 2/2	Child Abuse Parent – teacher conferences Communication	Chapter 3 – Collaborating Among Professionals and Paraeducators Read child abuse article on web site
Class 4 2/9	Unit I Exam - Electronic	Chapter 4 – Parents, Families and Cultural Issues
Class 5 2/16	Evaluation Reports and IEPs 504s Ethical Conduct	Chapter 2 - Philosophy and best Practice for Students with Severe Disabilities Unit I Exam Due
Class 6 2/23	Transition Planning, Indicator 13 Common special education practices and delivery models: inclusion, Rtl, and research-based programs	Chapter 5 – Planning Instructional Programs for Students with Severe Disabilities Chapter 20 – Meeting the Needs of Young Children Chapter 21 – Transition Planning and Adult Issues
3/2	NO CLASS SPRING BREAK *****	
Class 7 3/9	Review sample ER Assessing academics, behavior, goals and objectives Behavior – School-wide Positive Behavior Support Modifications and adaptations for PSSA and other standardized tests. Unit II Exam (take home)	Read Chapters 6 and 9, both related to assessment Chapter 12 – Providing Behavior Supports to Improve Challenging Behaviors
Class 8 3/16	Create groups, review project expectations, distribute RR	Unit II Exam Due Bring print out of group project to class. Bring RR and other materials needed to begin project to class.
Class 9 3/23	The IEP Process...guided group work (time permitted)	Bring ER or RR and other project materials
Class 10 3/30	The IEP process...independent group work	Bring RR and other materials
Class 11 4/6	The IEP Process...guided group work	Bring RR and other materials
Class 12, 13 4/13 and 20	The IEP Process...independent group work	Bring RR and other materials
Class 14 4/27	Group Presentations	7:10 PM deadline to hand in any remaining assignments for credit.