

Course Title: Students with Disabilities in School

Course Description: A survey course that presents the historical, philosophical and legal foundations of special education, as well as an overview of the characteristics of individuals with disabilities, the programs that serve them under the Individuals with Disabilities Education Act, and the diversity of the populations of individuals with disabilities.

Semester Credit Hours: 3

Prerequisite/Co-requisite: Development

Course Objectives/Standards

based on the Illinois Professional Teaching Standards (IPTS)

There are two levels that correspond to the standards/indicators identified below:

Introduced: Concepts/materials are covered at a beginning level of knowledge and/or skill.

Met: Concepts/materials are covered at a proficient level of knowledge and/or skill.

Upon successful completion of this course, the candidate will be able to:

Knowledge Objectives

- Understand how a student's disability affects processes of inquiry and influences patterns of learning (IPTS 1E – Introduced)
- Know the impact of cognitive, emotional, physical, and sensory disabilities on learning and communication processes (IPTS 2F – Introduced)
- Understand the areas of exceptionality in learning as defined in the Individuals with Disabilities Act (IDEA) and the State Board's rules for Special Education (23III. Adm. Code 226) (IPTS 3A – Introduced)
- Understand how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values (IPTS 3C – Introduced)
- Understand personal cultural perspectives and biases and their effects on one's teaching (IPTS 3F – Introduced)
- Understand concerns of parents of individuals with disabilities and knows appropriate strategies to collaborate with parents in addressing these concerns (IPTS 9F – Introduced)
- Understand roles of individuals with disabilities, parents, teachers, and other school and community personnel in planning individualized education programs for students with disabilities (IPTS 9G – Introduced)

- Understand that reflection is an integral part of professional growth and improvement of instruction (IPTS 10A – Introduced)
- Understand teachers’ attitudes and behaviors that positively or negatively influence behavior of individuals with disabilities (IPTS 10D – Introduced)
- Understand legal issues in education (IPTS 11D – Introduced)
- Be familiar with the rights of students with disabilities (IPTS 11F – Met)
- Know the roles and responsibilities of teachers, parents, students, and other professionals related to special education (IPTS 11G – Introduced)
- Know identification and referral procedures for students with disabilities (IPTS 11H – Introduced)

Performance Objectives

- Demonstrate positive regard for individual students and their families regardless of culture, religion, gender, sexual orientation, and varying abilities (IPTS 3N – Introduced)
- Assess his or her own needs for knowledge and skills related to teaching students with disabilities and seeks assistance and resources (IPTS 10I – Introduced)

Course Content/Topics:

- I. What is a Disability?
 - A. Classification and Labeling

- II. Perspectives
 - A. History
 - B. Philosophy
 - C. Families
 - D. Cultural Diversity

- III. Litigation and Legislation
 - A. IDEA
 - B. Legal Terms

- IV. Characteristics and Impact of Disabilities in Learning, Communication, and Behavior
 - A. Categories of Disabilities
 - Learning Disability
 - Autism
 - Traumatic Brain Injury

AAT Sample Course Syllabus – September 2003

- Speech Communication
- Deaf/Blind
- Physical Disability
- Mental Retardation
- Blind and Visually Impaired
- Deaf and Hard of Hearing
- Emotional Disturbance
- Other Health Impaired
- Multiple Disability
- Severe Disability

V. Students with Disabilities in a General Education Class

VI. Eligibility, Referral and Continuum of Services

VII. Roles and Responsibilities

Sample of Acceptable Course Assignments/Assessments/Artifacts:

*Required** (one or both required)*

- Early observation/experience with students with disabilities (30-50 hours)
- Service learning project(s) with individuals with disabilities. Examples:
 - ▶ Assisting students with disabilities on campus
 - ▶ Developing a circle of friends program for individuals with disabilities (participating in “Best Buddies”)
 - ▶ Raising money for assistive technology for an individual with a disability

**Assess performance by evaluation of professional behavior such as: promptness, timeliness, communication, interaction, etc.

Suggested

- Case studies
- Use of videos to exemplify course content and have students evaluate
- Role plays in class
- Survey/self-assessment of attitudes
- Panel of parents, school personnel, consumers, community members
- Assignments are collected and posted electronically