SPE 2000 Disabilities in the Context of Education and the Life Span

Disabilities Educ/Life Span

(2-0-2), F, S. Disabilities and the impact of the presence of a disability on the individual and the family or primary caregivers will be the focus of this course. Impacts on the educational process and within the social context across the life span will be addressed. A historical perspective of special education and awareness of related laws and legislation are also addressed. The relationship of special education to the organization and function of education agencies will be explored, including the impact of culture on the shaping of schools. Required of all Special Education majors. For individuals who have completed SPE 3000 Fall 2002 or earlier, SPE 2000 will be waived. SPE 2000 Short Title: DISAB IN ED/LS

Grading Methods: ☒ Traditional (ABCDF)  
☐ ABC/NC  
☐ C/NC  
☐ AU

Repeat information: ☐ May be repeated  
How many times _____  
For how many maximum total hours? _____  
☒ May not be repeated

Restriction(s): ☐ Open only to Special Education majors  
☐ Open to Non-Special Education majors  
☐ College affiliation (or exclusion)  
☐ Major affiliation (or exclusion):  
☐ Undergraduate level  
☐ Graduate level  
☒ Class level Must have sophomore standing

Prerequisite(s) None

Co-requisite(s) None

Equivalent EIU Course(s): None

Authority to waive prerequisite: Chairperson
Required Text:


Support of Conceptual Framework:

See “Relationship of the Course to Unit Theme and Conceptual Framework”

Methods of Instruction:

Information processing theory holds that students must receive information to process it and as a result of reception and perception, a student demonstrates output to show what they have learned. SPE 2000 is taught using input (lecture, readings, power point, and verbal discussion); information is then processed by the student (some of that information requires low level thought and other pieces require critical thinking); and finally students demonstrate output by completing an instructor assigned task (test, bias paper, group activity)

Learning Outcomes/Objectives:

See Standards...

Grading Policy:

The grading scale is as follows:

A = 90-100% of total points
B = 80-89% of total points
C = 70%-79% of total points
D = 60-69% of total points
F = less than 60% of total points

Assignments:

See “Methods of Assessment” and “Major Evaluation Components”...

Chart of Assessments:

See Chart...
### Undergraduate/Initial: Chart of Assessments

<table>
<thead>
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<th>Assessment Name</th>
<th>Brief Description</th>
<th>Initial Unit Standards Addressed</th>
<th>Dispositions Addressed</th>
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<tr>
<td>Exams/Tests</td>
<td>Multiple choice, Fill in blank</td>
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<td>☒ ☒ ☒ ☒ ☒</td>
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<tr>
<td>Bias Paper</td>
<td>Personal bias and solutions</td>
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<td>☒ ☒ ☒ ☒ ☒</td>
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<tr>
<td>Ear Dance Activity</td>
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<tr>
<td>Roles/Responsibility activity</td>
<td>Group activities of Diverse subjects</td>
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<td>☒ ☒ ☒ ☒ ☒</td>
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</tbody>
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**List of Initial Unit Standards:**
- Disposition 1 – Interaction with Students
- Standard 2 – Human Development & Learning
- Standard 3 – Diversity
- Standard 4 – Planning for Instruction
- Standard 5 – Learning Environment
- Standard 6 – Instructional Delivery
- Standard 7 – Communication
- Standard 8 – Assessment
- Standard 9 – Collaborative Relationships
- Standard 10 – Reflection and Professional Growth
Standard 11 – Professional Conduct

**List of Unit Dispositions:**
Disposition 1 – Interaction with Students
Disposition 2 – Professional and Ethical Practice
Disposition 3 – Effective Communication
Disposition 4 – Planning for Teaching and Student Learning
Disposition 5 – Sensitivity to Diversity and Equity
Catalog description:

2000 SPE. Disabilities in the Context of Education and the Life Span. (2-0-2) F, S. Disabilities, and the impact of the presence of a disability, on the individual and the family or primary caregivers will be the focus of this course. Impacts on the educational process and within the social context across the life span will be addressed. A historical perspective of special education and awareness of related laws and legislation are also addressed. The relationship of special education to the organization and function of education agencies will be explored, including the impact of culture on the shaping of schools. Required of all Special Education majors. For individuals who have completed SPE 3000 Fall 2002 or earlier, SPE 2000 will be waived.

Short Title: DISAB IN ED/LS

Objectives of the Course

This course is:

☐ Writing – Active
☐ Writing – Intensive
☐ Writing – Centered

This course is:

☐ Technology-aware: This course uses the Internet and other technologies to augment a regularly scheduled face-to-face course section by providing basic catalog, scheduling, syllabus, and other routine information via the Internet. No two-way technology-based interaction between faculty and students is facilitated.

☐ Technology-enhanced: This course adds opportunities for interaction between faculty member and the students or among students; course related information, including handouts and assignments, may be published dynamically during the course and students may submit and have assignments returned electronically. The primary and predominant mode of instruction is face-to-face.

☐ Technology-delivered: This course is designed and scheduled to use technology as the exclusive or predominant mode of instruction and faculty-student interaction.

☐ ITV: This course uses interactive television; it uses synchronous point-to-point interactive video as the exclusive or predominant mode of instruction.
Relationship of the Course to Unit Theme and Conceptual Framework

Conceptual Framework Unit Theme: Educator As Creator of Effective Educational Environments.

SPE 2000 is a course that examines the impact of an exceptional learning need on students’ academic and behavioral performance. To understand the significance of the impact, teachers must understand environmental variables such as societal attitudes, school culture, and teacher attitudes specific to their role in creating successful educational environments for students with exceptional learning needs.

The Five Domains: Subjects, Strategies, Students, Societies and Communities, and Technology:

Diverse Subjects: While SPE 2000 does not delve into specific curricular areas that disabilities may impact, the course does discuss how an exceptional learning need can generally impact academic and social/behavioral areas.

Diverse Strategies: SPE 2000 does not discuss specific curricular modifications and adaptations, but presents a philosophy espousing the necessity of diverse instructional strategies for the success of students with exceptional learning needs.

Diverse Students: SPE 2000 presents a philosophical position advocating that differences are inherent in all students – inclusive of students with exceptional learning needs. Those differences may be gender-based, cultural, religious, linguistic, or differences related to the learning process.

Diverse Societies and Communities: SPE 2000 does examine the impact of cultural values on defining an exceptional learning need and how those differences may be an influential variable in students receiving or not receiving special education services.

Additionally, students in SPE 2000 are asked to share about their experiences in the schools they attended and we discuss some differences found in urban, suburban, and rural school districts and the impact that may have on a student with an exceptional learning need.

Diverse Technologies: SPE 2000 does not really address technologies used with students with exceptional learning needs.
The Learning Model for this course is:

Information Processing Model

Methods used in teaching this course which reflect this learning model:

Information processing theory holds that students must receive information to process it and as a result of reception and perception, a student demonstrates output to show what they have learned. SPE 2000 is taught using input (lecture, readings, power point, and verbal discussion); information is then processed by the student (some of that information requires low level thought and other pieces require critical thinking); and finally students demonstrate output by completing an instructor assigned task (test, bias paper, group activity)

**Methods of assessment** of student performance relative to the theme and/or the domains):

- Tests – Measures all domains
- Bias paper – Diverse Students and Diverse Societies and Communities
- Ear Dance - Diverse Students
- Roles and Responsibility Activity – Diverse Subjects
CEC Content Standards Addressed In This Course

CEC Common Core Standards, including Knowledge and Skills:

Standard 1 (CEC Common Core)
Demonstrates an understanding of models, theories, philosophies and issues of special education and the laws and policies that govern practice.

Knowledge –

- Awareness of models, theories, and philosophies that form the basis for special education practice.
- Awareness of laws, policies, and ethical principles regarding behavior management planning and implementation
- Relationship of special education to the organization and function of educational agencies.
- Rights and responsibilities related to exceptional learning needs.
- Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.
- The role of families in the educational process.
- Impact of the dominant culture on shaping schools and the individuals who study and work in them.
- Potential impact of differences in values, languages, and customs that can exist between the home and school.

Skill –

- Articulate personal philosophy of special education.

Standard 2 (CEC Common Core) –
Understands the impact disabilities have on the cognitive, physical, emotional, social and communication development of an individual and provides opportunities that support the intellectual, social, and personal development of all students.

- The similarities and differences among the cognitive, physical, sensory, cultural, social and emotional development and needs of individuals with and without disabilities.
- Major genetic and environmental etiologies of cognitive, sensory, emotional and physical disabilities.
- Effects of the cultural and environmental milieu of the child and the family on behavior and learning.
CEC Content Standards Addressed In This Course (Cont’d)

- The impact of sensory disabilities on development, learning and behavior.
- Effects of sensory input on the development of language and cognition of students with sensory impairments, including the impact on cultural development and familial structures.

**CEC Individualized General Curriculum Standards, including Knowledge and Skills:**

**Standard 1 - Foundations**

**Knowledge:**

- Definitions and issues related to the identification of individuals with disabilities*.
- Historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice.
- The legal, judicial, and educational systems to assist individuals with disabilities*.
- Continuum of placement and services available for individuals with disabilities*.
- Factors that influence the overrepresentation of culturally/linguistically diverse students in programs for individuals with disabilities*.
- Principles of normalization and concept of least restrictive environment.

**Standard 2 - Development and Characteristics of Learners**

**Knowledge:**

- Impact of sensory impairments, physical and health disabilities on individuals, families and society.
- Common etiologies and the impact of sensory disabilities on learning and experience.

**CEC Individualized Independence Curriculum Standards, including Knowledge and Skills:**

**Standard 1 - Foundations**

**Knowledge:**

- Definitions and issues related to the identification of individuals with disabilities.
- Historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice.
- The legal, judicial, and educational systems to assist individuals with disabilities*.
CEC Content Standards Addressed In This Course (Cont’d)

- Continuum of placement and services available for individuals with disabilities*.
- Principles of normalization and concept of least restrictive environment.

Standard 2 - Development and Characteristics of Learners

Knowledge:

- Impact of sensory impairments, physical and health disabilities on individuals, families and society.

State of Illinois Standards Addressed in this Course

Illinois Professional Teaching Standards

- Understands teachers’ attitudes and behaviors that positively or negatively influence behavior of individuals with disabilities.
- Is familiar with the rights of students with disabilities.
- Knows the roles and responsibilities of teachers, parents, students, and other professionals related to special education.
- Knows identification and referral procedures for students with disabilities.

Common Core Standards for All Special Education Teachers:

Standard 1 - Foundations:

The competent special education teacher understands the philosophical, historical, and legal foundations of special education. [28.100(a)]

Knowledge Indicators:

The competent special education teacher understands

CC1A. historical perspectives, legislative and litigative history, models, theories, and philosophies that provide the basis for special education practice.

CC1C. variations in beliefs, traditions, and values across cultures within society and the effects of the relationship among child, family and schooling.

CC1E. issues in definition and identification procedures for individuals with disabilities, including those associated with individuals from culturally and/or linguistically diverse backgrounds.

CC1F. the rights and responsibilities of parents, students, teachers, and other professionals and schools as they relate to an individual’s learning needs and educational programs.
State of Illinois Standards Addressed in this Course (Cont’d)

**Performance:**

_The competent special education teacher_

CC1G. articulates a personal philosophy of special education including its relationship to the general curriculum and the concepts of least restrictive environment.

**Standard 2 - Characteristics of Learners:**

The competent special education teacher understands the impact that disabilities have on the cognitive, physical, emotional, social and communication development of an individual and provides opportunities that support the intellectual, social, and personal development of all students. [28.100(b)]

**Knowledge:**

_The competent special education teacher understands_

CC2A. the cognitive processes associated with various kinds of learning and how these processes can be stimulated and developed.

CC2B. the similarities and differences among the cognitive, physical, sensory, cultural, social and emotional development and needs of individuals with and without disabilities.

CC2E. typical and atypical motor development.

CC2L. effects of the cultural and environmental milieu of the child and the family on behavior and learning.

CC2N. the impact of sensory disabilities on development, learning and behavior.

CC2O. effects of sensory input on the development of language and cognition of students with sensory impairments, including the impact on cultural development and familial structures.

**Performance:**

_The competent special education teacher_

CC2P. accesses information on exceptional conditions when planning educational or transitional programs.

**Learning Behavior Specialist 1 Standards:**

**Standard 2 - Characteristics of Learners:**

The competent learning behavior specialist understands the impact that disabilities have on the cognitive, physical, emotional, social, and communication development of an individual and provides opportunities that support the intellectual, social, and personal development of all students (ages 3-21). [28.200(b)]
State of Illinois Standards Addressed in this Course (Cont’d)

Knowledge:

The competent learning behavior specialist understands

LBS2A. the impact of language disorders, processing deficits, cognitive disorders, behavioral/emotional/social disorders, and physical (including sensory) disabilities on learning.

LBS2B. the impact of language disorders, processing deficits, cognitive disorders, behavioral/emotional/social disorders, and physical (including sensory) disabilities on behavior.

LBS2C. the unique impact of multiple disabilities on learning and behavior.

Standard 1 - Content Knowledge:

The competent Early Childhood Special Education (ECSE) teacher understands the central concepts, tools of inquiry, and structures of developmental, functional, and learning curriculum areas appropriate to young children, and creates and provides integrated experiences that develop each child’s competence across curriculum areas. [28.240(a)]

Knowledge:

The competent ECSE teacher understands

1B. how current development, knowledge, beliefs, and dispositional frameworks influence attitudes and frameworks for further learning and development.

Standard 2 – Human Development and Learning:

The competent ECSE teacher understands how individuals grow, develop, and learn, as well as the implications of disabilities and other special needs and circumstances for development, and provides developmental and learning opportunities that ameliorate or remediate the effects of these conditions on the intellectual, social, emotional, and physical development of young children with disabilities from birth through grade three. [28.240(b)]

Knowledge:

The competent ECSE teacher understands

2A. different theories of human development and learning, including emerging knowledge of early neural development, ranges of individual variation within domains, and transactional influences between and among arenas of biological function and environmental conditions during pre-, peri-, and post-natal development.

2B. the characteristics and sequences of normal development in cognitive, emotional, social, language, and motor domains, as well as interactions and influences among domains.

2D. the educational implications of different disabilities, as well as their potential effects on development and life experiences in early childhood and over time.
State of Illinois Standards Addressed in this Course (Cont’d)

Standard 3 – Diversity:
The competent ECSE teacher understands how children and families differ in their perspectives and approaches to development, learning, and disability and provides curriculum and instructional environments within the context of family, classroom, and community that honor the families' and communities' beliefs, values, and practices. [28.240(c)]

Knowledge:
The competent ECSE teacher understands
3C. the significance of familial, cultural and social contexts for interpretation of disability and the role of the young child with disabilities within the family and community.

Standard 10 - Reflection and Professional Growth:
The competent ECSE teacher is a reflective practitioner who continually evaluates how choices and actions affect children, parents and other professionals in the learning community and actively seeks opportunities to grow professionally. [28.240(j)]

Performance:
The competent ECSE teacher
10D. articulates a philosophy and rationale for decisions and continually self-assesses and evaluates the effects of choices and actions on others (e.g., children, families, other professionals) as a basis for program planning and modification and continuing professional development.

Core Language Arts Standards for All Teachers:

Standard 2
All teachers should model effective reading, writing, speaking, and listening skills during their direct and indirect instructional activities. The most important communicator in the classroom is the teacher, who should model English language arts skills.

Knowledge Indicators:
The competent teacher
2A. Knows and understands the rules of English grammar, spelling, punctuation, capitalization, and syntax for both written and oral contexts.
2B. Understands how to communicate ideas in writing to accomplish a variety of purposes.
State of Illinois Standards Addressed in this Course (Cont’d)

Performance Indicators:

*The competent teacher*

2C. Models the rules of English grammar, spelling, punctuation, capitalization, and syntax in both written and oral contexts.

2D. Reads, understands, and clearly conveys ideas from texts or other supplementary materials.

2E. Writes and speaks in a well-organized and coherent manner that adapts to the individual needs of readers/listeners.

2H. Listens well.

*Technology Standards for All Teachers:*

**Standard 1 - Basic Computer/Technology Operations and Concepts**

The competent teacher will use computer systems to run software; to access, generate, and manipulate data; and to publish results. He or she will also evaluate performance of hardware and software components of computer systems and apply basic troubleshooting strategies as needed.

*Knowledge Indicator:*

*The competent teacher*

1A. Understands how to run computer software; access, generate and manipulate data; and publish results.

1B. Operates a multimedia computer system with related peripheral devices to successfully install and use a variety of software.

**Standard 2 – Personal and Professional Use of Technology**

The competent teacher will apply tools for enhancing personal professional growth and productivity; will use technology in communicating, collaborating, conducting research, and solving problems and will promote equitable, ethical, and legal use of computer/technology resources.

*Knowledge Indicator:*

*The competent teacher*

2D. Uses productivity tools for word processing, database management, and spreadsheet applications, and basic multi-media presentations.
State of Illinois Standards Addressed in this Course (Cont’d)

Standard 6 – Telecommunications and Information Access

The competent teacher will use telecommunications and information-access resources to support instruction.

Knowledge Indicator:

The competent teacher

6C. Uses electronic mail and web-browser applications for communications and for research to support instruction.
Major Evaluation Components:

Primary/assessment process, specific ways students’ performance are evaluated in this course relative to standards.

1. **Exams**: There will be a minimum of 4 non-cumulative exams plus a final exam. The exams will cover the readings in your text as well as lecture content. Failure to read the text will result in less than a positive outcome on exams. (CEC CC, IGC, and IIC Standards 1 & 2; Illinois CC Standards 1 & 2; Illinois LBS1 Standards 1, 2, & 3; Illinois Language Arts Standard 2A, 2C-2F & 2H; Illinois Technology Standard 1A; and IPT Standards 10D & 11F-11H)

2. **Resource Notebook**: All students will be required to purchase a three ring binder notebook. This notebook will be used to develop a special education resource notebook that will contain course handouts, lecture notes, and book notes. In addition, the instructor will call for additional research/ application materials to be added as appropriate to the module/topic being addressed in the course. The notebook will be submitted on the day of the final exam to be evaluated. Failure to submit your notebook will result in your grade for the course being lowered by one letter grade. (CEC CC, IGC, and IIC Standards 1 & 2; Illinois CC Standards 1 & 2; Illinois LBS1 Standards 1, 2, & 3; Illinois Language Arts Standard 2A, 2C, 2D & 2H; Illinois Technology Standard 1A; and IPT Standards 10D & 11F-11H)

3. **Philosophy**: Each student will articulate in writing and submit via e-mail their philosophy specific to special education and individuals with exceptional learning needs. (CEC CC Standard 1; Illinois CC Standard 1; Illinois Language Arts Standards 2A, 2B, 2C, and 2E; Illinois Technology Standards 1A, 1B, 2D, and 6C)

**Group Activities**: Throughout the course, there will be group activities that focus on applying concepts found in lecture and/or readings. As the activities are completed in groups, and occur during class, the group activities can not be made up due to an absence. (CEC CC, IGC, and IIC Standards 1 & 2; Illinois CC Standards 1 & 2; Illinois LBS1 Standards 1, 2, & 3; Illinois Language Arts Standard 2A, 2C-2F & 2H; Illinois Technology Standard 1A; and IPT Standards 10D & 11F-11H)
Outline of the Course

Module I: Perspectives on Special Education (4 weeks)

A. Historical Perspective on Education and Special Education
   1. Treatment of individuals with disabilities
   2. Mental Measurement (Binet, 1902; Gardner, 1997; Terman, 1916, 1921; Wechsler, 1949
   3. Categorization (Aristotle, 1927; Plato, 1936)
B. Labeling (Gallagher, 1976; Purkey, 1970; Rosenthal & Jacobson, 1968)
C. Civil and Educational Rights of Individuals with Disabilities
   1. Landmark court cases (Brown, 1954; Honig, 1988; Mills, 1972; Oberti, 1993; PARC, 1972; Rowley, 1982; Tatro, 1984)
   2. Landmark legislation
   1. Legislation
      a. Section 504
      b. PL 108-446
      c. ADA
   2. Introduction to Legal Mandates and related terminology
      a. Least Restrictive Environment and FAPE
      b. Continuum of Services
      c. IEP Meeting

Module II. A Model of Intellectual Functioning (1 week)
   1. Verbal
   2. Nonverbal
B. Processing (*Bloom, 1956; Guilford, 1967)

Module III. Impact of Disabilities (2 weeks)
A. On Development – Typical and Atypical Development (*Piaget, 1952; Gessel, 1925; Havinghurst, 1953)
B. On the Family
   1. The Family
      a. Ecological factors
      b. Cultural Diversity (NCATE Definition, 1986)
   2. Family—School Partnerships
      a. Parent involvement in education processes
      b. Cross-Cultural Dissonance and Other Barriers to Partnerships

Module IV. Two Primary Modalities of Learning: Visual and Auditory (2 weeks)
A. Terminology
   1. Vision
      a. Related terms
         1.) Nearsight
         2.) Farsight
   2. Hearing
      a. Related terms
         1.) Decibels/Intensity
         2.) Hertz/Frequency
      b. Definitions – Levels of Loss
B. The Eye
   1. Structure and Visual receptive process
      a. Parts of the Eye
      b. Visual receptive process
   2. Eye Dysfunctions
      a. Refractive Errors
      b. Eye Muscle Defects
         1.) Strabismus
         2.) Amblyopia
      c. Structural Abnormalities
         1.) Glaucoma
         2.) Cataracts
         3.) Other high prevalence conditions
C. The Ear
   1. Structure and Auditory receptive process
      a. Parts of the Ear
      b. Auditory receptive process
   2. Ear Dysfunctions
      a. Otitis Media
      b. Oscillator Dysfunctions
      c. Inner Ear problems
      d. Other
D. Visual and Auditory Acuity Problems
   1. Titmus
   2. Pure tone Audiometer

E. Impact of Visual and Auditory Acuity Problems on the Educational Process

Module V. Impact of Disabilities on Thinking and Behavior (2 weeks)
A. Processing (Epstein, 1974; Grady, 1984; Sylwester, 1995)
   1. The Brain
   2. Brain Functioning and Perceptive
B. Output
   1. Verbal
   2. Non-verbal
   3. Measuring output
C. Issues of Identification and Diagnosis
D. Causes and Prevention of Disabling Conditions

Module VI. Disabilities in the Context of Schools (2 weeks)
A. Relationship of Special Education to the Organization and Function of Educational Agencies
B. Special Education Services
   1. Service Delivery Options (Deno, 1970)
   2. Special Education and Related Service Professionals
   3. Participation in the General Education Curriculum
C. Roles and Responsibilities of Professionals and Others
   1. Special Educators
   2. Classroom Teachers
   3. Related Service Personnel
   4. Para-professionals
   5. Parents/Caregivers
   6. Child Advocates
   7. Medical Professionals

Module VII. Disabilities in Social Contexts (2 weeks)
A. Impact of the dominant culture on shaping schools and individuals who study and work in them
   1. Cultural Diversity
   2. Linguistic Diversity (including English Language Learners)
B. Society’s sensitivity regarding people with disabilities and their needs.
C. People First Language
D. Bias, discrimination and the effects on individuals with exceptional learning needs
   1. Teacher’s ethnicity and the effects
   2. Media portrayal
Reference List


Terman, L. (1921). Intelligence and its measurement. *Journal of Educational Psychology, 12*, 127-133.


