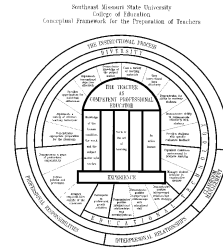


COURSE SYLLABUS

SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Elementary, Early & Special Education
Course: Introduction to Students Receiving
Cross-Categorical Services

Course No. EX628
New: Sp 99



“The Teacher As Competent Professional Educator”

I. Catalog Description and Credit Hours of Course:

Overview of definition, identification, classification, and etiology of mental retardation, learning disabilities, behavior disorders, and other disabilities identified under the Individuals with Disabilities in Education Act (3)

II. Prerequisite(s):

Teaching certificate.

III. Purposes or Objectives of the Course

By the end of the course, the student will have demonstrated acquisition of the knowledge base and skills necessary to:

- A. describe the special education process and placement options together with inclusion.
- B. describe the prevailing views regarding definition and etiology of persons with disabilities, with emphasis on the effects of sociopolitical and cultural factors.
- C. define the various disabilities as identified under the Individuals with Disabilities in Education Act (IDEA):
 1. Mental retardation
 2. Learning disabilities
 3. Emotional and behavioral disorders
 4. Communication disorders
 5. Hearing impairments
 6. Visual impairments
 7. Physical/health impairments
 8. Autism
 9. Traumatic brain injury
- D. describe major etiological factors associated with disabilities.
- E. describe major learning characteristics of persons with disabilities.
- F. compare likenesses and differences of learning characteristics between the various disabilities identified under IDEA.
- G. identify ways in which cultural factors influence the identification and education of persons with disabilities.
- H. identify various assistive technologies needed by people with disabilities.

IV. Expectations of Students:

Students will:

- A. complete all assigned readings in the textbook and selected professional journals
- B. participate in all class discussions
- C. demonstrate achievement of the course objectives by their performance on appropriate classroom examinations and/or written assignments.

V. Course	Content or Outline:	Hours
A.	Special education process 1. Referral process 2. Placement options	9
B.	Students with mental retardation 1. Etiology 2. Characteristics	3
C.	Students with learning disabilities 1. Etiology 2. Characteristics	3
D.	Students with behavioral disorders 1. Etiology 2. Characteristics	3
E.	Students with communication disorders 1. Etiology 2. Characteristics	3
F.	Students with hearing impairments 1. Etiology 2. Characteristics	3
G.	Students with visual impairments 1. Etiology 2. Characteristics	3
H.	Students with physical and health impairments 1. Etiology 2. Characteristics	3
I.	Students with autism 1. Etiology 2. Characteristics	3
J.	Students with traumatic brain injury 1. Etiology 2. Characteristics	3
K.	Comparison of characteristics between people with disabilities 1. Comparison of characteristics 2. Impact on education	3
L.	Assistive technology for people with disabilities 1. Assistive technology for academic deficits 2. Assistive technology for physical impairments 3. Augmentative communication	3
M.	The effects of multicultural processes on special education	3

VI. Textbook(s) and/or Other Required Materials or Equipment:

Heward, William L. (1996). Exceptional children: an introduction to special education (5th ed). Englewood Cliffs: Prentice-Hall.

VII. Basis for Student Evaluation:

Grades will be determined by:

- A. performance on classroom quizzes and examinations
- B. participation in and contributions to class discussions
- C. performance on teacher-designed assignments

VIII. Knowledge Base

Mental Retardation

American Association on Mental Retardation (1992). *Mental retardation: Definition, classification, and systems of supports* (9th ed.). Washington, DC: Author.

American Educational Research Association, American Psychological Association, & National Council on the Measurement in Education. (1985). *Standards for educational and psychological testing*. Washington, CD: American Psychological Association.

The Arc. (1992). *Report card to the nation on the inclusion and education of students with mental retardation*. Arlington, TX: Author.

Artiles, A.J. and Trent, S.C. (1994). Overrepresentation of minority students in special education: A continuing debate. *Journal of Special Education, 27*, 410-437.

Bijou, S. W. (1992). Concepts of mental retardation. *The Psychological Record, 42*, 305-322.

Council for Exceptional Children (1998). CEC international standards for entry into professional practice. [On-line] Available: <http://www.cec.sped.org/ps/ps-entry.htm> [Accessed 6 Oct. 1998].

Council for Exceptional Children (1998). CEC code of ethics and standards of practice. [On-line] Available: <http://www.cec.sped.org/ps/code.htm> [Accessed 6 Oct. 1998].

Division of Special Education. (1993). *Fiscal year 1994-1996 state plan for Part B of the Individuals with Disabilities Act as amended by P.L. 94-142*. Jefferson City, MO: Missouri Department of Elementary and Secondary Education.

Herrnstein, R. J. & Murray, C. (1994). *The bell curve: Intelligence and class structure in American life*. New York: The Free Press.

Hickson, L. A., Blackman, L. S. & Reis, E. M. (1995). *Mental retardation: Foundations of educational programming*. Needham Heights, MA: Allyn & Bacon.

Lipsky, D.K. and Gartner, A. (1991). Achieving full inclusion: Placing the student at the center of educational reform. In W.S. Stainback and S. Stainback (Eds.) *Controversial issues confronting special education: Divergent perspectives* (pp. 3-12). Boston: Allyn & Bacon.

Meyen, E. L. (1996). *Exceptional children in today's schools* (3rd ed.). Denver: Love.

Pugach, M. and Johnson, L.J. (1989). Prereferral interventions: Progress, problems, and challenges. *Exceptional Children, 56*, 217-226.

Schafer, W. D. (1991). Essential assessment skills in professional education of teachers. *Educational Measurement: Issues and Practice, 10*(1), 3-6.

Smith, J. D. (1994, September). The revised AAMR definition of mental retardation: the MRDD position. *Education and Training in Mental Retardation and Developmental Disabilities*. pp. 179-228.

Thearc (1998). Introduction to mental retardation. [On-line] Available: <http://www.thearc.org/faqs/mrqa.html> [Accessed 15 Sept. 1998].

Turnbull, A. and Turnbull, R. (1986). *Families, professionals, and exceptionality: A special partnership*. Columbus OH: Merrill.

Turnbull, A., Turnbull, R., Shank, M., Leal, D. (1999). *Exceptional lives: Special education in today's schools* (2nd ed.). Upper Saddle River, NJ: Merrill.

Wechsler, D. (1991). *Manual for the Wechsler Intelligence Scale for Children-III*. San Antonio: The Psychological Corporation.

Behavior Disorders

American Academy of Child and Adolescent Psychiatry [1997]. Conduct disorders. [On-line]. Available: <http://www.aacap.org/factsfam/conduct.htm> [Accessed 6 Oct. 1998]

American Academy of Child and Adolescent Psychiatry [1997]. Children who can't pay attention. [On-line]. Available: <http://www.aacap.org/factsfam/noattent.htm> [Accessed 5 Oct. 1998]

American Academy of Child and Adolescent Psychiatry [1997]. Children's major psychiatric disorders. [On-line]. Available: <http://www.aacap.org/factsfam/majrpsyc.htm> [Accessed 1 Oct. 1998]

American Psychiatric Association. (1987). *Diagnostic and statistical manual of mental disorders* (3rd ed., revised). Washington, DC: Author.

American Psychiatric Association (1994). *Diagnostic and statistical manual of mental disorders: DSM-IV* (4th ed.). Washington, DC: Author.

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Campbell, S.B., & Werry, J.S. (1986). Attention deficit disorder (hyperactivity). In H. C. Quay & J. S. Werry (Eds.), *Psychopathological disorders of childhood* (3rd ed.). New York: Wiley.

Carson, R.R., Sitlington, P. and Frank, A.R. (1995). Young adulthood for individuals with behavioral disorders: What does it hold? *Behavioral Disorders*, 20, 127-135.

Executive Committee of the Council for Children with Behavior Disorders (1989). White paper on best assessment practices for students with behavioral disorders: Accommodation to cultural and individual differences. *Behavioral Disorders*, 14, 263-278.

Forness, S. R., & Knitzer, J. (1992). A new proposed definition and terminology to replace "serious emotional disturbance" in Individuals with Disabilities Act. *School Psychology Review*, 21, 12-20.

Kauffman, J. M. (1993). *Characteristics of emotional and behavioral disorders of children and youth* (5th ed.). New York: Merrill

Meyen, E. L. (1996). *Exceptional children in today's schools* (3rd ed.). Denver: Love.

Reeve, R. E. (1990). ADHD: Facts and Fallacies. *Intervention in School and Clinic, 26*, 70-78.

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Webber, J. (1992). A cultural-organizational perspective on special education and the exclusion of youth with social maladjustment. *Remedial and Special Education, 13* (1), 60-62.

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American Academy of Child and Adolescent Psychiatry [1997]. Learning disabilities. [On-line]. Available: <http://www.aacap.org/factsfam/ld.htm> [Accessed 6 Oct. 1998]

American Psychiatric Association (1994). *Diagnostic and statistical manual of mental disorders* (4th ed.). Washington, CD: Author.

Anderson-Inman, L., Knox-Quinn, C., and Horney, M.A. (1996). Computer-based study strategies for students with learning disabilities: Individual differences associated with adoption level. *Journal of Learning Disabilities, 29*, 461-485.

Bender, W. N. (1995). *Learning disabilities: Characteristics, identification, and teaching strategies* (2nd ed.). Needham Heights, MA: Allyn & Bacon.

Clarizio, H. F., & Phillips, S. E. (1986). Sex bias in the diagnosis of learning disabled students. *Psychology in the Schools, 23*, 44-52.

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Forness, S. R., & Kavale, K. A. (1988). Psychopharmacologic treatment: A note on classroom effects. *Journal of Learning Disabilities, 21*, 144-147.

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Communication Disorders

American Speech-Language-Hearing Association. (1993). Definitions of communication disorders and variations. *ASHA*, 35(Suppl. 10) 40-41.

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Kaiser, A.P. and Warren, S.F. (1988). Pragmatics and generalization. In R.L. Schiefelbusch & L.L. Lloyd (Eds.), *Language perspectives* (2nd ed., pp. 393-442). Austin, TX: Pro-Ed.

Leverett, R.G. and Diefendorf, A.O. (1992). Students with language deficiencies: Suggestions for frustrated teachers. *Teaching Exceptional Children*, 24 (4), 30-33.

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Owens, R.E. *Language disorders: A functional approach to assessment and intervention* (2nd ed.). Boston: Allyn & Bacon.

Windsor, J. (1995). Language impairment and social competence. In M.E. Fey, J. Windsor, & S.F. Warren (Eds.), *Language intervention: Preschool through the elementary years* (pp. 213-240). Baltimore: Paul H. Brookes.

Physical and Health Impairments

Alliance for Technology Access (1994). *Computer resources for people with disabilities*. New York: Hunter House.

American Cancer Society. (1988). *Back to school: A handbook for teachers of children with cancer*. Atlanta: Author.

Ammer, J.J., Best, S.J., and Kulik, B.J. (1994). Meeting the needs of students with physical handicaps: A survey of administrators and teachers in California. *Physical Disabilities: Education and Related Services*, 13(1), 25-39.

Athreya, B.H. and Intall, C.G. (1984). Juvenile rheumatoid arthritis. In J. Fithian (Ed.), *Understanding the child with a chronic illness in the classroom*. Phoenix, AZ: Oryx.

Bannister, A. (1997). Fishing for a cure for diabetes. DMRF [On-line]. Available: <http://www.mcms.dal.ca/rdmrf/dmrfdiab.htm>. [Accessed 6 Oct. 1998].

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Nash, K.B. (1980). Self-help groups: An empowerment vehicle for sickle cell disease patients and their families. *Social Work with Groups*, 12, 81-97.

Pelligrino, L. (1997). Cerebral palsy. In M.L. Batshaw (Ed.), *Children with disabilities* (4th ed., pp. 499-528). Baltimore, MD: Brookes.

Simeonsson, N., Lorimer, M. and Sturtz, J.L. (1995). Asthma: New information for the early interventionist. *Topics in Early Childhood Special Education*, 15, 32-43.

Smith, D.D. and Luckasson, R. (1992). *Introduction to special education: Teaching in an age of challenge*. Boston: Allyn & Bacon.

Wadsworth, D.E., Knight, D., and Balsler, V. (1993). Children who are medically fragile or technology dependent: Guidelines. *Intervention in School and Clinic*, 29(2), 102-104.

Traumatic Brain Injury

Allison, M. (1992). The effects of neurologic injury on the maturing brain. *Headlines*, 3(5), 2-10.

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Blossner, J.L. and DePompei, R. (1994). Creating an effective classroom environment. In R.C. Savage & G.F. Wolcott (Eds.), *Educational dimensions of acquired brain injury* (pp. 413-452).

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UW Rehabilitation Medicine. (1995). Study examines recovery rates in children. Traumatic Brain Injury Update [On-line]. Available: <http://www.weber.u.washington.edu/~rehab/tbi/6-2/pediatric.html> [Accessed 6 Oct. 1998].

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Greenspan, S.I. (1992). Reconsidering the diagnosis and treatment of very young children with autistic spectrum or pervasive developmental disorder. *Zero to Three*, 13(2), 1-9.

Mesibov, G.B. (1995). A comprehensive program for serving people with autism and their families: The TEACCH model. In J.L. Matson (Ed.), *Autism in children and adults* (pp. 85-98). Pacific Grove, CA: Brooks/Cole.

Ruble, L.A. and Dalrymple, N.J. (1996). An alternative view of outcome in autism. *Focus on Autism and Other Developmental Disabilities*, 11(1), 3-14.

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Alonzo, L. (1987). *Unique educational needs of learners with visual impairments*. East Lansing, MI: Hannah Technology and Research Center. American Foundation for the Blind.

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National Association of State Directors of Special Education. (1994). *Deaf and hard of hearing students: Educational service guidelines*. Alexandria, VA: Author.

Padden, C., and Humphries, T. (1988). *Deaf in America: Voices from a culture*. Cambridge, MA: Harvard University.

Schirmer, B.R. (1994). *Language and literacy development in children who are deaf*. Needham Heights, MA: Allyn & Bacon.

Schirmer, B.R. and Woolsey, M.L. (1997). Effect of teacher questions on the reading comprehension of deaf children. *Journal of Deaf Studies and Deaf Education*, 2, 47-56.

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