Johns Hopkins University  
School of Education  

Introduction to Children and Youth with Exceptionalities  
871.501.91  
Summer, 2015  

Instructor: Sara D. Hooks  
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Email: shooks2@jhu.edu  
Office hours: by appointment  

Credit Hours: 3 credits  
Class Dates/Time: 6/1/15 – 8/22/15 ONLINE  

Course Description  
Designed especially for general educators, special educators, counselors, supervisors, and administrators, this course examines the major areas of exceptionality addressing the characteristics and educational needs of students with disabilities. Students explore physical and psychological characteristics, incidence and etiology, diagnostic and therapeutic services, educational programs, and findings of recent research. Participants review the legal foundations and requirements of special education and the collaborative role of general and special educators in the implementation of individualized educational programs.  

<table>
<thead>
<tr>
<th>Student Learning Objective</th>
<th>CEC Standard</th>
<th>Assignment/Assessment</th>
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</table>
| 1. Describe the history, major federal laws, and current policies regarding services for students with disabilities in the least restrictive environment. | Foundations of special education | Media Critique  
Final exam  
Discussion Posts |
| 2. Identify and describe the impact of legal mandates, parental expectations, culture, and community influences on programs and services for students with disabilities. | Foundations of special education  
Collaboration  
Learning environments and social interactions | Media Critique  
Final exam  
Discussion Posts |
| 3. Describe the educational characteristics of students for each of the 13 disability areas and for students labeled as gifted with an emphasis on how those characteristics affect the learning and teaching | Development and characteristics of learners  
Individual learning differences  
Assessment  
Instructional planning | Presentation  
Final Exam  
Discussion |
4. Synthesize current issues in research regarding teacher attitudes and practices toward students with special needs.

<table>
<thead>
<tr>
<th>Professional and ethical practices</th>
<th>Advocacy Project</th>
<th>Final Exam</th>
<th>Discussion Posts</th>
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5. Describe the continuum of services available to students with special needs, including services for young children with disabilities and their families.

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<th>Individual learning differences</th>
<th>Instructional planning</th>
<th>Learning environments and social interactions</th>
<th>Interview Paper</th>
<th>Final exam</th>
<th>Discussion Posts</th>
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6. Identify the methods for differentiating instruction (including the use of technology) in general education classrooms that effectively accommodate a range of student needs.

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<th>Professional and ethical practices</th>
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<th>Discussion Posts</th>
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7. Identify the educational concerns and priorities of parents and caregivers of student with special needs.

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<tr>
<th>Collaboration</th>
<th>Professional and ethical practices</th>
<th>Interview</th>
<th>Media Critique</th>
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8. Describe the factors that maximize the successful inclusion of student with a wide range of learning needs in general education schools and classrooms.

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9. Indicate how collaborative and problem solving techniques can be used to enhance and facilitate communication among educators, administrators, families, and students.

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10. Identify how within-school programs can be designed to include students with special needs into typical school activities.

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11. Describe how to implement classroom and behavior management techniques to

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<td>prevent and/or resolve troubling and/or inappropriate student behaviors.</td>
<td>Strategies Learning environments and social interactions</td>
<td>Discussion Posts</td>
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**Required Text**


**Recommended Books**


**Additional Readings**


**Course Requirements/Assignments**

- **Participation** (5 points per discussion x 12 discussions = 60 Points)
  Participation in lectures, discussions, and other activities is an essential part of the instructional process. Students are expected to login to the ELC course regularly. Participation and discussions are included in student grading and evaluation. The instructor will clearly communicate expectations and grading criteria in the participation rubric. Students who are unable to participate in any online session for personal, professional, religious, or other reasons are encouraged to contact the instructor in advance to discuss alternatives.

**Assignment Requirements**

- All assignments must be typed and follow APA style of writing (unless otherwise noted). Students are responsible for knowing and using APA format for each written assignment based on the current edition (6th) of the APA Publication Manual. All assignments must be typed and double-spaced with headers, page numbers, a cover page, and references list (in APA format). You may find it helpful to check: www.apastyle.org. The Purdue University Online Writing Lab https://owl.english.purdue.edu/owl/resource/560/01/ is also a good resource with examples of how APA format is applied.

- All assignments have been assigned a point value. The instructor reserves the right to increase/decrease the point values assigned to each assignment and will announce any changes prior to due dates. Assignments will be judged based on guidelines established in attached rubrics. Please refer to the rubric as you complete all assignments and ask the instructors for clarification before the due date, if needed.

- **ASSIGNMENT #1**  
  **Due: 6/28 by 11:59 pm (30 points)**
  **Exceptionality in Popular Media Critique**
  In a short reaction paper (no more than 5 pages double spaced not including title and reference pages), students will critically analyze the media’s portrayal of individuals
with special needs. The paper will include an examination of a specific example from either a movie, television program, news story, book, or magazine. The following issues should be addressed:

- The image/roles of exceptionality and how they were portrayed (e.g., positively, negatively) and/or the purpose the disability serves in the media selection (e.g., to evoke pity, sympathy, understanding, etc.). Specific examples from the media selection must be provided.
- Accuracy of disability portrayal with support from references such as the course textbook or peer reviewed journal article.
- Support for arguments through the use of information, ideas, and references from the course.
- Analysis of impact of media/movie/book on public perceptions

Guidelines, suggestions and rubrics will be provided.

Examples of media selections that are appropriate for this assignment are available upon request. If you are not sure if your selection is appropriate, please consult with the instructor.

At least one of the following articles should be used to complete your media/book review in addition to two references of your own choosing. These readings are accessible through the E-Reserve on the ELC.


• **ASSIGNMENT #2**  
  **Due: 7/19 by 11:59pm**  
  (30 points)

**Interview Paper**  
This assignment offers an opportunity to examine factors that impact the successful inclusion of students with a wide range of learning needs in schools and classrooms and gain insight to individual/parent/or family member perspectives. You will interview at least one professional who participates in service delivery to students with special learning needs. The interviewees may be a general educator, special educator, school counselor, related service provider (e.g., OT, PT, SLP.), or administrator. You will also interview at least one individual with a disability or parent/family member of an individual with a disability (It is best if it is not one of your immediate family members).

The Interview Paper will include:
- General information about the interviewees (e.g., background with students/child with special needs)
- A summary of interview questions and responses
- Impressions of the interviews and how responses relate to course topics.
- Synthesis of the interviews relative to your understanding of the special need discussed and of the position of the interviewee.
- Compare and contrast perspectives and experiences of interviewees related to course topics.
- Interview guidelines/suggestions and rubrics for grading will be provided.

• **ASSIGNMENT #3**  
  **Due: 8/9 by 11:59pm**  
  (25 points)

**Learners with Exceptionalities Resource and Advocacy Project**

This assignment requires you to compile an in depth review of one exceptionality area or issue and develop a resource guide that includes strategies for advocacy for learners with exceptionalities and for their families. The area you select may be specific (i.e., Rhett’s Syndrome; Fragile X Syndrome; Transition planning for students with emotional or behavioral disabilities; or Incarcerated youth with disabilities) or broad (i.e., high incidence disabilities; students in secondary settings; infants and toddlers who are at-risk). This assignment is intended to be useful in your current or future role. Therefore, there is a considerable amount of latitude in topic selection. The resource guides will also be made available to your classmates in hopes that others will benefit from your work.

Please submit first draft to your assigned peer for constructive feedback on or before 7/26 by 11:59pm. The guide should include:
- Facts about the exceptionality or issue (populations served, prevalence of disability etc.)
- Related National, state, and local organizations, agencies, and services.
- Specific program/agency/institution servicing the disability (current contact information -- contact person, address, telephone, fax, e-mail)
• List of appropriate assistive technology (web links)
• References/web resources
• Annotated bibliography
• Other information suggested by class.

**Guidelines and rubrics for grading this assignment will be provided**

• **ASSIGNMENT #4** Due: 8/16 by 11:59pm (25 points)
  Resource and Advocacy Presentation (15 points)

Each student will create a *5-7 minute presentation* on their advocacy projects to share with classmates via VoiceThread. The presentation should include information gathered for the resource and advocacy project, why the topic is important or relevant in your current or future role, how the project will benefit your target population.

**Guidelines and grading rubric will be provided.**

• **ASSIGNMENT #5** Final Exam Due: 8/20 by 11:59 (30 points) *Please note that August 20th is a Thursday.*
The final exam will include a variety of questions that require participants to apply their knowledge from course sessions. Students will have access to the exam at least one week prior to the due date and will be permitted to use notes and other course materials to complete the exam.

**Course Requirements and Grading**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
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<tr>
<td>Participation</td>
<td>60 points (30%)</td>
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<tr>
<td>Media Critique</td>
<td>30 points (15%)</td>
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<tr>
<td>Interview Paper</td>
<td>30 points (15%)</td>
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<tr>
<td>Advocacy Project</td>
<td>25 points (12.5%)</td>
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<tr>
<td>Presentation</td>
<td>25 points (12.5%)</td>
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<tr>
<td>Final Exam</td>
<td>30 points (15%)</td>
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<td><strong>TOTAL</strong></td>
<td><strong>200 points</strong></td>
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**GRADE** | **Percent** | **The grades of D+, D, and D- are not awarded at the graduate level.**
---|---|---
A | 95-100 |
A- | 90-94 |
B+ | 87-89 |
B | 84 -86 |
B- | 80 – 83 |
C+ | 77 – 79 |
C | 74 -76 |
C- | 70 -73 |
F | 69 and below |

**Late Policy**

Assignments should be submitted to the gradebook in the ELC no later than 11:59pm on the due date. Late assignments will earn a 10% deduction in grade during the first two days late with an additional 5% deduction for each subsequent day late unless prior arrangements are made with
the instructor. Discussion posts cannot be made up after the close of the session (Sunday at 11:59) unless prior arrangements are made with the instructor.

**Technical Requirements**

Electronic Learning Community (ELC): All course sessions will be available for students to access on the Friday before each session begins. Sessions begin on the corresponding Monday and end on the following Sunday.

Email: The instructor will communicate via email frequently. It is the student’s responsibility to regularly check the email account listed in ISIS.

## Course Outline

<table>
<thead>
<tr>
<th>Session</th>
<th>Objectives</th>
<th>Readings and Assignments</th>
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| 1. 6/1-6/7 Course Overview | • Learn how to navigate the course site  
• Become familiar with expectations of the course including assignments and deadlines  
• Become familiar with other classmates and the instructor | • Read information contained under each tab of the Course Overview and Session 1 tabs  
• Read Course Syllabus  
• Order textbook  
• Create a VoiceThread for Introductions  
• Discussion 1 |
| 2. 6/8-6/14 Historical View of Special Education and Perceptions of Disability | • Identify history and origins of special education  
• Analyze legislation and litigation that impacted individuals with disabilities  
• Apply respectful language when discussing and writing about individuals with disabilities | • Chapter 1 Hallahan, Kauffman, & Pullen (2013)  
• Snow (2001)  
• Walker (1982)  
• Museum of Disability Website [http://www.museumofdisability.org](http://www.museumofdisability.org)  
• Wrights Law Website [www.wrightslaw.com](http://www.wrightslaw.com) |
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| 3. 6/15-6/21 | Describe pre-referral strategies including Response to Intervention (RTI), processes to evaluate and identify exceptional learners | Chapter 2 Hallahan, Kauffman, & Pullen (2013)  
Owens, Thomas, & Strong (2011)  
Discussion 2 |
| 4. 6/22-6/28 | Analyze assessment issues in multicultural and bilingual special education  
Recommend effective teaching practices and strategies to improve instruction for language minority students | Chapter 3 Hallahan, Kauffman, & Pullen (2012)  
Chamberlain (2005)  
Assignment 1 Media Critique Due by 11:59pm at the end of session  
Discussion 3 |
| 5. 6/29-7/5 | Consider the effects of a child with a disability on the family  
Describe family centered approaches to treatment and education of children with disabilities  
Apply effective communication skills to collaborate with family members of a student with a disability | Chapter 4 Hallahan, Kauffman, & Pullen (2013)  
Discussion 4 |
| 6. 7/6-7/12 | Identify legal requirements of Individualized Family Services Plans (IFSPs)  
Describe recommended practices for infants and toddlers with disabilities  
Consider strategies to identify family concerns and priorities regarding infants and toddlers with disabilities | Page 27 in Hallahan, Kauffman, & Pullen (2013)  
Rethinking continuity for young children under the IDEA. (2013) retrieved from: [http://www3.law.harva](http://www3.law.harva) |

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**3. Legal Aspects of Special Education and the Individualized Education Program (IEP) Process**

- Describe pre-referral strategies including Response to Intervention (RTI), processes to evaluate and identify exceptional learners
- Identify legal requirements of the IEP
- Compare placement options for exceptional learners with consideration for the least restrictive environment (LRE)

**4. Multicultural and Bilingual Aspects of Special Education**

- Analyze assessment issues in multicultural and bilingual special education
- Recommend effective teaching practices and strategies to improve instruction for language minority students

**5. Parents and Family Involvement**

- Consider the effects of a child with a disability on the family
- Describe family centered approaches to treatment and education of children with disabilities
- Apply effective communication skills to collaborate with family members of a student with a disability

**6. CHOOSE Early Intervention and Infants and Toddlers with Disabilities OR Secondary Transition and**

- Identify legal requirements of Individualized Family Services Plans (IFSPs)
- Describe recommended practices for infants and toddlers with disabilities
- Consider strategies to identify family concerns and priorities regarding infants and toddlers with disabilities
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<th>Session</th>
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<tr>
<td>Students with Disabilities</td>
<td>or delays  &lt;br&gt; • Identify legal requirements related to transition planning for youth with disabilities  &lt;br&gt; • Describe strategies and resources to improve post-secondary outcomes for students with disabilities  &lt;br&gt; • Apply evidence-based transition planning approaches</td>
<td><a href="rd.edu/journals/jol/files/2013/09/Goldberg.pdf">rd.edu/journals/jol/files/2013/09/Goldberg.pdf</a>  &lt;br&gt; • OR  &lt;br&gt; • Kushner, Maldonado, Pack, &amp; Hooper (2011)  &lt;br&gt; • Kosine (2007)  &lt;br&gt; • Discussion 6</td>
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<tr>
<td>7. 7/13-7/19  Learners with Speech or Language Disorders and Learners with Autism Spectrum Disorders</td>
<td>• Distinguish between language differences and disorders  &lt;br&gt; • Classify speech and language disorders and how they impact learning  &lt;br&gt; • Describe strategies to meet the needs of students with speech or language impairments  &lt;br&gt; • Identify characteristics associated with students diagnosed with an autism spectrum disorder  &lt;br&gt; • Analyze how characteristics impact learning and daily functioning  &lt;br&gt; • Describe evidence-based practices to meet the needs of students with autism</td>
<td>• Chapters 9 and 10 Hallahan, Kauffman, &amp; Pullen (2013)  &lt;br&gt; • Auger (2013)  &lt;br&gt; • Assignment 2: Interview Paper due at the end of the Session by 11:59pm  &lt;br&gt; • Discussion 7</td>
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<td>8. 7/20-7/26  Learners with Specific Learning Disabilities Learners with Attention Deficit Hyperactivity Disorder</td>
<td>• Describe characteristics of children with ADHD  &lt;br&gt; • Analyze how characteristics impact learning  &lt;br&gt; • Analyze treatment and educational considerations for students with ADHD  &lt;br&gt; • Describe characteristics of children and youth with learning disabilities (LD)  &lt;br&gt; • Analyze how characteristics impact learning  &lt;br&gt; • Consider evidence-based approaches to meet the needs of students with LD</td>
<td>• Chapters 6 and 7 Hallahan, Kauffman, &amp; Pullen (2013)  &lt;br&gt; • Discussion 8</td>
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<tr>
<td>9. 7/27-8/2  Learners Who are</td>
<td>• Explore methods to identify hearing impairment and blindness/low vision  &lt;br&gt; • Describe psychological and behavioral characteristics of children and youth with hearing impairment and</td>
<td>• Chapters 11 and 12 Hallahan, Kauffman, &amp; Pullen (2013)  &lt;br&gt; • Discussion 9</td>
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<tr>
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<td>Objectives</td>
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| Deaf or Hard of Hearing Learners Who are Blind or have Low Vision | blindness/low vision  
- Analyze how characteristics impact learning and daily living  
- Identify assistive technology, accommodations, and instructional strategies to address needs of children and youth with hearing impairment and blindness/low vision | • Chapter 8 Hallahan, Kauffman, & Pullen (2013)  
• Duckworth et al. (2001)  
• [http://www.pbis.org/](http://www.pbis.org/)  
• Discussion 10  
• Assignment 3 Resource and Advocacy Project |
| 10. 8/3-8/9 Learners with Emotional or Behavioral Disorders (EBD) | • Identify risk factors associated with diagnosis of EBD  
• Describe psychological and behavioral characteristics associated with EBD  
• Consider how characteristics of EBD impact learning and daily functioning  
• Identify strategies to improve outcomes for students with EBD including functional behavior assessment (FBA) | • Chapters 5, 13, &14 Hallahan, Kauffman, & Pullen (2013)  
• Assignment 4 Resource and Advocacy Presentation Due by 11:59pm at the end of session.  
Discussion 11 |
| 11. 8/10-8/16 Learners with Intellectual, Developmental, and Low-Incidence Disabilities AND Learners with Physical Disabilities and Other Health Impairments | • Identify characteristics associated with students with intellectual disabilities  
• Describe how characteristics impact learning and daily functioning  
• Identify assistive technology, accommodations, and instructional strategies to meet the needs of students with low incidence disabilities  
• Classify different types of physical disabilities  
• Describe characteristics of children and youth with physical disabilities  
• Analyze how characteristics impact learning and daily living  
• Identify assistive technology, accommodations, and instructional strategies to meet the needs of students with physical disabilities | • Chapters 15 Hallahan, Kauffman, & Pullen (2013)  
• Final Exam Due by 11:59 on Thursday, August 20th. |
| 12. 8/17-8/22 Learners with Special Gifts and Talents or | • Describe how giftedness is defined and identified  
• Identify characteristics associated with learners with special gifts  
• Consider how characteristics of gifted or twice exceptional learners impact |  |
### Session Objectives

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<tr>
<th>Session</th>
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| Twice Exceptionality | school functioning  
- Identify instructional strategies and accommodations to meet the needs of students with special gifts  
- Apply principles of UDL to instructional contexts | - Discussion 12 |
| Universal Design for Learning | | |

**Notes:**
- This is a tentative syllabus and the instructor reserves the right to make changes to the course as deemed necessary.
- Any exceptions to the policies outlined in this syllabus will be made on an individual basis at the discretion of the instructor.

## Policy Statements

The following policy statements must be included on all syllabi exactly as written below (unless otherwise indicated).

### Academic Conduct

The School of Education defines academic misconduct as any intentional or unintentional act that provides an unfair or improper advantage beyond a student’s own work, intellect, or effort, including but not limited to cheating, fabrication, plagiarism, unapproved multiple submissions, or helping others engage in misconduct. This includes the misuse of electronic media, text, print, images, speeches and ideas. Any act that violates the spirit of authorship or gives undue advantage is a violation. Students are responsible for understanding what constitutes academic misconduct. (Please refer to the School of Education’s Academic Catalog for the current academic year for more information on the School’s policies and procedures relating to academic conduct--http://www.students.education.jhu.edu/catalog/, see Academic and Student Conduct Policies under the Academic Policies section.)

Please note that student work may be submitted to an online plagiarism detection tool at the discretion of the course instructor. If student work is deemed plagiarized, the course instructor shall follow the policy and procedures governing academic misconduct as laid out in the School of Education’s Academic Catalog.

### Religious Observance Accommodation Policy

Religious holidays are valid reasons to be excused from participating in an online course on a particular day. Students who are not able to participate on a particular day should notify the instructor in advance of his/her planned absence. In the event that a specific assignment is due on a day in which a student will be absent for religious observance purposes, please make alternative arrangements to submit an
assignment on another day. It is expected that students will complete all required work within a course.

**Participation**
Active engagement is an essential component of the learning process. Participation in online courses includes active reading and discussion within online forums and activities during the week in which the class is engaged with the same content. Students are expected to log into the course, monitor course discussions, and engage as appropriate for the course several times a session (e.g., typically a session lasts one week). It is unlikely that students can fully engage with the knowledge construction within the online context if they log in only once or twice a week (e.g., only on weekends). Please notify the instructor in the case that you are not able to participate in a session at the designated time. See the Grading and Evaluation section of this syllabus for the weighting assigned to course participation when determining the course grade.

**Discussion posts cannot be made up after the close of the session (Sunday at 11:59) unless prior arrangements are made with the instructor.**

**Academic Continuity**
Please note that in the event of serious consequences arising from extreme weather conditions, communicable health problems, or other extraordinary circumstances, the School of Education may change the normal academic schedule and/or make appropriate changes to course structure, format, and delivery. In the event such changes become necessary, information will be posted on the School of Education website.

**Classroom Accommodations for Students with Disabilities**
If you are a student with a documented disability who requires an academic adjustment, auxiliary aid or other similar accommodations, please contact Jennifer Eddinger in the Disability Services Office at 410-516-9734 or via email at soe.disabilityservices@jhu.edu. For more information on the School of Education’s disability services, please visit the disability services website (http://www.students.education.jhu.edu/disability/).

**Diversity and Inclusion**
Johns Hopkins University is a community committed to sharing values of diversity and inclusion in order to achieve and sustain excellence. We believe excellence is best promoted by being a diverse group of students, faculty, and staff who are committed to creating a climate of mutual respect that is supportive of one another’s success. Through its curricula and clinical experiences, the School of Education purposefully supports the University’s goal of diversity, and, in particular, works toward an ultimate outcome of best serving the needs of all students in K-12
schools and the community. Faculty and candidates are expected to demonstrate a
commitment to diversity as it relates to planning, instruction, management, and
assessment.

**IDEA Course Evaluation**

Please remember to complete the IDEA course evaluation for this course. These
evaluations are an important tool in the School of Education’s ongoing efforts to
improve instructional quality and strengthen its programs. The results of the IDEA
course evaluations are kept anonymous—your instructor will only receive
aggregated data and comments for the entire class. An email with a link to the
online course evaluation form will be sent to your JHU email address towards the
end of the course. Thereafter, you will be sent periodic email reminders until you
complete the evaluation. Please remember to activate your JHU email account and
to check it regularly. (Please note that it is the School of Education’s policy to send
all faculty, staff, and student email communications to a JHU email address, rather
than to personal or alternative work email addresses.) If you are having difficulty
accessing the course evaluations, you haven’t received an email notification about
the course evaluation, or if you have any questions in general about the IDEA
course evaluation process, please contact Liesl McNeal (410-516-9759;
idea@jhu.edu or LMcNeal@jhu.edu).

**Bibliography**


Bulgren, J. (2004). Effective content-area instruction for all students. In T.E. Scruggs & M.A.
Mastropieri (Eds.), *Advances in learning and behavioral disabilities: Vol. 17. Research in
secondary schools* (pp. 147-174). San Diego, CA: Elsevier Ltd.

Chafouleas, S., Riley-Tillman, T.C., & Sugai, G. (2007). *School-based behavioral assessment:

Deshler, D., Schumaker, J., Bulgren, J., Lenz, B., Jantzen, J., Adams, G., Carnine, D., Grossen,
to things students already know. *Teaching Exceptional Children, 33*(4), 82-85.


*Behavioral Disorders, 21*, 261-276.

ed.). Boston MS: Pearson

River, N J: Pearson.


Additional Materials

Selected Media

35 Years of IDEA
http://www.youtube.com/watch?v=DUn6JuZQaXE&feature=related
This video provides an overview of the Individuals with Disabilities Education Act and how the law has evolved of time.

UDL at a Glance
http://www.udlcenter.org/resource_library/videos/udlcenter/udl#video0
This short video clip provides an overview of the three principles of Universal Design for Learning.

F.A.T. City by Richard Levoie
This seminal film attempts to provide the audience with an experience similar to what students with learning disabilities experience in the classroom.

**Beyond F.A.T. City by Richard Levoie**
http://digital.films.com/play/VYGF6S
This film interviews participants from the original seminal film F.A.T City to follow up regarding perceptions and experience with the project.

**Lamont Carey on HBO Def Jam Poetry**
http://www.youtube.com/watch?v=lByDfPOG0LA
Lamont Carey, a former student from DC Public Schools, recites a poem based on his school experience.

**Rosa’s Law**
http://www.youtube.com/watch?feature=fvwp&NR=1&v=bdx95EnWkms
This video clip discusses how and why the disability category formerly known as Mental Retardation (MR) was changed to Intellectual Disability (ID)

**FPG Abecedarian National Geographic Clip**
http://abc.fpg.unc.edu/FPG_ABC-video
Discuss the effect of a longitudinal study of early intervention with families living in poverty.

**Katey’s Law**
http://www.youtube.com/watch?v=7yytXst_a7U
This video demonstrates one family’s account of why it was important to change the disability category from MR to ID

**Including Samuel**
http://www.youtube.com/watch?v=Xfg1pswiOgM
This video demonstrates the benefits of including students with low incidence disabilities in school and community activities.

**Discrimination Complaint against a Virginia High School**
This brief news segment reports on an Office of Civil Rights complaint against a High School for Science and Technology for under-representation of enrollment of certain minority groups.

**Positive Behavioral Interventions & Supports, OSEP Technical Assistance Center**
https://www.pbis.org/media/videos
This website includes a variety of videos that describe PBIS, demonstrate implementation in elementary, middle, and high schools, and provide student and family accounts of implementation.

**Improving Family-School Partnerships in Special Education: Strategies that Work**
vimeo.com/21277755
This video discusses how to improve family-school partnerships in special education with examples and practical strategies.

**How Do We Build Effective School Partnerships in Inclusive Schools**

vimeo.com/41499343

This video discusses how to build effective family partnerships that support inclusion in inclusive schools.

**Improving Opportunities in Physical Education and Athletics for Students with Disabilities**

http://www.youtube.com/watch?v=CINNAGgPzig

This brief video provides an overview of adapted physical education for students with physical disabilities.

**Related Websites**

**CAST: Center for Applied Special Technology**

http://www.cast.org/

Provides information and links to resources related to Universal Design for Learning and using technology to meet the needs of all students.

**Council for Exceptional Children**

http://www.cec.sped.org/

This is the site for the largest international, professional organization for special educators, administrators, etc. working with students with all kinds of exceptionalities.

**Council for Children with Behavioral Disorders**

http://www.ccbd.net/

The Council for Children with Behavioral Disorders is a division of the Council for Exceptional Children. This site includes publications, teacher resources, and more.

**The Council for Disability Rights**

http://www.disabilityrights.org/index.htm

This site provides information for parents of children with disabilities and for individuals with disabilities. Topics include special education services and procedures, employment, ADA compliance, and more.

**LD Online**

http://www.ldonline.org/

LD Online provides information about learning disabilities and attention deficit hyperactivity disorder for parents, students, teachers, and other professionals. This site is useful for individuals just beginning to learn about learning disabilities as well as for others with extensive knowledge and experience in the field.

**Museum of disABILITY History**

www.museumofdisability.org
The Museum of disABILITY History in Williamsville, NY provides this on-line version of their exhibits. Three “wings” in the museum contain information about disabilities from medical, media, and societal perspectives.

**The National Professional Development Center on Autism Spectrum Disorders**
http://autismpdc.fpg.unc.edu/content/evidence-based-practices

**National Center on Secondary Education and Transition**
http://www.ncset.org/topics/accommodations/default.asp?topic=9
This site contains information about accommodations appropriate for students with disabilities in secondary school settings. Included are answers to common questions, links to related web sites, and lists of other resources and possible strategies.

**National Dissemination Center for Children with Disabilities (NICHCY)**
http://www.nichcy.org/
NICHCY provides information related to disabilities, disability services and research, disability-related organizations, and relevant legislation.

**SAMHSA’s National Mental Health Information Center**
Information about a variety of emotional and behavioral disorders is presented. Information about other topics related to issues or children’s mental health is available.

**National Center on Universal Design for Learning**
http://www.udlcenter.org/
This site provides information about the principles of UDL with links to research and other UDL resources.

**Additional Web Sites of Interest**
- Alexander Graham Association for the Deaf, Inc.  www.agbell.org
- American Psychiatric Association  www.psych.org
- American Psychological Association  www.apa.org
- American Speech-Language and Hearing Association  http://www.asha.org/
- Autism Society of America  www.autism-society.org
- Children and Adults with ADHD  www.chadd.org
- Division of Learning Disabilities  www.teachingld.org
- Epilepsy Foundation of America  www.efa.org
- National Alliance for the Mentally Ill  www.nami.org
- National Deaf Education Center  http://clercenter.gallaudet.edu/Infotogo/index.html
- National Mental Health Association  www.nmah.org
- National Research on the Gifted and Talented  www.gifted.uconn.edu/nrcgt.html
• Office of Special Education and Rehabilitative Services (OSERS)
  http://ed.gov/about/office/list/osers/osep/index.html?scr=mr
• Treatment and Education for Autism and Communication Disorders (TEACCH)
  http://www.teacch.com/

Selected Journals
American Journal of Mental Retardation
Behavioral disorders
Education and Training in Autism and Developmental Disabilities
Exceptional Children
Exceptionality
International Journal of Inclusive Education
International Journal of Special Education
Journal of Autism and Developmental Disorders
Journal of Counseling Psychology
Journal of Educational Psychology
Journal of Emotional and Behavioral Disorders
Journal of Learning Disabilities
Journal of Policy and Practice in Intellectual Disabilities
Journal of School Psychology
Journal of Special Education
Journal of Speech, Language and Hearing Research
Learning Disabilities Quarterly
Learning Disabilities Research and Practice
Mental Retardation
Remedial and Special Education
Teaching Exceptional Children
Teacher Education and Special Education
Young Exceptional Children