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**EDUC 803: Developmental Variations**
Thursdays, 7:00-9:00 pm (Room 710)
Spring, 2016 (Thursday, January 19th-Thursday, April 28th)

## Course Description

This course is designed to increase participants' awareness and understanding of the educational, social, cultural, and developmental implications of disability. The course is meant to help educators recognize and respond to the needs of students with disabilities as part of a broad spectrum of individuals who differ in learning style and ability. Building on a basic knowledge of child development, we will examine variations in physical, social, cognitive and/or behavioral development of children through a series of questions that link the strengths and needs of the individual child with perspectives of school, family and community. The course will incorporate issues and questions related to the evaluation and classification of children (as well as the legal and philosophical obligations of general and special education teachers). Participants will be expected to identify essential questions to guide their own learning and to share questions, personal perspectives, research and critical thinking about the challenges of disability in the context of a diverse learning community.

## Course Goals

1. Understand the characteristics and etiology of various disabilities in the context of typical patterns of growth and development.

2. Understand and use laws and regulations such as IDEA, ADA, and 504 as tools for identification and access to services to services and advocacy for students with disabilities.

3. Consideration of "disability" as a term in evolution, changing relative to economic capacity, political action, and technological advancement.

4. Ask questions and formulate knowledge-seeking, problem-solving strategies that demonstrate sensitivity to issues of disability and diversity in the classroom.

5. Demonstrate an understanding of educational, historical, social, cultural, and developmental perspectives on disability.

6. Demonstrate knowledge of professional roles and responsibilities with regard to special education laws and regulations and successful learning outcomes for all students.

7. Understand the value and importance of differentiating instruction across diverse developmental and ability levels, and cultural contexts.  Begin to develop the knowledge, skills and dispositions to implement such modifications.

8. Demonstrate ability to research and analyze strengths and needs of individual learners as a foundation for appropriate curriculum modifications and adaptations for students with a disability.

9. Demonstrate an understanding of teachers' roles as advocates for the needs of children, families, and themselves.

10. Describe elements of successful collaboration designed to bring students, families, and professionals together to insure success for children with disabilities.

11. Demonstrate ability to use technology to gather data, clarify concepts, and solve problems related to education for children with disabilities.

# Table of Contents 📃

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**Overarching Understandings**

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Seven key threads are woven throughout this course. These "threads," or understandings, are basic tenets that form the foundation for a true understanding of developmental variations. As a student in this course, it is imperative that you consider each of these understandings in any and all areas that we study.

- Person-first thinking is essential & ableism *can* be eradicated through education.

- Identity and variation share a symbiotic relationship—one that must be interrogated and problematized.

- Children and families have rights under the law.

- As educators, we need to view developmental variations from a strengths-based perspective.

- Grow increasingly aware of the power of assumptions.

- The Importance of Advocacy: Educators need to learn how to advocate for themselves as practitioners, for their students, and for their students' families (and, to teach families how to advocate for themselves).

- Any good approach to intervening will be a team-based approach.

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**General Course Requirements & Expectations**

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**Attendance and Lateness:**
I look forward to your attendance at *all 14 sessions*. The class will begin promptly at 7:00. Please plan on attending *each and every* course session and plan on staying for the entire time. Excessive and/or chronic lateness, and one absence may impact your grade. More than two absences *will* jeopardize course credit.  In the case of an emergency or illness, if you must be absent, leave early or be late to class, please inform me at the soonest possible opportunity.  If you have an absence, you *must* complete an additional assignment to make up for missed content. Unless otherwise specified, the assignment will be to write a response to *all* of the reading prompts for the missed session, due at the following session. There will be no reminder that it is due. Its absence will have an impact on the final grade.

**Code of Conduct:**
We will explore a diversity of perspectives in this course.  Differences in opinion are welcomed and can add to a deeper understanding of content; of course, you are expected to communicate your ideas in a respectful manner. In order to best support the inclusion of diverse perspectives, as stated in the *Student Handbook*, "All members of the academic community are expected to behave in ways that are consistent with thoughtful understanding of the needs and interests of others" (p. 8). Failure to conduct yourself in accordance with College policy will impact your grade adversely. Thank you in advance for committing yourself to creating a positive classroom atmosphere and community.

**Course Grades and Bank Street College Grading Policy**
This course involves *much* academic rigor and requires that you complete work in accordance with graduate-level standards.  As is found on page 121 of the 2007-2008 Catalogue, an "A" is considered "Excellent," a "B+" is considered "Good," and a "B" is considered "Acceptable Achievement." Should you receive a grade of "B-" or below, you should consider revising and resubmitting the paper for a higher grade. All assignments in this course are accompanied by a rubric that provides the criteria used for grading the assignment in question. ***Please Note: ALL assignments must be turned in electronically by the date and time specified to avoid a lateness penalty. I also reserve the right to ask for a hard copy should the need arise. Late assignments are subject to points' reduction.***

**Writing Expectations (Including APA Formatting Requirements):**
Use of APA is required for all assignments.  Papers that do not adhere to the APA format will be returned.  Improper APA formatting *will* impact assignment grade. Please refer to the library's website (http://bankstreet.edu/library/research-tools/apa-web-guide/) and the *Writer's Handbook* (available in the graduate suite) for more information. I may require you, or you may opt, to rewrite assignments if significant changes are needed. *Rewrites must be handed in within one week (with the original, graded version attached)*. Please hand in the original with comments with the rewrite. Assignment grades will be subject to a reduction in points if an extension is not negotiated *at least 48 hours in advance* of the assignment's due date. Work products that fail to meet the criteria (in terms of content and form) will be returned for rewriting (Wilson, 2011).

Please consult the following website for the APA's guidelines on writing about people with disabilities: http://www.apastyle.org/manual/related/guidelines-reporting-and-writing.pdf.

In short, ALL papers must:

- Follow APA style guidelines;
- Be double-spaced;
- Have 1-inch margins;
- Be printed in a 12-point, Times New Roman font;
- Be submitted on time; and
- Show evidence of original and critical thinking (and not mere paraphrasing) (Oyler, 2009).

## Extensions and Incompletes:
Work *must* be submitted on the date due. Incompletes will not be given in this course in the absence of extreme emergency, and a discussion with me at the earliest possible date. According to college policy, incompletes cannot be offered if a student has a significant amount of missed work, or a number of missed sessions. Work submitted late will be subject to an automatic ½ grade deduction for each class session after the due date for which it is late.

## Graduate Students with Disabilities:
Bank Street has both a legal obligation and a philosophical commitment to making reasonable accommodations to meet the needs of students with disabilities. Any student requiring specific academic accommodations should contact Valentine Burr, Coordinator of the Disability Services Office, at (212) 875-4468 or e-mail vburr@bankstreet.edu.

## Varied Learning Styles:
For all students, if you have specific learning needs that you would like me to know about, please let me know as early as possible so we can work together to facilitate your learning.

## Required Texts & Readings

📖 **Required Texts:**

Texts:

Turnbull, A., Turnbull, R., Wehmeyer, M., & Shogren, K. (2012) *Exceptional lives: Special education in today's schools (7th ed.)*.  Upper Saddle River, New Jersey: Prentice-Hall.

Solomon, A. (2012). *Far from the tree: Parents, children and the search for identity*. New York: Scribner. (Please note that there is a paperback version available.)

Articles:

In addition, you will be assigned a series of articles to read.  These articles can be accessed for free using the Bank Street library databases or are available on the web. After each article, I have indicated how you can access it. Start by going onto the library section on the Bank Street website, and take the following steps:

- **Step One**: Click "Find an Article."
- **Step Two**: When EBSCO Search comes up, enter the search terms in the order that I describe for each article. Entering each term in one of the spaces provided by the search engine will enable you to access the article with minimal effort.

For additional detailed instructions, click on this link to learn how to find an article with a citation.

📖 **Recommended Text:**

Williams, J.M. & Bizup, J. (2014). *Style: The basics of clarity and grace (5th Ed.)*. New York: Longman.

Please make an appointment with a librarian ASAP should you need additional support in accessing assigned articles.

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### Specialized Professional Association Standards

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Bank Street College's graduate courses seek to address the standards established by the following Specialized Professional Associations (SPAs) in the preparation of teachers and school leaders:

· **Association for Childhood Education International (ACEI)**

· **Council on Exceptional Children (CEC)**

· **Educational Leadership Constituent Council (ELCC)**

· **International Reading Association (IRA)**

· **National Association for the Education of Young Children (NAEYC)**

The specific SPA standards addressed by this course are indicated below by number. The definitions for each can be found on the Bank Street website.

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### CEC Standards: 1.1, 1.2, 3.3, 5.7, 6.2, 6.3, & 6.4

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**Assignment Due Dates**

| Date | Session | Assignment(s) Due* |
|------|---------|--------------------|
| 2/11/2016 | 4 | • **Personal Reflection and Experience Paper** |
| 2/18/2016 | 5 | • Research Project: Proposal |
| 2/18/2016 | 5 | • **Reading Response/Low-Incidence Variations (Group Project)** |
| 3/10/2016 | 8 | • Research Project: Annotated Bibliography |
| 3/24/2016 | 10 | • Research Project:—Project Outline & Mid-Point Self-Assessment |
| 4/14/2016 | 12 | • **Activity Assignment: Activity Analysis Checklist and Notes**<br>• **Activity Redesign (In-Class Group Work)**<br>• **Activity Assignment: Rationale** |
| 4/21/2016 | 13 | • **Assignment on Families from *Far from the Tree.***<br>• **Round 1: Research Project Presentations** |
| 4/28/2016 | 14 | • **Final Research Projects Due**<br>• **Round 2: Research Project Presentations** |

*Assignments in bold are those that will be graded. All others are required but ungraded.

**Final grades will be weighted as follows:**
- Personal Reflection and Experience Paper: 10%
- Reading Response 5%
- Research Project: 35%
- Activity Analysis and Modification: 25%
- Family Reflection: 15%
- Attendance, deportment, and participation: 10%

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**How to Use the Syllabus Optimally:** *A Key*

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- **?** Guiding Questions: These questions are intended to both *frame* and *fuel* the readings, discussions, and in-class activities for the session in question.


- 📖 Required Readings: Readings in this section are ones that you are expected to do.


- ◎ Optional Readings: Readings that are recommended but ones that you may opt to skip for the session(s) in question (though you should definitely make these readings a part of your teacher library).


- 🖥Assignments Due This Session: This section indicates the assignments that are due for the session in question.

| Session Sequence |
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**Session 1—Thursday, January 21st, 2016**

**Topics:**
- **Course Introduction**
- **Our Conceptions of Difference, Disability, and Learning Preferences**

**Essential Questions❓:**

- What do we mean by "developmental variations?" What do teachers need to know about developmental variability and the broad spectrum that exists in all dimensions of development (physical, emotional, language, etc.)? How do we understand the meanings of "difference" and "disability"? How do we form a person-centered approach to understanding (dis)ability?

- Where are the intersections between disability and identity?

- What are your experiences with disability and difference? What central questions do you have that relate to your current or future work with children and families?

- What beliefs & assumptions underlie our construction of disability categories?

- What is your learning preference? How have your learning experiences affected your learning preferences? What implications might this have for your teaching style?

- What are some of the historical roots of current special education legislation, policy, attitudes, and perspectives?

📖 **Required Readings Due for Session 1:**

American Psychological Association. (1992). Removing bias from language. Retrieved from: http://www.apastyle.org/manual/related/nonhandicapping-language.aspx

Darrow, A. and White, G., (1997). Sticks and stones …and words can hurt: Eliminating handicapping language. *Music Therapy Perspectives*, *16*(2), 81-93. Type title & authors' last names into search engine. PDF will appear in results' list.

Solomon, A. (2012). *Far from the tree: Parents, children and the search for identity*. New York: Scribner. **Chapter One**: "Son" (pp. 1-47).

Turnbull, A., Turnbull, R., & Wehmeyer, M. (2012) *Exceptional lives: Special education in today's schools (7th ed.)*. Upper Saddle River, New Jersey: Prentice-Hall**.** Chapter 1: "Overview of today's special education."

⌨ **Assignments Due for Session 1:**

- Student Information Sheet.
- Multiple Intelligence Inventory: **http://www.edutopia.org/multiple-intelligences-assessment**

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**Session 2—Thursday, January 28th, 2016**

**Topics:**
- **Disability Rights—Protections Under the Law**
- **1st IDEA Principle: Free and Appropriate Public Education (FAPE)**
- **The History of Disability: A Civil Rights Perspective**

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**Essential Questions ❓:**
- What are some of the historical roots of current special education legislation, policy, attitudes, and perspectives?
- In what ways does special education legislation (focus on IDEA and Americans with Disabilities Act-ADA) protect the rights of children and families? What does this legislation mean for school and classroom practice? For museums? What is Section 504 of the Rehabilitation Act?
- What are the challenges of implementing IDEA in a diverse society? How are our understandings of difference and disability culturally informed? What are some of the current inequities that exist in the implementation of IDEA?
- Labels vs. people: How do we maintain a child-centered, strengths-based approach to intervention?

📖 **Required Readings Due for Session 2:**

Battenfield, M. & Crawford, F. (2015). Why Every Student Succeeds Act still leaves most vulnerable kids behind. *U.S. News & World Report*. Retrieved from http://www.usnews.com/news/articles/2015-12-14/why-every-student-succeeds-act-still-leaves-most-vulnerable-kids-behind

Harry, B. and Klingner, J. (2007). "Discarding the deficit model: Ambiguity and subjectivity contribute to the disproportionate placement of minorities in special education." **EBSCO:** Enter the following terms: Discarding *and* deficit *and* model

National Dissemination Center for Children with Disabilities. (2012). Categories of disability under IDEA. Retrieved from http://www.parentcenterhub.org/wp-content/uploads/repo_items/gr3.pdf.

Office of Special Education Programs. (2007). History: Twenty-five years of progress in educating children with disabilities through IDEA. Retrieved from http://www2.edu.gov/policy/speced/leg/idea/history.pdf.

Yell, M., Rogers, D. & Rogers, E. (1998). "The legal history of special education: What a long strange trip it's been!" **EBSCO:** Enter the following terms: Yell *and* legal *and* history

⦿ Optional Readings:

Berube, M. (1994). Life as we know it. *Harper's Magazine, 289*(1753), 41-50. **EBSCO:** Enter full article title and Berube.

Gee, J. (2001). Identity as an analytic lens for research in education. *Review of Research in Education*, *25*, 99-125. (pp. 1-16) **Enter:** http://www.jamespaulgee.com/node/18 (The *first* search result is the document.)

Hehir, T. (2002).  Eliminating ableism in education.  *Harvard Educational Review*, *72*, 1-32 **EBSCO:** Enter the following terms: Hehir *and* eliminating *and* ableism

⌨ **Assignments Due for Session 2:**

- None.

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**Session 3—Thursday, February 4th, 2016**

**Topics:**
- **The Intersection of Culture and Disability**
- **Introduction to Universal Design Theory and Differentiation**

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**Essential Questions ❓:**

- Overview: What is Universal Design theory and how does it intersect with differentiation?

- What does it mean to think of curriculum as disabling?

- In what (manageable) ways can we begin to think about adapting and differentiating learning experiences to meet a diverse range of ability?

- How are our understandings of difference and disability culturally informed?

- What are some of the current inequities that exist in the implementation of IDEA?

📖 **Required Readings Due for Session 3:**

Hall, T., Strangman, N., & Meyer, A. (2009).  *Differentiated instruction and implications for UDL implementation*.  Find here: http://www.cast.org/system/galleries/download/ncac/DI_UDL.pdf

> Keep in mind this is an overview; we will be cycling back to these ideas through the course. Read up through *The Life Cycle of Plants* lesson (you can skip the math lesson and what follows); there are videos to the teacher teaching parts of this lesson if you follow the links.
> There are great links for more reading at the end of the article.

Lamorey, S. (2002). The effects of culture on special education services. *Teaching Exceptional Children*, *34*(5), 67-71. **EBSCO:** Enter the following terms: Lamorey *and* effects *and* culture

Pearson, B., Conner, T., & Jackson, J. (2013). Removing obstacles for African-American English-speaking children through greater understanding of language difference. *Developmental Psychology*, *49*(1), 31-44. **EBSCO:** Enter the following terms: obstacles *and* African-American *and* language

Pratt-Johnson, Y. (2006). Communicating cross-culturally: What teachers should know. The internet *TESL Journal*, *XII*(2). Retrieved from **http://iteslj.org/Articles/Pratt-Johnson-** CrossCultural.html.

Turnbull, A., Turnbull, R., & Wehmeyer, M. (2012). *Exceptional lives: Special education in today's schools (7th ed.)*. Upper Saddle River, New Jersey: Prentice-Hall. Chapter 2: "Ensuring Progress in the General Curriculum through Universal Design for Learning" (to page 48).

&#9923; **Assignments Due for Session 3:**

- None.

**Session 4—Thursday, February 11ᵗʰ, 2016**

- **Response to Intervention, Initial Referral, & the IDEA Principle—
  Nondiscriminatory Evaluation**
- **Early Intervention & School-Age Referrals**

**❓ Essential Questions:**
- What is response to intervention (RTI)?

- What is the principle of nondiscriminatory evaluation?

- How do language, culture, class, gender, and other aspects of student and teacher identity impact the assessment of children?

- Who decides what's "typical" and what if we don't agree?

- What role can/should teachers play in the referral and evaluation process?

- Who evaluates children and what happens once they are evaluated?

- What does the referral process in New York City look like for 0-3 and 3-21?

- What early intervention services are available to young children and their families in NYC?

- What strategies can you use to begin the research process for your projects?

**📖 Required Readings for Session 4:**

Child Study Report (To be handed out in class in Session 3.)

National Center for Learning Disabilities. (2004). IDEA Parent Guide: A Comprehensive Guide to Your Rights and Responsibilities Under the Individuals with Disabilities Education Act (IDEA 2004). (Chapter 3: Referral or Request for Evaluation, Pages 16-19). http://www.pacer.org/legislation/idea/pdf/idea2004parentguide.pdf

Saeki, E., Jimerson, S., Earhart, J., Hart, S., Renshaw, T., Singh, R., & Stewart, K. (2011). Response to intervention (RtI) in the social, emotional, and behavioral domains: Current challenges and emerging possibilities. *Contemporary School Psychology*, *15*, 43-52. **EBSCO:** Enter the following terms: RTI *and* challenges *and* possibilities.

Solomon, A. (2012). *Far from the tree: Parents, children and the search for identity*. New York: Scribner. Chapter 2: "Deaf"

View This Video: RTIActionNetwork. (2012). Implementing Response to Intervention: Prairie Children Preschool. Retrieved from **https://www.youtube.com/watch?v=l-XP9vnwGt4**

## ⊙ Optional Readings

Klingner, J. & Harry, B.  (2006). "The special education referral and decision-making process for English language learners" **EBSCO:** Enter the following terms: Referral *and* decision-making *and* language.  Read pp. 2247-2254 (beginning through "Purpose"), 2265-2268 ("Misinterpretation…" through "Prereferral…"), 2271-end (from "Interactions with Parents" to end).

### It would be beneficial to review these readings:

Choose one of the following.  *You can skim this guide.*  These will be useful references to put in your library of resources:

*For interest in 0-3 year-olds:*

Advocates for Children Early Intervention Guide, p. 1-12 (print entire guide for future reference) **Download here:** http://www.advocatesforchildren.org/who_we_serve/early_childhood

*For interest in 3-21 year-olds:*

Advocates for Children Short Guide to Special Education, pp. 1-20 (print entire guide for future reference) **Download here:** http://www.advocatesforchildren.org/who_we_serve/students_with_disabilities

## 🖥 Assignments Due for Session 4:

- Personal Reflection & Experience Paper**.**

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**Session 5: February 18th, 2016**

**Topics:**
- **IDEA Principle: Least Restrictive Environment: Understanding Related Terms**
- **Physical and Sensory Development and Health: Cerebral Palsy, Hearing Loss, Asthma: Low Incidence Disabilities in Your Settings**

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**? Essential Questions:**

- What are the components and controversies of inclusion in the context of current education policies?

- What current models of inclusion exist in NYC and elsewhere?

- What are the potential academic and social/emotional implications of inclusion?

- What is LRE and New York's "continuum of services" model?

- What early intervention services are available to children and their families?

- What are some low-incidence disabilities that all educators need to be aware of? How can we use these as "case studies" for thinking about children whose needs we may be unfamiliar with?

- In what ways does motor development occur along a continuum? What conditions and circumstances can disrupt typical motor development and when do we call this a "physical disability?"

- What is the connection between motor development and learning more generally?

- What are common health impairments?

- How can schools best accommodate students with health impairments? (We will focus on asthma.)

- What do disruptions to typical sensory functioning look like in learning environments? Why are these issues so often missed?

- How can schools and museums best accommodate children with physical and sensory disabilities, and complex health needs?

📖 **Required Readings for Session 5:**

Solomon, A. (2012). *Far from the tree: Parents, children and the search for identity*. New York: Scribner. Chapter 4 ("Down Syndrome")

**Groups will be assigned the following readings. Each group member reads all articles, supplements, and websites from Group A, B, or C (per their assigned low incidence variation group):**

### Group A: Sensory Development: Focus on Hearing Loss

Alexander Graham Bell Association for the Deaf and Hard of Hearing
 **http://www.agbell.org/**. Click on the "Learn" tab

Pakulski, L. & Kaderavek, J. (2002). Children with minimal hearing loss: Interventions in the classroom. **Enter:** *Pakulski* and *Kaderavek. It is the second article*

Minimal Hearing Loss: Fact and Strategies from Michigan State University
 **https://www.msu.edu/course/asc/823f/casby/huffma23.html**

Lederberg, A. & Schick, B. (2013). Language and literacy development of deaf and hard-of-hearing children: Successes and challenges. *Developmental Psychology*, *49*(1), 15-30.

Isaiah, M. (2014). Hearing Loss Fact Sheet**.** www.slideshare.net/mariaisaiah/hearing-loss-fact-sheet

### Group B: Physical Development: Focus on Cerebral Palsy

Cerebral Palsy International Research Foundation. (n.d.). Facts about cerebral palsy.
 **http://cpirf.org/facts-about-cerebral-palsy/**

United Cerebral Palsy. (2013). Cerebral Palsy: Facts and Figures. Find here:
 **http://ucpgg.org/resources/facts-about-cerebral-palsy/**

 **http://www.ucp.org/resources/research-and-statistics**

Turnbull, A., Turnbull, R., & Wehmeyer, M. (2012). *Exceptional Lives* Chapter 12: "Understanding Students with Physical Disabilities and Other Health Impairments" excerpts (pp. 332-337; 343-350; 352-357) (focus on cerebral palsy)

Belkin, L. (2004). The Lessons of Classroom 506. NYT Magazine article from 9/12/04.
 http://www.nytimes.com/2004/09/12/magazine/12MAINSTREAMING.html?_r=1

### Group C: Health Impairments: Focus on Asthma

American Lung Association. (2012, October). *Asthma and children fact sheet.*
 http://www.lungusa.org/lung-disease/asthma/resources/facts-and-figures/asthma-children-fact-sheet.html

American Lung Association. (2010, February). *Building Asthma Education*
http://www.lungusa.org/lung-disease/asthma/in-schools/asthma-friendly-schools/about-afsi/educate-school-staff.pdf

Environmental Protection Agency (2013, March). Asthma Facts. Type "Environmental Protection Agency" and "Asthma Fact Sheet" into google; it should be the first result.

National Asthma Education and Prevention Program.  (2003, July).  *Managing asthma: A guide for schools.*http://www.nhlbi.nih.gov/health/prof/lung/asthma/asth_sch.pdf

- In the section "Actions for School Staff," feel free to focus on the subsection: "Actions for the classroom teacher" and skim the others

Stingone, J. & Claudio, L., (2006).  "Asthma and Enrollment in Special Education Among Urban Schoolchildren."


**Optional Readings:**

Candlin, F. (2003). Blindness, art and exclusion in museums and galleries. *International Journal of Art & Design Education, 22*(1), 100-110. **EBSCO:** Enter the following terms: *Blindness* and *art* and *exclusion*

Hehir, T. (2003). Beyond inclusion. *School Administrator*, *60*(3), 36-39. **EBSCO:** Enter the following terms: *Hehir* and *beyond* and *inclusion*

**Assignments Due for Session 5:**

- Research Project Proposal.
- Reading Response/Low-Incidence Variations (Group).

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**Session 6—Thursday, February 25th, 2016**

**Topics**
- **Language and Communication Development**
- **Learning Disabilities and the Development of Academic Skills**

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**?** **Essential Questions:**

- What are language-based and communication disorders?

- What are some basic and alternative interventions for children with language-based and communication disorders?

- What do we need to keep in mind when working with families of children with language-based and communication disorders?

- What are learning disabilities?

- How can we change the environment to better support students with learning disabilities?

- Can students be gifted and have a learning disability?

**Required Readings Due for Session 6:**

Morin, A. (2016). Learning disabilities facts, trends and stats. Retrieved from:
https://www.understood.org/en/learning-attention-issues/getting-started/what-you-need-to-know/learning-disabilities-facts-trends-and-stats.

Turnbull, A., Turnbull, R., & Wehmeyer, M. (2012). *Exceptional lives. Special education in today's schools (7th ed.)*. Upper Saddle River, New Jersey: Prentice-Hall. Chapter 5: "Understanding students with learning disabilities" *and* Chapter 6: "Understanding students with communication disorders"

**Optional Readings:**

Sleeter, C. (1986). Learning disabilities: The social construction of a special education category. *Exceptional Children*, *53*(1), 46-54. **EBSCO:** Enter article title**.**

**Review these sites for resources that may be of interest for you:**

Child Development Institute:
http://childdevelopmentinfo.com/child-psychology/children_with_communication_disorders/

LD Online:
http://www.ldonline.org/article/19260/
http://www.ncld.org/disability-advocacy/learn-ld-laws/dsmv-opportunity-improved-practice

⌨ **Assignments Due for Session 6:**

- None.

**Session 7: March 3rd, 2016**

**Topic:**
- **IDEA Principle: FAPE—Revisited via the IEP/IFSP**

**Essential Questions ❓:**

- What is differentiation?  In what (manageable) ways can learning content, processes, and products be adapted and differentiated to meet a diverse range of abilities and needs?  How does this framework relate to Universal Design Theory?  How can we apply both frameworks to leaning environments that occur outside of the classroom?

- What are Individual Family Service Plans (IFSPs) and Individualized Education Programs (IEPs)?  What are their components?

📖 **Required Readings Due for Session 7:**

Solomon, A. (2012). *Far from the tree: Parents, children and the search for identity*. New
  York: Scribner. Chapter 4 ("Down Syndrome")

Bruder, M. (2000). The Individual Family Service Plan (IFSP). (Report No. EDO-EC-00-14).
  Arlington, VA: ERIC Clearinghouse on Disabilities and Gifted Education. Retrieved
  from ERIC Database. (ED449634) (Type article title into search window on library's
  page; then follow the links provided.)

Hart, J.E. & Brehm, J. (2013). Promoting self-determination: A model for training elementary
  students to self-advocate for IEP accommodations. *Teaching Exceptional Children*,
  *45*(5), 40-48.  **EBSCO:** Enter article title.

LaSalle, T. P., Roach, A.T., & McGrath, D. (2013). The relationship of IEP quality to curricular
  access and academic achievement for students with disabilities. *International Journal of
  Special Education*, *28*(1), 135-144. **EBSCO:** Enter full article title.

Diliberto, J. & Brewer, D. (2012). Six tips for successful IEP meetings. *Teaching Exceptional
  Children*, *44*(4), 30-37. **EBSCO:** Enter article title.

🔘 **Optional Readings:**

Beckman, P.J. & Bristol, M. (1991). Issues in developing the IFSP: A framework for
  establishing family outcomes. *TECSE*, *11*(3), 19-31. **EBSCO:** Enter Beckman *and*
  Bristol

Gartin, B. & Murdick, N. (2005).  "IDEA 2004: The IEP." *Remedial and Special Education*,
  *26*(6), 327-331. **EBSCO:** Enter article title

Zickel, J. & Arnold, E.  (2001). "Putting the I in IEP." *Educational Leadership, 59*(3), 71-73
        **EBSCO:** Enter article title

🖥 **Assignments Due for Session 7:**

- None.

**Session 8: March 10ᵗʰ, 2016**

**Topics:**
- **Attention Controls and the Development of Executive Functioning**

- **Emotional, Social, and Behavioral Development**

## ? Essential Questions:
- How can we create person-centered IEPs and use these plans as tools for planning and for advocacy?

- What is the definition of AD/HD and how is a diagnosis made?

- What does current brain research tell us about AD/HD?

- What are the current concepts and controversies related to AD/HD?

- What role does attention play in the learning process?

- What approaches exist to working with children with AD/HD and attentional difficulties?

- How can we better construct emotionally responsive learning environments?

- What are the legal criteria for emotional/behavioral disorders?

- What are the controversies and range of perspectives that exist in regards to emotional and behavioral disorders?

- What does brain research tell us about the relationship between emotion and learning?

- What role do temperament and resilience play in social and emotional development?

- What is a functional behavioral assessment (FBA)?

- What impact do emotional and behavioral disorders have on family systems?

## Required Readings for Session 8:

Council for Exceptional Children. (2013). New DSM-5 officially released. Retrieved from:
    **http://www.policyinsider.org/2013/05/new-dsm-5-officially-released.html**

Lucas, C. (2007).  Anxiety in the preschool years. *Child Study Center Letter (11)*4, 1-5. (Click
    on the following link:
    http://calvarychildrens.weebly.com/uploads/1/2/8/2/12821293/june2007.pdf

NICHCY (2010). Emotional disturbance (disability fact sheet #5). Retrieved from
http://www.parentcenterhub.org/wp-content/uploads/repo_items/fs5.pdf.

Rao, S., et al.  (2003). Using narrative logs--Understanding students' challenging behaviors.
*Teaching Exceptional Children, 35*(5), 22-29. **EBSCO:** Enter: narrative *and* logs *and* understanding

Turnbull, A., Turnbull, R., & Wehmeyer, M. (2012) *Exceptional lives: Special education in today's schools (7th ed.)*.  Upper Saddle River, New Jersey: Prentice-Hall. Chapter 7: "Understanding students with emotional or behavioral disorders" and Chapter 8: "Understanding students with AD/HD"

## ◎ Optional Readings:

Pavri, S. (2001).  Loneliness in children with disabilities: How teachers can help. *Teaching Exceptional Children, 33*(6), 52-59.  **EBSCO:** Enter: Loneliness *and* children *and* disability. Will appear as item 5 on the page.

## ⌨ Assignments Due for Session 8:

- Annotated Bibliography.

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**Session 9: March 17th, 2016**

**Topics:**
- **Creating Inclusive Environments**

- **Creating Differentiated Learning Activities**

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**❓ Essential Questions:**
- How do we protect the basic rights of students and their families?

- What do we need to know about the current special education policies in NYC?

- How can Universal Design for Learning (UDL) and differentiated instruction inform teaching to support all learners?

- How can we think broadly about access and inclusion in settings beyond the academic classroom?

- What role can the arts play in the inclusion of children with special needs?

- What are some concrete ways to apply the UDL and differentiation frameworks to learning activities?

- A closer look at learning activities:  What are we actually asking children to do and to understand?

- How are we asking them to engage?  Where are the potential breakdown points/entry points for different types of learners?

- How can we best manage differentiation?  Finding a starting point that fits with your knowledge, skills, and experiences.

**📖 Required Readings Due for Session 9:**

Common Core State Standards (n.d.). Application to students with disabilities. Retrieved from **http://www.corestandards.org/assets/application-to-students-with-disabilities.pdf**.

Levy, H. M. (2008).  Meeting the needs of all students through differentiated instruction: Helping every child reach and exceed standards. *Clearing House*, *81*(4), 161-164. **EBSCO:** Enter Levy *and* Differentiated Instruction OR enter full title into library's search window.

McCray, E. & Alvarez McHatton, P. (2011). "Less afraid to have *them* in my classroom": Understanding pre-service general educators' perceptions about inclusion. *Teacher Education Quarterly*, 135-155. ERIC: EJ960622. **EBSCO**: Enter article title.

Smith, V. & Armstrong, A. (2005). Beyond prejudice: Inclusive learning in practice (London: UK: Learning and Skills Development Agency. Retrieved from ERIC database. (508505) **EBSCO**: Enter article title.

Solomon, A. (2012). *Far from the tree: Parents, children and the search for identity*. New York: Scribner. Chapter 7: "Disability"

CAST (2008). Universal design for learning guidelines version 1.0.
      For a text version go here: http://www.udlcenter.org/aboutudl/udlguidelines/downloads
      Click on "Get the UDL Guidelines in text format"

      For the digital version go here:
      http://www.udlcenter.org/aboutudl/udlguidelines
      *In the online version you can explore some interesting examples and resources by following the links; many of these are free downloadable software or interesting website.

⌨ **Assignments Due for Session 9:**

- None.

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**Session 10: March 24ᵗʰ, 2016**

**Topics:**

- **Autism Spectrum Disorders**

- **Differentiated Learning Activities (Continued)**

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**? Essential Questions:**

- What are autism spectrum disorders and how can they be understood as they relate to cognitive, social, and emotional development? How have the changes in the *DSM-V* impacted children and adults with this classification?

- What are some basic and alternative interventions for children with autism?

- What do we need to keep in mind when working with families of children with autism and autism spectrum disorders?

**📖 Required Readings Due for Session 10:**

American Psychological Association. (2013). Autism Spectrum Disorder Fact Sheet. Retrieved from: http://www.dsm5.org/Pages/Default.aspx **(See Autism Spectrum Disorder on lower left column).**

Kapp, S., Gillespie-Lynch, K., Sherman, L., & Hutman, T. (2013). Deficit, difference, or both? Autism and neurodiversity. *Developmental Psychology*, *49*(1), 59-71. **EBSCO**: Enter article title OR enter article title into library's search window.

Page, T. (2007).  Parallel play: A lifetime of restless isolation explained.  *The New Yorker*, *83*(24), 36-41. * Click on this link: **https://facultystaff.richmond.edu/~bmayes/ParallelPlay_NewYorker.pdf**)

Solomon, A. (2012). *Far from the tree: Parents, children and the search for identity*. New York: Scribner. Chapter 5: "Autism."

Turnbull, A., Turnbull, R., & Wehmeyer, M. (2012). *Exceptional lives*: *Special education in today's schools (7ᵗʰ ed.)*.  Upper Saddle River, New Jersey: Prentice-Hall. Chapter 11: "Understanding students with autism"

**⦿ Optional Readings:**

Szabo, J. (2000). Maddie's story: Inclusion through physical and occupational therapy. *Teaching Exceptional Children, 33*(2), 12-19. **EBSCO**: Enter: Szabo *and* Maddie.

Winterman, K. & Sapona, R.  (2002).   Everyone's included: Supporting young children with autism spectrum disorders in a responsive learning environment. *Teaching Exceptional*

*Children*, *35*(1), 30-35.* **EBSCO:** Enter Winterman *and* Sapona. *Focused on classroom strategies.

⌨ **Assignments Due for Session 10:** Research Project Outline & Mid-Point Self-Assessment.

**Spring Break:  Monday, March 28th-Friday, April 1st**

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**Session 11: Thursday, April 7th, 2016**

**Topics:**
- **IDEA Principles: Procedural Due Process and Parental and Student Participation (Collaborating with and Protecting the Rights of Children and Families)**

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**? Essential Questions:**
- Why is collaboration with families such a vital component for supporting children with a diverse range of needs?

- What can collaboration with families look like?

- What are the challenges?

- What rights do families have in the special education process and how can we help protect those rights?

- How can we see ourselves as advocates for families as well as for children?

**📖 Required Readings for Session 11:**

Doucet, F. (2011). (Re)Constructing home and school: Immigrant parents, agency, and the (Un)Desirability of bridging multiple worlds. *Teachers College Record*, *113*(12), 2705-2738. Select "Find Journal" under library's search window; enter "Teachers College Record;" then locate the journal year and volume #.

Edwards, C. & DaFonte, A. (2012). The 5-point plan: Fostering successful partnerships with families of students with disabilities. *Teaching Exceptional Children*, *44*(3), 6-13. **EBSCO**: Enter article title OR enter article title into library's search window.

Harry, B. (2002). Trends and issues in serving culturally diverse families of children with disabilities. *Journal of Special Education, 36*(3), 131-138. **EBSCO:** Enter: Harry *and* Trends *and* Issues OR enter full article title into library's search window.

Osborne Jr., A. (1995). Procedural due process rights for parents under the IDEA. *Preventing School Failure*, *39*(2), 22-27. **EBSCO**: Enter article title OR enter article title into library's search window.

Turnbull, A., Turnbull, R., Wehmeyer, M., & Shogren, K. (2012) *Exceptional lives: Special education in today's schools (7th ed.)*. Upper Saddle River, New Jersey: Prentice-Hall. Chapter 4: "Today's Families and Their Partnerships with Professionals"

Weber, M.C. (2014). In defense of IDEA due process. *Ohio State Journal on Dispute Resolution, 29*(3), 495-523. **EBSCO**: Enter article title OR enter article title into library's search window.

⌨ **Assignments Due for Session 11:**

- None.

**Session 12: April 14ᵗʰ, 2016**

**Topics:**
- **Collaborative Team Teaching & Other Colleague Collaborations**

- **Transition Services**


**? Essential Questions:**

- What is Integrated Co-Teaching (ICT)?

- What are the models used in ICT classrooms?

- What are the strengths and weaknesses of the ICT approach?

- Who are the service providers who might work with children in special education? What role(s) do they play?

- How can we create more collaborative relationships with the other adults working with our students?

- How can we more successfully support school-hospital transitions?

- What are Transition Services?

- Why are Transition Services an essential part of education?


 **Required Reading for Session 12: EBSCO**: Type full article title OR type article title into library's search window.

Cimera, R.E., Burgess, S., & Bedesem, P.L. (2014). Does providing transition services by age 14 produce better vocational outcomes for students with intellectual disability? *Research and Practice for Persons with Severe Disabilities*, *39*(1), 47-54.

Petrick, D. (2014). Strengthening compatibility in the co-teaching relationship: A four step process. *Global Education Journal*, *2014*(1), 15-35.

Rous, B. & Hallam R. (2012). Transition services for young children with disabilities: Research and future directions. *Topics in Early Childhood Special Education*, *31*(4), 232-240.

Thousand, J.S., Villa, R.A., & Nevin, A.I. (2006). The many faces of collaborative planning and teaching. *Theory Into Practice*, *45*(3), 239-248.

**Co-Teaching Defined: http://marilynfriend.com/basics.htm**
**Co-Teaching Approaches: http://marilynfriend.com/approaches.htm**

⌨ **Assignments Due for Session 12:**
- Activity Assignment: Analysis Checklist and Notes.
- Activity Redesign (In-Class Group Work).
- Activity Assignment: Rationale.

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**Session 13—Thursday, April 21st, 2016**

**Topics:**
- **1st Half of Research Project Presentations**

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**Essential Questions ❓:**

- How can research, such as that which you've conducted, help you and your schools build capacity?

- What were the outcomes of your research?

📖 **Required Readings Due for Session 13:**

- None.

🖥 **Assignments Due for Session 13:**
- Reflections on Families.

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**Session 14—Thursday, April 28ᵗʰ, 2016**

**Topics:**

- **2ⁿᵈ Half of Research Project Presentations**
- **Course Reflections**
- **Course Evaluations**

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**Essential Questions ❓ :**

- How can research, such as that which you've conducted, help you and your schools build capacity?

- What were the outcomes of your research?

- As we look back on our 803 journey this spring, what are your biggest take-away(s)?

**📖 Required Readings Due for Session 14:**

- None.

**🖥 Assignments Due for Session 14:**

- Final Research Projects.

**Note on Websites and Bibliography**:  My hope is that you will see these lists as resources for the future.  You may not explore these lists right now (except perhaps for your research) but in the future, when faced with a question from a parent, colleague, or yourself about a child with a particular kind of need, you may dip back into these and find them useful.  They include not only research and practical information, but a few novels and first-hand accounts as well.

| Useful Websites: |
| --- |

**National Organizations:**

Center for Evidence-Based Practice: Young Children with Challenging Behavior: http://challengingbehavior.fmhi.usf.edu

Consortium for Citizens with Disabilities: http://www.c-c-d.org

Council for Exceptional Children: http://www.cec.sped.org

LD Online: http://www.ldonline.org/

National Information Center for Children and Youth with Disabilities: http://www.nichcy.org

National Institute of Mental Health: www.nimh.nih.gov

National Resource Center on ADHD: http://www.help4adhd.org

United Cerebral Palsy: www.ucp.org

Zero to Three: National Center For Infants, Toddlers and Families: www.zerotothree.org

IEP Due Process: http://www.understandingspecialeducation.com/IEP-due-process.html


**New York Resources:**

Advocates for Children of New York: http://www.advocatesforchildren.org/

Andrew Heiskell Braille and Talking Book Library: http://talkingbooks.nypl.org

Brooklyn Public Library: Resources for children with special needs: www.brooklynpubliclibrary.org/childs_place.jsp

Inside Schools (independent guide to NYC public schools): www.insideschools.org

New York City Department of Education, Special Education District: http://schools.nycenet.edu/d75/

New York City Department of Education, Special Education Educator Resources: http://schools.nyc.gov/Academics/SpecialEducation/EducatorResources/default.htm

New York State Education Department: Vocational and Educational Services for Students with Disabilities (VESID): http://www.vesid.nysed.gov

New York University Child Study Center: Focused on the mental health needs of children and adolescents: http://www.aboutourkids.org

Resources for Children with Special Needs, Inc. ("knowledge and support to empower parents and other New Yorkers who care about young people with disabilities"): http://www.resourcesnyc.org

**Other Resources for Educators:**

AblePlay: Reviews of toys for children with special needs: http://www.ableplay.org

All Kinds of Minds: www.allkindsofminds.org

Art Beyond Sight ("A…resource for bringing art and culture to people with visual impairments"): http://www.artbeyondsight.org/

Center for Applied Special Technology, for information about Universal Design for Learning: http://cast.org

Lifeprint: American Sign Language resource: http://www.lifeprint.com

Tate Gallery online art resource for people with visual impairments: http://www.tate.org.uk/imap/

The Visual Dictionary: http://www.infovisual.info

History of Disability Timeline: http://www.ncld-youth.info/index.php?id=61

Landmark Dates in Special Education History: http://www.learningrx.com/a-historical-view-of-special-education-faq.htm

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Armstrong, T. (1994). *Multiple intelligences in the classroom*. Alexandria: ASCD.

Battenfield, M. & Crawford, F. (2015). Why Every Student Succeeds Act still leaves most vulnerable kids behind. *U.S. News & World Report*. Retrieved from http://www.usnews.com/news/articles/2015-12-14/why-every-stuent-succeeds-act-still-leaves-most-vulnerable-kids-behind

Belkin, L. (2004, September 12). The Lessons of Classroom 506. *The New York Times.*

Beckman, P.J. & Bristol, M. (1991). Issues in developing the IFSP: A framework for establishing family outcomes. *TECSE*, *11*(3), 19-31.

Berube, M. (1994). Life as we know it. *Harpers*, *289*, 41-43.

Berube, M. (2003). Citizenship and disability. *Dissent*, *50*(2), 52-7.

Blakemore, S. & Frith, U. (2005). *The learning brain*: *Lessons for education*. Malden: Blackwell Publishing.

Blackman, L. (2001). *Lucy's story: Autism and other adventures*. London: Jessica Kingsley Publishers Ltd.

Brookfield, S. & Preskill, S. (2005). *Discussion as a way of teaching: Tools and techniques for democratic classrooms.* San Francisco: Jossey-Bass Publishers.

Bruder, M. (2000). The Individual Family Service Plan (IFSP). (Report No. EDO-EC-00-14). Arlington, VA: ERIC Clearinghouse on Disabilities and Gifted Education. Retrieved from ERIC Database. (ED449634)

Candlin, F. (2003). Blindness, art and exclusion in museums and galleries. *International Journal of Art & Design Education, 22*(1), 100-110.

Cimera, R.E., Burgess, S., & Bedesem, P.L. (2014). Does providing transition services by age 14 produce better vocational outcomes for students with intellectual disability? *Research and Practice for Persons with Severe Disabilities*, *39*(1), 47-54.

Common Core State Standards (n.d.). Application to students with disabilities. Retrieved from **http://www.corestandards.org/assets/application-to-students-with-disabilities.pdf**.

Cook, M., (2005). The disruptive or ADHD child: What to do when kids won't sit still and be quiet. *Focus on Exceptional Children. 37*(7), 1-8.

Daley, T. & Weisner, T. (2003). "I speak a different dialect": Teen explanatory models of difference and disability. *Medical Anthropology Quarterly*. *17*(1), 25-48.

Daniels, V. (1999). The assessment maze: Making instructional decisions about alternative assessments for students with disabilities. *Preventing School Failure, 43(4)*, 171-178.

Darrow, A. and White, G.W. (1997). Sticks and stones…and words CAN hurt: Eliminating handicapping language. Kansas: The University of Kansas. Retrieved January 17, 2008 from http://www.google.com/search?hl=en&q=alice-ann+darrow+and+glen+w.+white&btnG=Search.

Deschler, D., Ellis, E. & Lenz, K. (1996). *Teaching adolescents with learning disabilities*. Denver, CO: Love Publishing Company.

Demski, J. Assess. Instruct. Repeat. (2009). *Technological Horizons in Education*, *36*(5), 30-36.

Diliberto, J. & Brewer, D. (2012). Six tips for successful IEP meetings. *Teaching Exceptional Children*, *44*(4), 30-37.

Doucet, F. (2011). (Re)Constructing home and school: Immigrant parents, agency, and the (Un)Desirability of bridging multiple worlds. *Teachers College Record*, *113*(12), 2705-2738.

Edwards, K.  (2005).  *The memory keeper's daughter.*  New York:  Penguin Books.

Edwards, C. & DaFonte, A. (2012). The 5-point plan: Fostering successful partnerships with families of students with disabilities. *Teaching Exceptional Children*, *44*(3), 6-13.

Fitch, F.  (2002).  Disability and inclusion: From labeling deviance to social valuing.  *Education and Theory*, *52*(4), 463-477.

Friend, M. & Bursuck, W. (2001).  *Including students with special needs*. Boston: Allyn & Bacon.

Gardner, H. (1993).  *Multiple intelligences: The theory in practice*.  NY: Harper Collins.

Gartin, B. & Murdick, N. (2005).  IDEA 2004: The IEP.  *Remedial and Special Education, 26*(6), 327-331.

Gee, J. (2001). Identity as an analytic lens for research in education. *Review of Research in Education*, *25*, 99-125.

George, A. & Duquette, C., (2006).  The psychosocial experiences of a student with low vision.  *Journal of Visual Impairment & Blindness*, *100*(3), 152-163.

Getch, Y.Q. & Neuharth-Pritchett, S.  (1999).  Managing asthma in schools:  Lessons learned and recommendations.  *The Journal of School Health*, *76*(6), 340-344.

Grandin, T. (2002).  Myself.  *Time, 159*(18), 56.

Green, R. (2008).  *Lost at school:  Why our kids with behavioral challenges are falling through the cracks and how we can help them*.  New York:  Scribner.

Halmhuber, N., & Beauvais, K.J. (2002). *Case studies about children and adolescents with special needs*.  Boston, MA:  Allyn & Bacon.

Hammer, M. R.  (2004).  Using the self-advocacy strategy to increase student participation in IEP conferences.  *Intervention in School and Clinic*, *39*(5), 295-300.

Hanson, M., et. al. (1997).  Language, culture and disability: Interacting influences on

preschool inclusion. *Topics in Early Childhood Special Education, 17*, 307-36.

Harry, B. (2002). Trends and issues in serving culturally diverse families of children with
disabilities. *The Journal of Special Education*, *36*(3), 131-138.

Harry, B. and Klingner, J. (2007). Discarding the deficit model: Ambiguity and
subjectivity contribute to the disproportionate placement of minorities in special
education. *Educational Leadership*, *64*(5), 16-21.

Hart, J.E. & Brehm, J. (2013). Promoting self-determination: A model for training elementary
students to self-advocate for IEP accommodations. *Teaching Exceptional Children*,
*45*(5), 40-48.

Hehir, T. (2003). Beyond inclusion. *School Administrator*, *60*(3), 36-9.

Hehir, T. (2002). Eliminating ableism in education. *Harvard Educational Review*, *72*(1).

Hibbard, M., Gordon, W.A., Martin, T., Raskin, B., & Brown, M. (2002). Students with
traumatic brain injury: Identification, assessment and classroom accommodations.
*Premier Outlook*, *3*(3), 11-18.

Hux, K. & Hacksley, C. (1996). Mild traumatic brain injury: Facilitating school success.
*Intervention in School and Clinic*, *31*, 158-65.

Jarrell, D. (2005). Five commonsense fixes for NCLB. *American School Board
Journal*, *192*(5).

Jensen, E. (2005). *Teaching with the brain in mind (2nd ed.).* Alexandria, Va.: Association for
Supervision and Curriculum Development.

Johnson, D. & Johnson R. T. (1996). The role of cooperative learning in assessing and
communicating student learning. *Yearbook*, *1996,* 25-46.

Johnson, G. M. (1999). Inclusive education: fundamental instructional strategies and
considerations. *Preventing School Failure, 43*, 72-78.

Kaderavek, J. & Pakulski, L. (2002). Minimal hearing loss is not minimal.

*Teaching Exceptional Children*, *34*(6), 14-18.

Kamens, M.W.  (2004).  Learning to write IEPs:  A personalized, reflective approach

   for preservice teachers.  *Intervention in School and Clinic*, *40*(2), 76-80.

Kapp, S., Gillespie-Lynch, K., Sherman, L., & Hutman, T. (2013). Deficit, difference, or both?

   Autism and neurodiversity. *Developmental Psychology*, *49*(1), 59-71.

Keyes, M.W. and Owens-Johnson, L.  (2003).  Developing person-centered IEPs.

   *Intervention in School and Clinic*, *38*(3), 145-152.

Klingner, J. & Harry, B. (2006).  The special education referral and decision-making

   process for English language learners:  Child study team meetings and placement

   conferences.  *Teachers College Record*, *108*(11), 2247-2281.

Lamorey, S. (May/June 2002). The effects of culture on special education services. *Teaching

   Exceptional Children*, *34*(5), 67-71**.**

LaSalle, T. P., Roach, A.T., & McGrath, D. (2013). The relationship of IEP quality to curricular

   access and academic achievement for students with disabilities. *International Journal of

   Special Education, 28*(1), 135-144.

Lawrence-Brown, D.  (2004).  Differentiated instruction:  Inclusive strategies for

   standards-based learning that benefit the whole class.  *American Secondary Education*,

   *32*(3), 34-62.

Lee-Tarver, A.  (2006).  Are individualized education plans a good thing?  A survey of

   teachers' perceptions of the utility of IEPs in regular education settings.  *Journal of

   Instructional Psychology*, *33*(4), 263-272.

Lederberg, A. & Schick, B. (2013). Language and literacy development of deaf and hard-of-

   hearing children: Successes and challenges. *Developmental Psychology*, *49*(1), 15-30.

Levine, M. (2002).  *Educational care:  A system for understanding and helping children

   with learning differences at home and in school  (2nd ed.).*  Cambridge:

Educators Publishing Service.

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Helping every child reach and exceed standards. *Clearing House*, *81*(4), 161-164.

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better goals and short-term objectives or benchmarks. *Teaching Exceptional Children,*

*34*(1), 52-58.

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Understanding pre-service general educators' perceptions about inclusion. *Teacher*

*Education Quarterly*, 135-155. ERIC: EJ960622.

McNally, J. (2003). A ghetto within a ghetto. *Rethinking Schools, 17*(3).

Meyen E. & Skrtic, T. eds. (1995*). Special education & student disability: An introduction:*

*Traditional, emerging, and alternative perspectives*. Denver: Love Pub. Co.

Morin, A. (2016). Learning disabilities facts, trends and stats. Retrieved from:

https://www.understood.org/en/learning-attention-issues/getting-started/what-you-need-
to-know/learning-disabilities-facts-trends-and-stats.


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development. *Journal of Visual Impairment and Blindness*, *96*(3), 175-178.

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*School Failure*, *46*(2), 66-69.

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under IDEA. Retrieved from http://www.parentcenterhub.org/wp-content/uploads/repo_items/gr3.pdf.

Nowell, B.L. & Salem, D.A.  (2007).  The impact of special education mediation on parent-school relationships:  Parents' perspective.  *Remedial and Special Education*, *28*(5), 304-315.

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Pavri, S. (2001).  Loneliness in children with disabilities: How teachers can help.  *Teaching Exceptional Children*, *33*(6), 52-58.

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Petrick, D. (2014). Strengthening compatibility in the co-teaching relationship: A four step process. *Global Education Journal*, *2014*(1), 15-35.

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