

HTH 101 A: Introduction to Characteristics of Mild/Moderate Disabilities
Odyssey Pre-service

Instructor:	Charley Hoff
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Class Meetings:	August 2011, New Teacher Odyssey (2 classes)
Location:	HTH Media Arts Building
Course Credit:	1 credit (16 hours of instruction)

Course Description

Pre-service course HTH 101 A provides an introduction to and explanation of the characteristics of students with different types of mild/moderate disabilities (i.e., specific learning disabilities, autism spectrum disorders, other health impairments, mild/moderate mental retardation, traumatic brain injury, and emotional disturbance). Interns examine and learn how to plan instruction for students who have different types of disabilities. They understand risk factors and their influence on developmental competencies and outcomes for students. Interns learn how characteristics impact student placement decisions, IEP development, and instruction.

Course Objectives

Upon completion of course HTH 101 A, Interns:

- 1) *Are familiar with the philosophy, history, legal requirements, and ethical practices of special education.*
- 2) *Develop a working understanding of different types of mild/moderate disabilities and specific characteristics of those disabilities, including specific learning disabilities, autism spectrum disorders, other health impairments, mild/moderate mental retardation, traumatic brain injury, and emotional disturbance.*
- 3) *Understand the importance of knowing how to communicate, collaborate, and consult effectively with 1) individuals with disabilities and their parents and primary care givers, 2) general/special education teachers and co-teachers, related service personnel and administrators, 3) trans-disciplinary teams including but not limited to multi-tiered intervention, Section 504, IEP/IFSP/ITP*
- 4) *Demonstrate knowledge of atypical development associated with various disabilities and risk conditions (e.g., visual impairment, autism spectrum disorders, cerebral palsy), resilience and protective factors (e.g., attachment, temperament), and their implications for learning.*
- 5) *Demonstrate satisfactory performance based on the Teaching Performance Expectations (TPE's).*

Course Textbooks and Resources

English-Language Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve (2007).

Goldstein, S. & Ozonoff, S. (2009). *Assessment of Autism Spectrum Disorders*. New York, Guilford Press. (Select readings)

Kali, R. & Cavanaugh, J. (2010). *Human Development: A Lifespan View*. (5th Ed.) Wadsworth Cengage Learning.

Turnbull, A., Turnbull, R.H., & Wehmeyer, M.L. (2008). *Exceptional Lives: Special Education In Today's Schools*. Merrill.

[http:// www.selfgrowth.com](http://www.selfgrowth.com) “*Poorly Developed ADHD Brain*”.

<http://www.mayoclinic.com/health/mental-health/MH00076/NSECTIONGROUP=2>
Mental Health: “*Overcoming the stigma of mental illness*”.

<http://www.pbs.org/wgbh/misunderstoodminds/writingbasics.html>

Tentative Course Schedule for HTH 101 A: Introduction to Char of Mild/Moderate Disabilities

Session #1 Overview & Course Requirements	DUE TODAY!
<p>Overview of Special Education History</p> <ul style="list-style-type: none"> • What Does the Law Say? • Overview of Legislation and Legal Requirements • No Child Left Behind, Individuals with Disabilities Education Act, Copy of Federal Register • English-Language Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve (Look at websites and books of different content areas across grade levels) • Parents/Guardians Role • Paraprofessionals, Peers • Roles of Special Educator (Collaborator, Consultant & Co-teacher) 	<p><u>Readings</u></p> <ul style="list-style-type: none"> ❖ Turnbull, Chapters 1 & 4 ❖ Goldstein, Chapter 1 <p><u>Reflection Prompts</u></p> <ul style="list-style-type: none"> ➤ Are the laws that are designed to support and provide equal access to education for students with mild/moderate disabilities fair and equitable? ➤ Do they help or hinder the process?
Session #2 Overview & Course Requirements	DUE TODAY!
<p>Introduction to Human Development</p> <ul style="list-style-type: none"> • What is typical development? • What are some of the factors related to human development? • How does this impact learning? 	<p><u>Readings</u></p> <ul style="list-style-type: none"> ❖ Kali, Chapter 1 ❖ Article, <i>Real People: “Applying Human Development: Sarah and Elizabeth Delany”</i> ❖ Turnbull, Chapters 2 & 3
<p><i>SMALL GROUP ACTIVITY: Jigsaw Activity on selected articles: “Poorly Developed ADHD Brain” and “Overcoming the Stigma of Mental Illness”</i></p>	<p><u>Reflection Prompts</u></p> <ul style="list-style-type: none"> ➤ Based on your school site and your position describe how the risk factors associated with a student’s typical or atypical development informs their education. ➤ How does (or doesn’t) this impact a student’s placement decision?
<p>Overview of Different Disability Categories</p> <ul style="list-style-type: none"> • Emotional Disturbance • Autism spectrum • Others-Physical, Communicative, Traumatic Brain Injury • Attention Deficit Disorder • Mild/Moderate Mental Retardation • Health Impairments • Gifted and Talented • PBS Activities Reading and Writing: Watch Video and do exercises 	<p><u>Assignment/Projects</u></p> <ul style="list-style-type: none"> • Jigsaw activity • Small group presentations • Course evaluation
<p><i>SMALL GROUP PRESENTATION: Mild/Moderate Disabilities.</i></p>	
<p>Each group chooses one disability type and conducts</p>	

<p>research becoming “experts” on the disability. Each group presentation should include:</p> <ul style="list-style-type: none"> • Characteristics of disability • Federal definition of disability • Prevalence • Etiology (if appropriate) • Educational considerations across age & content • Family Issues and considerations 	
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Course Requirements	Due	100 Points Possible
<p>Attendance and Participation Attendance is required for all classes. Intern classes are designed for active participation. Missing class more than once results in having to repeat the class.</p>	Session 1-2	30
<p>Reflections It is important both to think about the “how” of practice and the “why.” Reflections are a combination of classroom observations, in class discussions, and thought provoking teaching practices. Two reflective writings per course are submitted in the Intern’s portfolio.</p>	Session 1-2	30
<p>Small Group Presentation After picking a disability under IDEA categories, groups research then present and identify characteristics on their disability and how these impact instruction and various strategies for effective instruction.</p>	Session 2	40
<p>Grading Criteria Interns are graded at the completion of this course in accordance with the following criteria:</p>		
<p>Exceeds Standards Outstanding knowledge of course content demonstrated; attendance at every class session; all assignments turned in on time; professionalism, effort and application above and beyond course requirements reflected in class participation and outside written work.</p>		90-100%
<p>Meets Standards Good knowledge of course content demonstrated; attendance at every class session or not more than one class session missed and made up by completing an additional assignment approved by the instructor; professionalism reflected in class participation and outside written work.</p>		80-89%
<p>Needs Development Below average knowledge of course content demonstrated assignments missing; or class participation and/or outside written work were below average. A grade of “Needs Development” must be made up and converted into a “Meets Standards” grade within three weeks.</p>		70-79%
<p>Below Standards Failure. Any “Needs Development” grade that is not made up within four weeks automatically converts to a “Below Standards” grade. Interns receiving a “Below Standards” grade may be dropped from the program.</p>		69% or below