Syllabus

Semester: Winter

Course Title: *Individualized Education Programs (IEPs) for Students who are Blind or Visually Impaired With or Without Additional Disabilities*

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E-mail: Kathleen.heydt@perkins.org

COURSE DESCRIPTION:

This course will provide an overview of IEPs for students who are blind or visually impaired including those with additional disabilities. Participants will gain an understanding of the history of special education in the United States and the legal issues that have impacted present day practice. In addition, participants will learn about the required components of the IEP and how to ensure that IEPs are written in a manner to meet the needs of this population.

LEARNING OUTCOMES / OBJECTIVES:

This course will address the dispositions of the Conceptual Framework in the following way(s):

**Knowledge:** As a result of the learning experiences in the course, you will become more cognizant of:

- the legislation that governs educational services for children with disabilities and the evolution of that legislation from the civil rights era to the present
- the legal issues that impact decisions related to student services e.g., Free and Appropriate Public Education (FAPE) and Least Restrictive Environment (LRE) and how those decisions impact students with visual impairments including those with additional disabilities
- parent’s rights and the procedural safeguards guaranteed under IDEIA
- the eligibility requirements for special education

**Skill:** As a result of the learning experiences in the course, you will become better able to:

- describe the general and expanded core curricula and articulate why students with visual impairments should have access to both
- describe the following components of the IEP and identify the requirements of each:
  - Present Level of Educational Performance
  - Measurable Annual Goals
  - Short-term Objectives and Benchmarks
- Identify the purpose of the service delivery and related services components of the IEP and the relevance of the information in this section
Describe the requirements for statewide testing, expanded school year and progress reports
Identify the requirements related to postsecondary transition and age of majority

Caring: As a result of the learning experiences in the course, you will become more competent in your ability to
• Develop an understanding of parents’ rights and the procedural safeguards guaranteed under IDEA
• Identify potential accommodations and modifications to be included in an IEP for students with visual impairments including those with additional disabilities
• Identify potential specially designed instructional needs to be included in an IEP for students with visual impairments including those with additional disabilities

Ethical: As a result of the learning experiences in the course, you will become more competent in your ability to:
• Identify the eligibility requirements for special education
• Describe the requirements for statewide testing and why it is important for all students to be included
• Describe how FAPE and LRE impact students with visual impairments including those with additional disabilities

INSTRUCTIONAL STRATEGIES

| X | Lecture | __ | Data Collection and Analysis |
| X | Discussion/Questioning | __ | Pre-Practicum |
| __ | Laboratory | __ | Role Playing/Simulation |
| __ | Problem Finding/Solving | X | Independent Learning |
| X | Discovery | __ | Field Trips |
| __ | Interviewing | __ | Computer Applications |
| __ | Collaborative Learning Groups | X | Viewing or Listening to Followed by Discussing |
| X | Reflective Responses | __ | Other ________________ |
| __ | Creating Visual Illustrations of Concepts | __ | |
COURSE REQUIREMENTS:

The required assignments for this course are as follows:

Pre/Post Tests: There will be a pre-test and post-test in each of the seven sessions. Participants are required to complete the pre and post-test in each session. Completion of the tests satisfies the requirement – these are not graded assignments. However, failure to complete the tests will result in a loss of points toward the final grade.

The rubric point scale will be used to assess your work based on a 2 point scale.

<table>
<thead>
<tr>
<th>Rubric for Pre-Post Tests</th>
<th>2 points</th>
<th>1 point</th>
<th>0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion of Pre-Post Test</td>
<td>Both pre and post tests are completed within the specified timeframe</td>
<td>Only one (pre or post) test is completed in the specified timeframe.</td>
<td>Pre and Post tests are not completed in the specified timeframe</td>
</tr>
<tr>
<td>Max pts: 2</td>
<td></td>
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</table>

Discussion Forums: There will be a discussion forum assignment in each of the seven sessions. Each participant is required to contribute to each forum using information and knowledge gathered from the class lecture, assigned reading, website visits, etc. Participation in the discussion forums is critical for maximizing your learning experiences in this course. You are required to be part of an online community who interact, through discussion to enhance and support the professional development of the group. Part of the assessment criteria for the course includes assessing the quality and quantity of your participation in the discussion forum.

Some characteristics that are considered to be part of excellent discussion contributions are outlined below.

- A minimum of two posts are required. You should submit your initial post early in the session, and your subsequent responses to the posts of other participants at timely intervals within the duration of the session. Keep in mind that the goal is to have a dynamic discussion that lasts throughout the entire session.
- Your posts and responses should be thorough and thoughtful. Just posting an “I agree” or “Good ideas” will not be considered adequate. Support your statements with examples, experiences, or references. You are, however, encouraged to be brief – keep each post and response to one or two short paragraphs. Keep in mind that your fellow participants will be reading and responding to you, too.
- Make certain to address the discussion prompt(s). This does not mean you should not extend the topic, but do not stray from the topic.
- Discussions occur when there is dialogue. Build upon the posts and responses of other learners to create discussion threads. Make sure you revisit the discussion forum and respond (if necessary) to what other participants have posted to your initial responses.
- When relevant, add to the discussion by including prior knowledge, work experiences, references, web sites, resources, etc. (giving credit when appropriate).
- Your contributions to the discussions should be complete and free of grammatical or structural errors.

The rubric point scale will be used to assess your work based on a 5 point scale.

Seven discussion forums are required at 5 points possible for each = 35 possible points. Rubric =
- 1 pt. possible for appropriate incorporation of and reference to the readings
- 2 pts. possible for the appropriate number of responses (two responses per discussion – one to the question and one to another participant’s post)
- 2 pts. possible for quality response (well-written, appropriate response to the question/topic).

<table>
<thead>
<tr>
<th>Discussion Forum Rubric</th>
<th>2 points</th>
<th>1 point</th>
<th>0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incorporation of and reference to the readings in discussion responses Max pts: 1</td>
<td>Max pts: 1</td>
<td>Responses include reference to the readings assigned for the week.</td>
<td>Responses do not include any reference to the readings for the week.</td>
</tr>
<tr>
<td>Quality, well-written response Max pts: 2</td>
<td>Responses clearly address the discussion topic including student’s own thoughts as well as the responses posted by others.</td>
<td>Responses address the discussion topic but do not respond to responses posted by others.</td>
<td>Responses do not address the discussion topic.</td>
</tr>
<tr>
<td>Appropriate number of responses Max pts: 2</td>
<td>A minimum of two responses are posted.</td>
<td>Only one response is posted</td>
<td>No responses are posted.</td>
</tr>
</tbody>
</table>

Webquests: There will be seven webquest assignments. Each webquest will ask participants to search the web for information related to the course content. Participants are asked to search for a website that is relevant to the assignment and provide a thorough answer to the question posed by the instructor. Each participant will be expected to complete the webquest assignment as described in the weekly session.
The rubric point scale will be used to assess your work based on a 5 point scale.

Seven webquests are assigned at 5 point possible = 35 points.
Rubric =
- 2 pts. possible for choice of website
- 3 pts. possible for quality response (well-written, appropriate response to the question/topic).

<table>
<thead>
<tr>
<th>Rubric for Webquests</th>
<th>3 points</th>
<th>2 points</th>
<th>1 point</th>
<th>0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choice of website</td>
<td>Max pts: 2</td>
<td>Website chosen is highly relevant to the assignment.</td>
<td>Website chosen is moderately relevant to the assignment</td>
<td>Website is not chosen or not relevant to the assignment</td>
</tr>
<tr>
<td>Quality response</td>
<td>Response to the assignment is thorough providing a complete answer to the webquest. Response also includes information regarding how this information will be used by the participant in the future.</td>
<td>Response to the assignment is thorough providing a complete answer to the webquest.</td>
<td>Response to the assignment is provides a partial answer to the webquest.</td>
<td>No response is submitted</td>
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</table>

All assignments must be posted by the posted due date. Assignments will be accepted late but 1 point will be deducted for each week the assignment is submitted after the due date.

EVALUATION OR GRADING POLICY:

Methods of Evaluation
Participants are evaluated by the following methods:
- Introduction = 2 possible points
- Pre/Post Tests = 28 possible points
- Discussion Forums = 35 possible points
- Webquests = 35 possible points
COURSE CONTENT / TOPICAL OUTLINE

Session One: What is IDEA and where did it come from?

Session Goals:
Upon completion of this session the participant will be able to:

- Describe how the landmark case, Brown vs. Board of Education led to initiatives advocating for mandated education and other civil rights for individuals with disabilities
- Identify what FAPE and LRE stand for, the legal interpretation of each, and landmark court cases centered around these precedents
- Identify the legislation that led up to the current IDEA and the major changes that occurred in the legislation since its inception
- Identify the specific protections for students with sensory impairments in the current legislation

Webquest:
- What is PL 94-142? What is the full title?
- When was it enacted?
- What is it known as today?
- When was it renamed?
- What movement in the U.S. resulted in legislation for education for children with disabilities?
- What is the special education legislation in your state? When was it enacted?

Discussion Board:
- What is your understanding of the IDEA protections for individuals with sensory impairments? What questions do you have about these protections?
Session Two: Legal Issues

Session Goals:
Upon completion of this session the participant will be able to:
- Identify some of the landmark legal cases that established the foundation for special education law, policies and procedures
- Identify what FAPE means and what it means regarding the provision of special education for students
- Identify what LRE means and what it means regarding the provision of special education for students
- Describe Section 504 of the Rehabilitation Act and how the protections of the Act differ from IDEA

Webquest:
Search the internet for a legal definition of LRE (least restrictive environment) and some landmark court cases regarding LRE. Post the definition and your findings related to landmark court cases.

Discussion Board:
1. Post the findings from your webquest regarding landmark cases related to LRE.
2. Your opinion: Is LRE always inclusion in the public school classroom. Are there scenarios when this might not be the case?

Readings:


**Session Three: Parental Rights**

**Session Goals:**

Upon completion of this session the participant will be able to:

- Describe what Procedural Safeguards are under IDEA 2004 and identify how to locate their state’s version on the web
- Describe how IEP and special education disputes can be resolved using the mechanisms mandated by IDEA
- Identify the seven procedural safeguards that are most relevant to the majority of parents and how they protect the rights of parents and their child with a disability

**Webquest:**

Search your state and town's special education website and find where the Parent's Rights brochure is located. In addition, search the web and create a list of parent resources available in your town and state.

**Discussion Board:**

Why are such strong protections in place for parents of students receiving special education? How did this come to be and, in your opinion, is it a good thing? In your experience, are parents aware of the protections afforded to them?

**Readings:**

Session Four: The IEP Part I

Session Goals:
Upon completion of this session participants will be able to:

- Explain the special education eligibility determination process
- Explain parent’s rights related to the special education referral process
- Describe what access to the general curriculum really means for students receiving special education
- Describe what the Expanded Core Curriculum is and why it is necessary for students with visual impairments
- Identify the nine content areas included in the Expanded Core Curriculum

Webquest:
Do a web search on the topic of Expanded Core Curriculum. What are the 9 content areas that are included in the ECC? What is the rationale for including these content areas?

Discussion Board:
Choose the two ECC content areas that you think are the most important for students with vision impairment. Why do you think they are the most important areas? Explain why you chose the two content areas you did.

Readings:


Session Five: The IEP Part II

Session Goals:
Upon completion of this session, the participant will be able to:

• Describe the content that should be included in the Present Level of Educational Performance section of the IEP
• Describe the content that should be included in Measurable Annual Goals and Short-Term Objectives or Benchmarks and demonstrate the ability to write effective goals and objectives/benchmarks
• Explain what the Service Delivery section of the IEP is and why it is important
• Explain what the term Related Service Needs refers to
• Identify the professional personnel needs of students who are visually impaired with additional disabilities including deafblindness

Webquest: Search the web for websites that describe how to write measurable goals and objectives. Using the content provided in the lecture and the information you gather from the web, write one goal and 4 objectives/benchmarks for one service delivery area for a student who is visually impaired. Be sure and follow the guidelines for how these should be written.

Discussion Board: Review the service delivery and related services section of at least one student’s IEP. What services are included? Is there a goal for each service? Do you think the IEP should include services that are not listed? Why or why not? What evaluations have been conducted to support your position? What types of professional support have you seen around students with visual impairments and additional disabilities?

Readings:


New Jersey Statewide Parent Advocacy Network (SPAN) and Perkins School for the Blind (2011). IEP Meeting Checklist for Parents of Children with Deaf-Blindness Retrieved from:
Session Six: The IEP Part III

Session Goals:
Upon completion of this session, the participant will be able to:

- Identify what Accommodations are related to the IEP and why it is important to document in the IEP
- Identify what Specially Designed Instruction is and why it is important to document in the IEP
- Identify what Supplementary Aids and Supports are and why it is important to document in the IEP
- Identify what Assistive Technology (AT) is, how a student’s AT needs are identified and why it is important to document in the IEP

Webquest: Do a search related to supplementary aids and support, specially designed instruction and accommodations for students with visual impairments and additional disabilities. Is there anything you can add to the lists that have been provided for this session?

Discussion Board: What team members may have input related to Assistive Technology? Is it primarily the technology teacher? Are there additional team members that may make recommendations in this regard? Who are they and what types of AT might they recommend?

Readings:

New Jersey Statewide Parent Advocacy Network (SPAN) and Perkins School for the Blind (2011). DEAFBLINDNESS: EDUCATIONAL SERVICE GUIDELINES: Developing an Effective IEP for...
Session Seven: The IEP Part IV

Session Goals:
Upon completion of this session, the participant will be able to:

- Articulate why students with disabilities must be included in statewide testing and how decisions are made about their participation
- Describe what Extended School Year (ESY) services are and how it is determined that a student receives ESY services
- Identify the age at which transition planning must begin and what information is included in the IEP related to postsecondary transition
- Describe what Age of Majority is and why it is important for students with disabilities and their parents
- Identify what IDEA requires related to measuring progress

Webquest: Create a powerpoint that demonstrates your state’s requirements related to transition planning. Be sure to include information about what information is included in the IEP and how it is integrated into the document. Also include the requirements for transition assessment.
Discussion Board: What are your state’s requirements for participation in statewide assessments? Compare your state’s list of acceptable accommodations with the list on the National Center on Educational Outcomes (NCEO) website at: [http://www.cehd.umn.edu/NCEO/OnlinePubs/AccommBibliography/AccomStudies.htm](http://www.cehd.umn.edu/NCEO/OnlinePubs/AccommBibliography/AccomStudies.htm)

Are there any discrepancies that stand out to you? What type of alternate assessment does your state have?

Readings:


Summary of Weekly Topics and Assignments

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic(s)</th>
<th>Assignments Due</th>
<th>Possible points</th>
<th>Due Date</th>
</tr>
</thead>
</table>
| 1       | What is IDEA | • Pre-Post Test  
• Introduction  
• Webquest #1  
• Discussion Forum #1 | • 4 pts.  
• 2 pts.  
• 5 pts.  
• 5 pts. | 1/26/14 |
| 2       | Legal Issues | • Pre-Post Test  
• Webquest #2  
• Discussion Forum #2 | • 4 pts.  
• 5 pts.  
• 5 pts. | 2/2/14 |
| 3       | Parents Rights | • Pre-Post Test  
• Webquest #3  
• Discussion Forum #3 | • 4 pts.  
• 5 pts.  
• 5 pts. | 2/9/14 |
POLICIES

Policy on Disability

If you need course adaptations or accommodations because of a disability, if you have emergency medication information, or if you need other special arrangements please make an appointment at the beginning of the course to talk with me. It is important that the issues relating to disabilities be discussed with me as soon as possible.

Attendance and Participation

1. As an emerging professional, you are expected to attend every class session, to be on time, and to communicate with the instructor regarding any absences. Absences and tardiness may result in a permanent grade change. Attendance at all pre-practicum sessions is mandatory.

2. Participation in class discussions and cooperative groups is expected. All candidates are responsible for meeting required deadlines on projects and assignments; your ability to complete tasks in a timely fashion demonstrates professional maturity and an ability to organize and manage time. Completion of assigned reading is imperative to your individual development as a professional.

3. All of these behaviors regarding attendance, preparation, and meeting deadlines are critical for successful teaching and thus are factored into the final grade.

4. If you have questions for the instructor please post them in the Q&A forum found at the top of the home page for the course. Your instructor will respond to any questions posted within 48 hours. This is the best place to post all non-private questions that pertain to the course since other members of the class will benefit from the answers as well.

5. The instructor will make every effort to check email frequently. However, please avoid any last minute “crises” regarding any of your assignments by reviewing the requirements with sufficient time to obtain clarification prior to the deadline.
6. Participants are welcome to use the “email the class” feature. Please keep messages sent to the whole class related to course content and maintain the same professionalism as you would in a face-to-face class.

7. Participants often have the misperception that taking a course online is easier since they don’t have to physically go to a classroom. While the convenience of “attending class” on your own schedule does make taking an online course easier, this type of educational environment requires discipline to ensure that you don’t get behind. This medium does give participants flexibility in attending class – it is more convenient – not easier!

Grade Appeal
If you disagree with the evaluation of your work or believe an improper grade has been assigned, an appeal may be followed. Please discuss the matter with the instructor and refer to the guidelines posted on the www.perkinselearning.org/workshops home page.

Academic Integrity
Work submitted in fulfillment of course requirements must be solely that of the individual candidate and all other sources will be cited appropriately.

Copyright Policy
You are reminded that, in preparing handouts for peers or the instructor, reproduction of copyrighted material without permission of the copyright owner is illegal. Such unauthorized copying may violate the rights of the author or publisher. Perkins School for the Blind adheres to federal laws regarding use of copyrighted materials.

READING AND RESOURCES


Huebner, Kathleen Mary, Diane P. Wormsley, and Miss Garber, 2006. Student-Centered Educational Placement Decisions: The Meaning, Interpretation, and Application of Least Restrictive Environment for


