

Special Education Law Module
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Course Description

This online learning experience is designed for pre-service school leaders focusing on the history of special education legislation including related legislation and case law. Students gain knowledge, experience and resources supporting shared leadership in meeting the needs of all children including those with disabilities through readings, videos, slideshow presentations, and case studies. Students explore and share their personal experiences with children with disabilities expanding the knowledge and skills needed through reading, reflective writing, dialogue, and problem-based learning.

Course Objectives:

During this learning experience students . . .	Assessments
Apply the philosophy supporting the continuing development of special education legislation and its relation to working successfully with families to meet the needs of all students.	Reflective writings Responses to discussion questions Problem-based learning experiences
Evaluate the policies, practices and issues affecting children, their families and educational programs for all students.	Reflective writings Responses to discussion questions Problem-based learning experiences

Resources:

What every teacher should know about the IDEA as amended in 2004, 2nd Edition. Rud Turnbull. 2009.
Whose IDEA is This? A Parents' Guide to Individuals with Disabilities Improvement Act of 2004. ODE
Slideshow presentations:
1. History of Special Education Legislation
2. IDEA: Six Principles & Four National Policy Goals
Video: Celebrating 35 Years of IDEA
Case Studies

Activities

1. Students write a brief reflection on their life's first encounter with students with disabilities.
2. Students respond to writing prompts based on readings.
3. Students respond to one another through discussion questions.
4. Students engage in problem based learning in small groups.
5. Students apply legal principles using case studies

Reading assignment for What Every Teacher Should Know about IDEA as amended in 2004:

1. Review the contents of this text in a structured way. Consider it's table of contents to evaluate the substance of the content. Page through to observe the level of detail and narrative form of the text. Take time to read the brief introduction and the conclusion. Look carefully at how the text is organized, seeking a preliminary understanding of how well the authors have arranged the content to fulfill their purposes.

2. Read the text from the beginning seeking an understanding of six principles and important related concepts, etc. Take notes accordingly, as needed to support your understanding of the sum and substance of both the letter and spirit of the current Individuals with Disabilities Education Act. Notes must be submitted in the appropriate forum on Bb for review. (Create a Scoring Guide?)

Sample Case Study

Case #1

Amber is an 8-year-old girl born with a defect known as spina bifida. As a result, she suffers from orthopedic and speech impairments and a neurogenic bladder, which prevents her from emptying her bladder voluntarily. Consequently, she must be catheterized every three or four hours to avoid injury to her kidneys. In accordance with accepted medical practice, clean intermittent catheterization (CIC), a procedure involving the insertion of a catheter into the urethra to drain the bladder, has been prescribed. The procedure is a simple one that may be performed in a few minutes by a layperson with less than an hour's training. Amber's parents, babysitter, and teenage brother are all qualified to administer CIC, and Amber soon will be able to perform this procedure herself. Faculty involved in addressing this request are not sure how to respond.

A. Individual, written response (20 minutes)

As a position leader in your school, how would you begin to lead your staff toward resolution of this case?

1. Which of the six principles guides your reasoning to this presentation?
2. Which of the four national policy goals and/or solutions are relevant to this case?
3. What's your next (first) step? Provide your reasoning citing course resources, personal/professional experience, etc.

B. Small Group (3-5 participants) Assignment (30 minutes). Assign roles of 1. Agenda Leader, prompting full participation, 2. Recorders/writers, recording group products with highest level of fidelity (emulating a formal response in an IEP meeting).

1. In a paragraph or two share your response (in a group forum on Bb). Include your reasoning, citing resources, etc.
2. Come to consensus on the strongest/best response to this scenario. Include the minority view as needed.
3. Post results on Bb in the assigned forum for all to review.