Syllabus

Education and Psychology of the Exceptional Child is a survey course designed to provide the student with a working knowledge of the learning, psychological, cognitive and social characteristics of exceptional youth and children from the gifted to those with disabilities. Influences of legislation, criteria used to identify children, and awareness of services will be explored through application of concepts in a case study format. Current practices of educational interventions, strategies, and modifications for use within the general education classroom will be emphasized.

Future teachers are expected to understand that teaching exceptional children necessitates nothing more than an extension of good teaching skills which requires insight into how learning occurs, knowledge of a variety of techniques to increase student success, as well as the various ways to assess whether or not learning has occurred. Critical thinking skills, based on research and common sense, must be developed and utilized to collect and evaluate data so as to problem-solve various adaptations and strategies of working with children to meet both individual and class needs within the classroom and school settings.

Missouri Standards for Professional Educators (MoSPE)

Standard #1: Content Knowledge and Perspectives Aligned with Appropriate Instruction.

Quality Indicator 1: Content Knowledge and Academic Language
Quality Indicator 2: Student Engagement in Subject Matter
Quality Indicator 3: Disciplinary Research and Inquiry Methodologies
Quality Indicator 4: Interdisciplinary Instruction
Quality Indicator 5: Diverse Social and Cultural Perspectives

Standard #2: Understanding and Encouraging Student Learning, Growth, and Development.

Quality Indicator 1: Cognitive, Social, Emotional and Physical Development
Quality Indicator 2: Student Goals
Quality Indicator 3: Theory of Learning
Quality Indicator 4: Differentiated Lesson Design
Quality Indicator 5: Prior Experiences, Learning Styles, Multiple Intelligences, Strengths and Needs
Quality Indicator 6: Language, Culture, Family and Knowledge of Community Values

Standard #3: Implementing the Curriculum.

Quality Indicator 1: Implementation of Curriculum Standards
Quality Indicator 2: Lessons for Diverse Learners
Quality Indicator 3: Instructional Goals and Differentiated Instructional Strategies

Standard #4: Teaching for Critical Thinking.

Quality Indicator 1: Instructional Strategies Leading to Student Engagement in Problem-Solving and Critical Thinking
Quality Indicator 2: Appropriate Use of Instructional Resources to Enhance Student Learning
Quality Indicator 3: Cooperative, Small Group and Independent Learning
Standard #5: Creating a Positive Classroom Learning Environment.
Quality Indicator 1: Classroom Management, Motivation, and Engagement
Quality Indicator 2: Management of Time, Space, Transitions, and Activities
Quality Indicator 3: Classroom, School, and Community Culture
Quality Indicator 4: Competence in Classroom Management Techniques

Standard #6: Utilizing Effective Communication.
Quality Indicator 1: Verbal and Nonverbal Communication
Quality Indicator 2: Sensitivity to Culture, Gender, Intellectual and Physical Differences
Quality Indicator 3: Learner Expression in Speaking, Writing, and Other Media
Quality Indicator 4: Technology and Media Communication Tools

Standard #7: Use of Student Achievement Data to Analyze and Modify Instruction.
Quality Indicator 1: Effective Use of Assessments
Quality Indicator 2: Assessment Data to Improve Learning
Quality Indicator 3: Student-Led Assessment Strategies
Quality Indicator 4: Effect of Instruction on Individual / Class Learning
Quality Indicator 5: Communication of Student Progress and Maintaining Records
Quality Indicator 6: Collaborative Data Analysis

Standard #8: Professional Practice.
Quality Indicator 1: Self-Assessment and Improvement
Quality Indicator 2: Professional Learning
Quality Indicator 3: Professional Rights, Responsibilities, and Ethical Practices

Standard #9: Professional Collaboration.
Quality Indicator 1: Induction and Collegial Activities
Quality Indicator 2: Collaborating to Meet Student Needs
Quality Indicator 3: Cooperative Partnerships in Support of Student Learning

The following objectives address many of the Missouri Standards for Professional Educators as indicated in parentheses. At the end of the semester, the student should be able to:

1. Verbalize a working definition and fundamental knowledge of the characteristics of exceptional children, including recognition of learning/social/developmental/psychological/familial problems of students with the following disabilities: autism, emotional disturbance, hearing impairment, language impairment, intellectual disabilities, multiple disabilities, other health impairment, orthopedic impairment, specific learning disability, speech impairment, traumatic brain injury, visual impairment, young child with developmental delay (MOSPE 1C1, 2C1, 2C4, 2C6, 3C2, 3C3, 5C3, 6C2, 8C1).

2. Analyze the impact that legislation and case law have on education for students with exceptionalities. (MOSPE 7C5, 8C3).

3. Define special education and terms commonly used in the field of special education and apply those terms in a debate style format addressing current issues in the field (MOSPE 1C3, 4C1).

4. Analyze a variety of assessment techniques to evaluate student performance and progress, including the use of norm-referenced and criterion-referenced testing, curriculum-based assessment and curriculum-based measurement as well as portfolio and authentic assessment (MOSPE 2C2, 7C1, 7C2, 7C4).

5. Recognize behavior management techniques for classroom instruction, including effective classroom arrangements, grouping options, and effective strategies within an actual educational environment (MOSPE 5C1, 5C2, 5C4).
6. Describe the various types of supportive services needed throughout the life span of persons with exceptionalities and their families (MOSPE 9C3).

7. Explore what it means to teach and learn with exceptional children via general education initiatives, the development of collaborative teaching methods, and the possibilities/limitations of new technology while identifying best practices to increase student, parent, sibling, paraprofessional and school personnel, and community involvement in collaboration (MOSPE 6C1, 6C4)

8. Determine ongoing educational considerations, effective learning environments, and teaching strategies for exceptional children in the general education classroom (MOSPE 1C2, 1C5, 2C3, 2C5, 4C3).

9. Assess the impact of current issues and trends with regard to identification, normalization, cultural diversity, students at risk, and learning styles and research issues to identify evidence-based practices supporting the education of children with exceptionalities (MOSPE 4C2, 9C2).

10. Within the context of controversial issues in special education, learn how to determine whether a claim is based on valid data, invalid/biased data, or no data at all, as in the case of personal experience or opinion (MOSPE 7C6, 8C3).

11. Better understand both the usefulness and the boundaries of the scientific approach to answering questions about controversial topics in special education (MOSPE 8C2).

12. Apply instructional and curricular approaches that are effective for students with exceptionalities to case studies (MOSPE 1C4).

**Required Texts**


**Supplemental Readings** will be assigned as necessary to enhance course content. The following list is a sample of such readings, but is not all-inclusive.


General Class Expectations

Your grade is not based on simple attendance and assignment completion; it is based on active participation during EACH CLASS. There will be discussions, both small group and full class, that focus on course material, texts, articles, case studies, and presentations. The expectation is that participants will be thoroughly prepared for class, (i.e. read all material, thoughtfully participate in class, and assume periodic responsibility for leadership of discussions). Discussions will be concerned with 1) recovery of meaning (arguments authors make), 2) reconstruction of meaning (interpretations based on personal/ professional experiences), and 3) relationship to the broader field of special education (how the readings link to developing understanding of special education and to participants’ professional interests).

Formal papers for this course must be completed in APA Style with careful attention given to writing conventions, including spelling, grammar, and sentence/paragraph construction. Be sure to track your timelines for assignments. Late assignment grades will be decreased by 10% for each day submitted beyond the due date.

**Grading Criteria**

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<th>Points</th>
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<td>B+</td>
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**Final Project: Knowledge of Students & Learning Environment** 250 points

Each student will participate in 6 community awareness project hours related to individuals with exceptionalities. You may choose to observe and/or volunteer at an organization that serves individuals with disabilities; interview a special educator, general educator, parent, sibling and/or an individual with a disability; and/or present a case study to the class regarding a student with a disability with whom you’ve worked for a minimum of 6 hours.

You may choose one activity or several activities to complete the required 6 hours, but a formal written plan must be submitted to the instructor for approval by Wednesday, January 28th prior to beginning your community awareness project. Classroom/school observations associated with current or past practicums will NOT meet this assignment requirement. Neither will substituting previously completed volunteer hours or projects as the intention is to provide you with new experiences in which to apply current learning. **Final Project due by April 15, 2015.**

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Prior to your site visit, research the demographics of the school district, community and school so that you are aware of various aspects of diversity within the classroom environment, including language needs, approaches to learning, prior learning experiences, and behavioral differences. During your site visit, interview a general and/or special educator regarding opportunities for collaboration with professionals and families, service delivery options available to students, and identification methods used for students with disabilities. Observe in the classroom and report on the environment, modifications, accommodations, and assistive technologies provided, pedagogical techniques, instructional methods, and classroom management tools in addition to the demographic information you researched prior to your observation (See Observation Agreement, Site Visit Scoring Guide, and Site Visit Grading Rubric). Write an 8-10 page paper summarizing your findings and comparing practices you observed in the classroom with the theory you’ve learned from your textbooks.

**Mid-Term Project and Presentation Options**

CHOOSE ONE OF THE FOLLOWING ASSIGNMENTS TO BE SUBMITTED AS YOUR MID-TERM PROJECT BY MARCH 4, 2015. Your choice must be selected and submitted to the instructor by our next class period (January 21st) so that your presentation date can be scheduled as soon as possible. Be sure to review your individual schedule and compare to the topic you are selecting so that you have no conflicts for your presentation.

I. **ASSESSMENT AND DATA COLLECTION PLAN TO MEASURE AND INFORM STUDENT LEARNING**

This project will consist of the following components and the presentation scheduled by the instructor consistent with topics covered in the syllabus:

- A 20-minute oral presentation of an assessment plan associated with a case study of your choice, in which you develop the plan based on individual needs and learning goals for a particular student. You will briefly (3-5 minutes) introduce the case study and assessment plan, initiate a 10-minute class discussion, and summarize the session with a 2-3 minute closing.

- The submitted assessment plan must include a timeline, learning goals, descriptions of the formal and informal assessments, including formative and summative assessments, and how this information might be shared with the student (See Assessment Plan Format, Assessment Plan Rubric, and Oral Presentation Rubric for specific requirements and scoring guidelines.)

- Research (with at least 5 sources other than your textbooks) assessment tools specific to this population of students that might be implemented by the general education teacher or discipline-specific special educators.

II. **DESIGNING INSTRUCTION FOR STUDENT LEARNING**

This project will consist of the following components and the presentation scheduled by the instructor consistent with topics covered in the syllabus:

- A 20-minute oral presentation of a case study of your choice, in which you recognize and reframe a problem, search for alternatives, and develop a plan of action as well as methods for evaluating its success in the form of an individual learning plan. You will briefly (3-5 minutes) introduce the case study and intervention plan, initiate a 10-minute class discussion, and summarize the session with a 2-3 minute closing.
The submitted ILP must include information regarding social and academic integration into
general education, instructional and behavioral needs, specific evidence-based strategies to
address needs while meeting content and process standards, potential resources, and
development of a systematic communication plan to keep parents informed. (See Case Study
Analysis Format, Individual Learning Plan Format, and Oral Presentation Rubric.)

Research (with at least 5 sources other than your textbooks) high-quality evidence-based
interventions specific to this population of students that might be implemented by the general
education teacher.

III. PERSUASIVE ESSAY AND CLASS PRESENTATION

This project will consist of the following components with the presentation scheduled by the
instructor consistent with topics covered in the syllabus:

- A 20-minute oral presentation of a special education issue with conflicting viewpoints, in which
  you present pros and cons to each side of the issue. You will briefly (3-5 minutes) introduce the
  issue, initiate a 10-minute class discussion, and summarize the outcome with a 2-3 minute
  closing. The topics with potential dates for the presentation are highlighted in the syllabus, but
  always subject to change if necessary.

- Select one of the following questions to research and prepare an 8-10 page persuasive paper
  that presents both sides of a controversial issue in special education. Be sure to include in-text
citations from researchers that present logical facts from both sides of the issue and conclude
with an analysis of pros and cons to each argument. You should favor one side more than the
other on an issue, but the research and analysis must be factual and include both sides of the
argument. Each topic includes suggested articles to begin your study, but at least 5 sources
must be cited in your final paper. Students in class will be required to read these articles prior
to your presentation in an effort to facilitate discussions. (See Decision Matrix, Persuasive
Outline, Persuasive Paper Rubric, and Oral Presentation Rubric for specific requirements and
scoring guidelines.)

Accommodating Students with Disabilities

1. Have Schools Gone Too Far In Using Accommodations?
education. *Phi Delta Kappan, 85*(8), 613-620.

2. Should Colleges Be More Accommodating to Students with Disabilities?
   - Vickers, M.Z. (2010). Accommodating college students with learning disabilities: ADD, ADHD, and
dyslexia. *The John W. Pope Center, 3/1/10*. 
Accountability for Students with Disabilities

3. Is Disproportionally High Minority Representation in Special Education a School Problem?


4. Does School Choice Open Doors for Students with Disabilities?


5. Are Charter Schools a Good Choice for Students with Disabilities?


6. Do Funding Systems Create a Perverse Incentive to Place Students in Special Education?


Autism

7. Should Insurance Cover Treatments And Services For Autism?

8. Are There Scientifically Effective Treatments for Autism?


9. Are Evidence-based Practices Sufficient for Educating Students with Autism?


**Attention Deficit Hyperactivity Disorder**

10. Is ADHD Overdiagnosed?

- See instructor for resources

11. Is ADHD A Real Disorder?


**Awareness**

12. Are Cochlear Implants A Good Choice For Deaf Children?


13. Are Labels Good For Kids?

14. Should Students with Cognitive Disabilities be Expected To Demonstrate Academic Proficiency?


Behavior and Mental Health

15. Can Whole School Reform Reduce Discipline Problems?


16. Is Mental Health Screening An Unwarranted Intrusion?


17. Should the Government Prohibit Use of Restraint and Seclusion in Schools?


Collaboration: Parents, General, and Special Educators

18. Can One Model of Special Education Serve All Students?


19. Does Working With Parents Have To Be Contentious?


20. Is Full Inclusion The Least Restrictive Environment?

21. Should Special Education and General Education Merge?


**Gifted and Talented**

22. Do Gifted And Talented Students Need Special Schools?


**Response to Intervention**

23. Can RTI Reduce The Number Of Children Identified With Specific Learning Disabilities (SLD)?


24. Can RTI and IDEA Child Find Coexist?


25. Should RTI Interventions Be Delivered by Special Educators?


**Special Education and the Law**

26. Has The ADA Accomplished Its Goals?

27. Did IDEA 2004 Contain Substantial Changes?


28. Does NCLB Leave Some Students Behind?


**Scientific Research**

29. Can Brain Scans Unravel the Mystery of Learning Disabilities?


30. Can Scientifically Based Research Guide Instructional Practice?


**Case Study Analyses**

**50 points per case study 200 points**

You must submit 4 written case study analyses using the Case Study Analysis Format provided in class. You may choose any of the case studies discussed in class according to the following schedule:

#1 for classes 1-3 due on February 4th, #2 for classes 4-6 due on February 18th, #3 for classes 7-10 due on March 25, and #4 for classes 11-14 due on April 22nd.

**Class Attendance and Participation**

**150 points**

For each of the 14 class sessions in which you participate, you will receive 10 points. To obtain the full 10 points, you must arrive on time (3), participate fully (4), and remain until the end of the class (3). **With prior approval, you may make-up the class participation points for two missed sessions with alternative assignments as determined by the instructor. Be sure to mention this option if you are interested at the time of your absence.** The final 10 points will be awarded to each student who attends every class and submits all assignments on time throughout the semester with no extensions.
Class Preparation 30 points per disability 150 points

To assist with your preparation for class discussions, you must submit 5 assignments related to disability identification (SLD, EBD, ID, Sp/Li, and ADHD) using the graphic organizers provided in class for 30 points each. These assignments are due at the end of class on February 11th, February 25th, March 18th, April 1st, and April 8th.

Undergraduate Student Academic Integrity Policy

Effective learning, teaching and research all depend upon the ability of members of the academic community to trust one another and to trust the integrity of work that is submitted for academic credit or conducted in the wider arena of scholarly research. Such an atmosphere of mutual trust fosters the free exchange of ideas and enables all members of the community to achieve their highest potential. In all academic work, the ideas and contributions of others must be appropriately acknowledged, and work that is presented as original must be, in fact, original. Faculty, students, and administrative staff all share the responsibility of ensuring the honesty and fairness of the intellectual environment at Washington University.

Violations of this policy include, but are not limited to plagiarism, cheating on examinations, copying or collaborating on assignments without permission, fabrication or falsification of data or records, and participating in other forms of deceit, dishonesty, or inappropriate conduct as stated in the undergraduate student academic integrity policy endorsed by the Faculty Senate Council on March 16, 2010.

Accommodations Based upon Sexual Assault Statement

The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Office of Sexual Assault and Community Health Services. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

Bias Reporting

The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu

Mental Health

Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See: shs.wustl.edu/MentalHealth

Disability Rights Statement

Washington University is committed to providing accommodations and/or services to students with documented disabilities. Students who are seeking support for a disability or a suspected disability should contact the Disability Resource Center (DRC) at 5-4062 on the lower level of the Women’s Building (drc@dosa.wustl.edu). The DRC is responsible for approving and arranging all accommodations for University students.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Case Studies/Issues</th>
<th>Additional Readings</th>
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<tr>
<td>CLASS 2</td>
<td>Jan 21 MID-TERM PROJECT CHOICE DUE</td>
<td>Friend CH 4: Collaboration in Special Education Does working with parents have to be contentious?</td>
<td>U.S. DOE (2005).</td>
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<tr>
<td></td>
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<td></td>
<td>Do funding systems create a perverse incentive to place students in special education?</td>
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<td>Does NCLB leave some students behind?</td>
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<td>CLASS 5</td>
<td>Feb 11 Assignment 5.3 How are students with learning disabilities identified?</td>
<td>Friend CH 5: Students with Learning Disabilities Can Rti reduce the number of children identified with specific learning disabilities (SLD)?</td>
<td>Deno, S.L. (2003).</td>
</tr>
<tr>
<td>CLASS 6</td>
<td>Feb 18 Case Study Analysis 2 Due (Choose from case studies assigned in Classes 4-6)</td>
<td>Friend CH 15: Students with Gifts and Talents Should colleges be more accommodating to students with disabilities?</td>
<td>Karnes, F. A., Shaunessy, E., &amp; Bisland, A. (2004)</td>
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<td>CLASS 8</td>
<td>Mar 4</td>
<td>Mid-Term Project Due</td>
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<td>Friend CH 10: Students with Autism Spectrum Disorders</td>
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<tr>
<td>Are evidence-based practices sufficient for educating students with autism?</td>
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<tr>
<td>Rashmi (147-152) Max (142-146)</td>
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<tr>
<td>Should insurance cover treatments and services for autism?</td>
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<th>CLASS 9</th>
<th>Mar 18</th>
<th>Assignment 8.3 How are students with intellectual disabilities identified?</th>
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<td>Friend CH 8: Students with Intellectual and Developmental Disabilities</td>
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<tr>
<td>Can brain scans unravel the mystery of learning disabilities?</td>
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<td>Sydney (43-47) Miki (48-54)</td>
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<td>Should students with cognitive disabilities be expected to demonstrate academic proficiency?</td>
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<th>CLASS 10</th>
<th>Mar 25</th>
<th>Case Study Analysis 3 Due (Choose from case studies assigned in Classes 7-10)</th>
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<td>Friend CH 14: Students with Severe and Multiple Disabilities</td>
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<td>Are charter schools a good choice for students with disabilities?</td>
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<td>Alexandria (116-119) Tyvon (120-125)</td>
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<td>Should the government prohibit use of restraint and seclusion in schools?</td>
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<th>CLASS 11</th>
<th>Apr 1</th>
<th>Assignment 9.3 How are students with speech and language disorders identified?</th>
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<tr>
<td>Friend CH 9: Students with Speech and Language Disorders</td>
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<td>Does school choice open doors for students with disabilities?</td>
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<td>Bradley (87-91) Kate (131-140)</td>
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<td>Have schools gone too far in using accommodations?</td>
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<th>CLASS 12</th>
<th>Apr 8</th>
<th>Assignment 6.3 How are students with ADHD identified?</th>
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<tbody>
<tr>
<td>Friend CH 6: Students with Attention Deficit Hyperactivity Disorder</td>
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<tr>
<td>Is ADHD overdiagnosed?</td>
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<td>John (165-168) Jerry (169-178)</td>
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<td>Is ADHD a real disorder?</td>
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<th>Apr 15</th>
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<td>Friend CH 13: Students with Orthopedic Impairments, Traumatic Brain Injury, and Other Health Impairments</td>
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<td>Has the ADA accomplished its goals?</td>
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<td>Mark (127-131) Andrew (159-163)</td>
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<td>Should special and general education merge?</td>
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<th>CLASS 14</th>
<th>Apr 22</th>
<th>Case Study Analysis 4 Due (Choose from case studies assigned in Classes 11-14)</th>
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<tr>
<td>Friend CH 11: Students with Deafness and Hearing Loss</td>
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<td>Can one model of special education serve all students?</td>
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<tr>
<td>Joey (104-108) Sveta (109-114)</td>
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<tr>
<td>Is full inclusion the least restrictive environment?</td>
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