



EDUC 551 Special Education for Jewish Settings (Online)
Dr. Sandy Miller-Jacobs & Dr. Scott Sokol
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Course Description:

This course serves as an introduction to the field of Jewish special education, drawing on a variety of sources. The course will provide students with a foundation in the field of special education – including history, laws, “best practices” for students with special needs, and the impact of disabilities on the individual and family members. Traditional and contemporary responses to special education within the Jewish community will also be discussed.

Course Hours:

Since this is an online course, you will be expected to read the materials and view the lessons on your computer and respond to the discussion questions on the discussion board weekly. As faculty we will review the weeks’ postings by Monday at 3pm. Therefore, you should begin each unit by reviewing the weeks’ postings Monday after 3..

The real work of the class takes place on the discussion board. The amount of time you spend on the discussion board should equal the amount of time you would be in class. So our expectation is that you will spend two hours a week on Blackboard between readings and postings in addition to the textbook readings and other assignments.

Required Readings:

Heward, W.L. (2009) *Exceptional Children: An Introduction to Special Education* (9th Ed.). Upper Saddle River, New Jersey: Merrill/Pearson.

Additional articles and readings will be distributed through Blackboard.

Objectives:

Upon completion of this course, students will be able to:

1. define special education, its laws and processes, current issues and future trends
2. describe approaches being used in Jewish schools to educate students with special needs
3. describe specific types of disabilities, educational approaches and placement alternatives

Assignments:

1. Readings: Specific readings are due for each class as indicated in the topic outline. Participation in class discussions and activities require familiarity with the reading material. At a minimum, please skim each chapter assigned and read each article. It's important to be familiar with the main points and know where to find the information when you need it. Unit materials and discussions will highlight facts and concepts.
2. Responding to Material. Reflective questions are to be answered individually and in "conversation" with other students.
 - a. Certain questions are meant to stimulate personal reflection and these we ask you to respond to in a personal journal. Please keep an electronic journal on your own computer that you will submit to us (but not other students) once at midterm and once at the end of the class. Should we want to use any of your personal journal writings we will ask your permission to do so. These journals are informal and will give you the opportunity to consider the issues presented in class in more personal terms.
 - b. Other questions will be posted on the discussion board for a threaded discussion among the class. You should respond within the week. Some of the online discussions will be done individually and some in small groups.

You will become familiar with the icons we are using to distinguish personal reflections from discussion questions as we work on the Blackboard system. Posting for each unit will begin and end on Monday at 3 pm, therefore, we expect that you will return to the discussion board within 24 hours after the unit closes so that you are sure to read the entire thread.

3. Interview: Write up and post your interview with an educational director, administrator or special educator about what is happening for special education in your community.
4. Current Issue Research. Information will be shared with the class on the Blackboard system. You have a choice of presentation formats:
 - Written paper (3 – 5 pages). Use APA citations for sources (samples in text).
 - PowerPoint presentation
 - Visual presentation – pictures or video with explanation
 - Other ideas? Discuss them with us

This research will be a paired assignment with each of you taking one side of the issue, attempting to convince your hevruta partner of your point of view. Here are two examples of a topic to be researched: 1) Would you advise deaf parents of a deaf child to surgically place a cochlear implant? 2) Should a child be immunized for measles, mumps and rubella given some of the recent controversies about Autism? 3) Is it a reasonable expectation that a child with Down syndrome be included in a Jewish day school or supplemental school? 4) You are advising a family whose child on the Autism spectrum about the upcoming Bar Mitzvah. Do you encourage them to have their child participate in the traditional sanctuary Shabbat morning service or a smaller alternative (e.g., Havdalah in the chapel, Mon. or Thurs. morning, Rosh Chodesh). What are the pros and cons for the family and the broader community? 5) The most common question we are asked relates to the teaching of a second language to students with learning disabilities. Do they all have to be taught the same Hebrew language curriculum?

5. Dream Along With Me. As a professional who cares about students with special needs, develop a plan for what you want to see initiated, improved and/or expanded in your congregation or school. Describe the population of concern and provide an overview of the program and its philosophy. Describe what you see as the need and how this program addresses it. Sample ideas are:
 - Create a parent observation form or a questionnaire to be used when considering a school or program for their child with special needs.

- Make a request of your congregation’s board for a specific program (e.g., disability awareness, Shabbat of Inclusion, physical accessibility, inclusive class for students with special needs, youth group inclusive activities).
- Develop a teen community service program related to disabilities.

Grades:

- 20% Interview
- 20% On-line Participation (discussion board and personal reflection journals)
- 30% Current Issue Research
- 30% Dream Along with Me Paper

Course Accommodations for Disabilities:

If you require course alterations or accommodations because of a disability or an emergency medical condition, please email us as soon as possible. We are happy to work with you on any issues you have to ensure that you get the most out of this class.

Topic Outline and Readings:

Readings in Blue are on-line, chapters are from the Exceptional Child text. Topics in **Teal** will primarily be facilitated by **Dr. Scott Sokol** and those in **Purple** by **Dr. Sandy Miller-Jacobs**. Assignments are in **Red**.

DATE	TOPIC	ASSIGNMENTS
Mon. Sept. 19th (co-taught)	<ul style="list-style-type: none"> ◆ Jewish Views on Disability ◆ Overview of Course and Text ◆ Jewish Values and Special Education 	Jewish Views on Disabilities: The Mosaic Model
Mon. Oct. 4th Unit 2	<ul style="list-style-type: none"> ◆ Purpose and Promise of Special Education – labeling, classifying, legal basis, IDEA, challenges 	<ul style="list-style-type: none"> • Heward, ch. 1 • “Inclusiveness: What Can We Do?” • “Inclusive Champions”
Mon. Oct. 11th Unit 3	<ul style="list-style-type: none"> ◆ State of Jewish Special Education 	<ul style="list-style-type: none"> • Online readings with live links
Mon. Oct. 18th Unit 4	<ul style="list-style-type: none"> ◆ Planning and Providing Special Education Services – IEP, JEAP, Inclusion, Response to Intervention 	<ul style="list-style-type: none"> • Heward, ch. 2 • JEAP form • JEAP description • Synagogue Inclusion Rating Tool word doc for you to work from • Synagogue Inclusion Rating Tool pdf • “Suggestions for Synagogue Inclusion Programming” • “On Inclusion” • Interview Write-up Due
Mon. Oct. 25th Unit 5	<ul style="list-style-type: none"> ◆ How are children with special needs receiving a Jewish education? ◆ What kinds of programs exist? ◆ What models for service delivery are being used? ◆ What are the issues unique to 	<ul style="list-style-type: none"> • Noteworthy Practices • “Parents of Disabled Students Push for Separate Classes” • “In the Classroom: Creating an Inclusive Religious School Program”

	nursery school, day schools, synagogue schools, independent/community schools, high schools?	<ul style="list-style-type: none"> • “Jewish Day School Short-Change Kids with Special Needs” • “Saying Yes: The Story of Max Rubin and the Neve Shalom Nursery School” • “Harry’s Bar Mitzvah” • “Special Education Policy Recommendations: A Congregational Religious School” • Research Issue - Topic Selected
Mon. Nov. 1st Unit 6	◆ Bilingualism & Linguistic Issues in Special Education	• Heward, ch. 3 & ch. 8 (pp 297-311)
Mon. Nov. 8th Unit 7	◆ Parent – Professional Relationships	<ul style="list-style-type: none"> • Heward, ch. 3 • Teacher Vision – growth and development
Mon. Nov. 15th Unit 8	◆ Intellectual Disabilities	<ul style="list-style-type: none"> • Heward, ch. 4 • Personal Journals due
Mon. Nov. 22nd through Dec. 3rd Unit 9 Happy Thanksgiving!	◆ Learning Disabilities	<ul style="list-style-type: none"> • Heward, ch. 5 • Teacher Vision • Teaching Strategies – 9 Types of Adaptations • Quilts • Research Issue Due
Mon. Dec. 5th Unit 10	◆ Emotional and Behavioral Disorders	<ul style="list-style-type: none"> • Heward, ch. 4 & 6 • “Head Fake How Prozac Sent the Science of Depression in the Wrong Direction”
Mon. Dec. 13th Unit 11 (co-taught)	◆ Autism Spectrum Disorders	<ul style="list-style-type: none"> • Heward, ch. 7 • “2008 Camping Programs for Children on the Autism Spectrum Offered by the URJ Camps” • “Susan Tecktiel Creates First Camp for Autistic Children” • “Young Jews with Asperger’s Go on Tailor-Made Birthright Trip” • Autism Treatment Center of America • Dream Paper Due
Mon. Dec. 20th Unit 12 Enjoy Winter Break!	◆ Physical Disabilities, Health Impairments & ADHD	• Heward, ch. 11
Mon. Jan. 3rd Unit 13	◆ Gifted and Talented	<ul style="list-style-type: none"> • Heward, ch. 13 • Personal Journal submitted
Mon. Jan. 10th Unit 14	◆ Conclusion	

Assignments:

Interview	Due Mon. Oct. 25 th
Current Issue	
Topic Selection	Due Mon. Nov. 1 st
Sharing/Presentation	Due Mon. Dec. 5 th
Dream Along With Me	Due Mon. Dec. 20 th
On-Line Reflections	
Discussion Board	Final posting by Sunday 8pm ET
Personal Journals	Nov. 22 nd and Jan. 10 th

Web Sites:

www.cec.sped.org (Council for Exceptional Children)
www.ldonline.org
www.ricklavoie.com
www.addwarehouse.com (information and links for all disability areas)
www.kn.sbc.com/wired/bluewebn/ (Classroom appropriate web sites summarized)
<http://school.discovery.com/schrockguide/index.html>

Bibliography (Special Education):

Astor, C. (1985) *Who makes people different: Jewish perspectives on the disabled*. NY: United Synagogue of America.

Astor, C. w/Karen Stein (ed.) (2005). *Who makes people different: Jewish perspectives on people with disabilities*. NY: United Synagogue of America.

Bauer, A.M. & Shea, T.M. (1999). *Inclusion 101: How to Teach all Learners*. Baltimore: Brookes Publishing.

Flexner, Goodman, What we now know about Jewish education. Torah Aura

Kirk, S., Gallagher, J.J., Anastasiow, N.J. & Coleman, M.R. (2005). *Educating Exceptional Children* (11th Ed.) Boston: Houghton Mifflin.

Lavoie, R. (2005) *It's So Much Work to be your Friend: Helping the Child with Learning Disabilities find Social Success*. NY: Touchstone Publishing. (Also available in Hebrew)

Lavoie, R. (2007). *The motivation breakthrough: 6 secrets to turning on the tuned-out child*. NY: Touchstone.

Lerner, J. with Kline, F. (2006). *Learning Disabilities and Related Disorders: Characteristics and Teaching Strategies* (10th Ed.) Boston: Houghton Mifflin.

Tomlinson, C. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development.

Wehmeyer, M., Turnbull, R., Turnbull, A., (2007). *Exceptional Lives: Special Education in Today's Schools* (5th Ed). Upper Saddle River, NJ: Pearson Prentice Hall.

Winebrenner, S. (1996). *Teaching Kids with Learning Difficulties in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Challenge & Motivate Struggling Students*. Minneapolis, MN: Free Spirit Publishing. A CD-ROM edition (revised and updated) was published in 2005.