

**Department of Special Education  
Millersville University**

Special Education 212.02 - Psychological Aspects of Individuals With Disabilities  
Prerequisites - SPED 101

**Instructor**

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**Office Hours**

Monday 2:00 - 4:00  
Tuesday 9:00 - 10:30  
Thursday 9:00 - 10:30

**Mission of the Special Education Department**

Prepare educators to facilitate an empowered and unified P-12 learning community to be successful in the world of people through respect, collaboration, mutuality and the realization of each individual gift.

**MILLERSVILLE UNIVERSITY Professional Education Unit Conceptual Framework -  
Abstract**

***All members of the Millersville University's Professional Education Unit will create learning communities of inquiry and action, focus on students, and demonstrate exemplary professional practices.***

- 1. Learning Communities of Inquiry and Action:** We will engage in learning communities in which reflection, collaboration, lifelong learning, and habits of mind are developed and nurtured.
- 2. Focus on Students:** We will balance knowledge and the principles and concepts delineated in professional and state standards with an appreciation of all students' individuality, diversity, and cultures.
- 3. Exemplary Professional Practices:** We will demonstrate the knowledge, skills, and dispositions of exemplary professionals. We will have strong competence in our content knowledge, pedagogical content knowledge and skills as delineated in professional, state, and institutional standards. We will demonstrate professional dispositions or

standards of conduct, will be supportive of students, families, and the school and community, and will serve as catalysts for positive and responsible change.

To view the full text of the Conceptual Framework, visit the School of Education web page linked to Millersville University's web page.

### **Catalog Description**

Psychological and sociological aspects of Individuals with disabilities are surveyed. Environmental and socio-cultural factors are emphasized and analyzed in relation to human adjustment and social roles. Coherent educational service recommendations and whole person assessment concepts are explored. The history of services, socially constructed definitions, and characteristics of the disability movement form a basis for understanding.

### **Objectives**

- Understand the differences of a categorical vs. non-categorical regulatory system.
- Identify the socially constructed experiences of Individuals with disabilities and the resulting power structures.
- Identify the characteristics of Individuals with disabilities resulting from sociological and cultural variables.
- Identify behavioral characteristics and causes brought on by the psychological and sociological assumptions about the roles of Individuals with disabilities.
- Develop capacity to use personal awareness effectively as it applies to diversity, multi-cultural collaboration and ethics.
- Analyze, evaluate and think critically regarding the socio-political impacts on support services and individuals with disabilities.

### **Required Texts**

- 1) May, Gary & Raske, Martha (2005). Ending Disability Discrimination; Strategies For Social Workers. Allyn-Bacon
- 2) Wolfensberger, W. (1998). A Brief Introduction to Social Role Valorization; A high-order concept for addressing the plight of societally devalued people, and for structuring human services (3<sup>rd</sup> ed.). Syracuse, NY; Training Institute For Human service Planning, Leadership & Change Agency (Syracuse university).
- 3) A bound university prepared notebook.
- 4) Schwartz, David (1997). Who Cares? Rediscovering community. Westview press, Boulder, CO.

### **Course Requirements and Evaluation Procedures**

## 1) Social Devaluation Discovery Project (35% of total grade) -

> The project may be completed individually or in groups. Groups may serve at multiple locations and combine the research into one written project. Groups may serve at one location and write individual projects.

This Assignment is designed to assess and view the impact of social devaluation on an individual, understand human needs and create ideal environments of support that positively causes a more desirable future. Each student will volunteer a minimum of 10 hours (must be a minimum of three visits) at a local human service provider of the student's choice. The purpose is to assess the psychological and sociological experience (based on the work of Wolfensberger) of a receiver of that service. Assessments will be completed using the information gained from the assigned readings and class lectures. This project is based on the student's ability to assess environments. The student is expected to understand the skills of professional and cultural courtesy while visiting organizations and people receiving services. The student must always withhold judgment while in the process of data collection. In essence the assessor remembers that they are in another's home and will be respectful. The products of this project are: 1) Typed field notes describing the details of student observations. 2) Data table and 3) Final report. Each student prepares a field observation book that organizes the student's note taking on site. The notes are to be typed, comprehensive, and clearly organized. Please follow the field note guide. **(5% of total course grade)**

- Data table with the following information (see attached example): **(5% of total course grade)**
  - Customer experience observed or told of.
  - Customer feelings and/or wounds assumed to have resulted from the experience.
  - Apparent response of the human service provider.
  - Ideal human response suggested by the student.
- Final report results in educational recommendations (**WHAT HAVE THE THEMES OF THE ASSESSMENT TAUGHT YOU ABOUT HOW TO MAKE SCHOOLS MORE CONSISTENT WITH WOLFENSBERGER?**) on the assessment project are to be used to design characteristics of an ideal service environment that would significantly improve the future for students with disabilities.
- The recommendation portion must be a well thought out section, coherently written and based on cutting edge thinking in the human service, educational and disability communities.
- The report is founded on the observation data, data table created by the student, assigned readings, and United States legislation (IDEA, ADA, Section 540 of the

rehabilitation Act, etc). Reports are comprehensive and adhere to APA writing style. The reports are to be considered as recommendations to educational institutions. All recommendations must be supported by information consistent with research found in journals and texts (APA). **(25% of total course grade)**

- Sites (not public schools) being visited must be scheduled and **SUBMITTED TO PROFESSOR** due date (refer to Class Schedule). **SITES MUST BE A TYPE OF THE FOLLOWING: SHELTERED WORK SHOP, BOARDING HOME, NURSING HOME (NOT RETIREMENT COMMUNITY), or INSTITUTION.**
- Final copy of each product shall be submitted by scheduled due date in a 3-ring binder organized and tabbed by assignment section (field notes, spread sheet, final report).
- To complete this assignment the use of the **APA manual as a style reference is a must** for the final report.

**2) Presentations Assignment (30% of total course grade)** Student teams (of 3 - 4 students) will prepare an oral and written presentation related to a subject provided by the instructor. These subjects are related to hot topics in the education of students with exceptionalities (**Self-Advocacy, Inclusion, Charity / Pity, Self-Determination, Aversive Therapy, Sexuality, Disability Culture, Right to Die / Deathmaking, Criminal Justice and People with Disabilities / No Tolerance, Person Centered Planning Uses and Abuses, Trends in Insurance and Medical/Equipment Needs - Theo Braddy 717-731-1900, Psycho-active drugs panacea or terror,**). Teams must research current literature to answer the assigned subject. Each team will design a 30-minute comprehensive in class learning experience and provide supporting evidence to their findings. A written report is required and will follow provided guidelines (see document attached to syllabus). Grading for this assignment is (**Oral 15% of total course grade, Written 15% of total course grade**).

**[Technology Accessibility & Accommodation, Affordable Accessible Housing, Manifest Determination what's Happening, What's Fair and what's Right? Attendant Care]**

### **3. Special Education Law Project (20% of total course grade)**

- > Project may be completed individually or in groups. The student is to research the history of Special Education Law. The student produces a paper with the following content:
  - History of ADA, IDEA, Brown v. Board of Education (written in brief form explaining what it is, why was it necessary, how it has been implemented, and what detailed

contribution has **each** law made to overcoming social devaluation).

- Explain the roots and value of each of the six principles.
- Write a concise analysis of the 2004 reauthorization.
  - What are the significant changes?
  - What educational structures and teacher methods will these changes influence and how?
  - What impact do you assess the changes having on the realities of disability as a social construct?
- A competent introduction and conclusion directing the reader to the main points of the history and discussion.
- **Sections of paper;**
  - Introduction
  - History of ADA
    - Definition
    - Problematic Social and political factors intended to be alleviated by this law.
    - Implementation strategies and cases.
    - Contribution to overcoming social devaluation.
  - History of Brown vs. Board of Education.
    - Definition
    - Problematic Social and political factors intended to be alleviated by this law.
    - Implementation strategies and cases.
    - Contribution to overcoming social devaluation.
  - History of IDEA.
    - Definition
    - Problematic Social and political factors intended to be alleviated by this law.
    - Implementation strategies and cases.
    - Contribution to overcoming social devaluation.
    - Definition, roots and value of all six principles.
      - Free Appropriate Public Education (application of equal protection principle in education).
      - Nondiscriminatory Evaluation.
      - Individualized Education program.
      - Least restrictive Environment genesis of LRE – deinstitutionalization).
      - Procedural Due Process.
      - Parental participation.
  - Concise analysis of the IDEA 2004 reauthorization (see above).
  - Conclusion.

<u>Course Activity</u>	<u>Grading</u>	<u>% of total</u>
Social Devaluation Assessment Project		35%

Presentations	15%
Group paper	15%
Special education Law Paper	20%
Attendance (.138PTS PER CLASS)	15%

**IT IS NOT POSSIBLE TO PASS THIS COURSE WITH 4 (FOUR) OR MORE EXCUSED AND/OR UNEXCUSED ABSENCES A PORTION OF ATTENDANCE IS PARTICIPATION. STUDENTS UNABLE TO TEACH THE ASSIGNED READING WILL BE CONSIDERED NOT PRESENT.**

Total  
**Grading Scale**

100%

A	3.76 - 4.00
A-	3.51 - 3.75
B+	3.01 - 3.50
B	2.76 - 3.00
B-	2.51 - 2.75
C+	2.01 - 2.50
C	1.76 - 2.0
C-	1.51 - 1.75
D+	1.01 - 1.50
D	.76 - 1.0
D-	.01 - .75
F	0

**Important Considerations**

Attendance.

You are strongly encouraged to attend all classes. There will be .138 points given for each class period attended. Excused absences are determined by the registrar's office. The excused absences are: 1) Sickness: the student is responsible for getting a note from the doctor stating that the student was sick and in the doctor's care. If at the MU's Health Center, get the health care provider(s) to call verifying that you were sick. 2) Death in the family. 3) Professional Conference: The student must let me know in advance and is responsible for submitting a 5 page paper summarizing the presentation(s) attended and the reaction to it. **IT IS NOT POSSIBLE TO PASS THIS COURSE WITH 4 (FOUR) OR MORE EXCUSED AND/OR UNEXCUSED ABSENCES A PORTION OF ATTENDANCE IS PARTICIPATION. STUDENTS UNABLE TO TEACH THE ASSIGNED READING WILL BE CONSIDERED NOT PRESENT.**

**Assignment Due Dates.** Assignments are due at the end of the class period of the due date. Assignments submitted after that will be graded according to the following guidelines;

**1 hr - 24 hours late: 20% deduction**  
**After 24 hours: Assignment will not be graded.**

Assignments are to be submitted to the professor personally, unless other prior arrangements have been made. **Do not** leave assignments under office door or in mailbox. Assignments submitted in that fashion will not be graded. These requirements do not apply to rough drafts because they are not graded. However, rough drafts submitted after due date will not be reviewed.

**Special Accommodations.** Students in need of special accommodations due to disabilities or other circumstances are responsible to inform the instructor of their needs in a timely fashion. They are also responsible to provide the required documentation, which is processed through the Office of Students Services.

**Additional Comments**

- All candidates in teacher education at Millersville University need to be aware that a criminal record with regard to certain specified criminal behaviors may lead to the denial of certification to teach in Pennsylvania. In future courses which require your assignment to an early field experience you will be asked to verify your status with regard to criminal convictions. This verification will be acquired by you filling out an appropriate form each time you are to undertake an early field experience and again when you student teach. Please be prepared to deal with this process when it occurs.
- Students must refer to and abide by MU Student Handbook . "Student Code of Conduct", Section I. - A.11, regarding academic dishonesty. Any students in violation of this standard will receive an "F" in the course.
- All assignments and class schedule are subject to change at instructor discretion.

**Class Schedule and Course Outline\*** (subject to change)

**STUDENT RESPONSIBLE FOR ALL READING ASSIGNMENTS IN ASSIGNMENTS COLUMN. EACH STUDENT MUST COME PREPARED TO TEACH ANY PORTION OF THE READING.**

Day	Topic	Assignments
1/11	<p>Overview of the Content Getting Acquainted Use of Blackboard Context 212 and Teacher Work Sample Democratic education, this course and Special education. <b>2/17 NORMAN KUNC REGISTRATION A.M. OR P.M.</b></p>	<p>John Hurst On Popular Education Cantera Popular Education &amp; Communication Center</p>
1/13	Syllabus: Community Confirmation	<b>1/13 DUE: LIST OF THREE POTENTIAL SERVICE PROVIDERS AT WHICH TO SERVE 10 HOURS</b>
1/18	Social Devaluation	Special Education Law (Bound Book) Towards Understanding Disability (Bound Book)
		<b>DUE: AGENCY SERVING AND SCHEDULE OF DATES AND TIMES (MUST BE OVER A MINIMUM OF 3 VISITS)</b>
1/20	Social Role Valorization – importance of roles	Wolfensberger, Social Role Valorization Who Cares Chp 1
1/25 & 27	Social Role Valorization (use of information requested on spreadsheet assignment to evaluate services)	Wolfensberger, Social Role Valorization
2/1 & 3	Disability Rights Movement And Societies Structures	Chapters 16, 17, & 18 – Make them Go Away
2/8	Characteristics required in an educational setting to overcome the effects of social devaluation.	<b>Who Cares Chp 2, 3, 4, 5 &amp; 6</b> Valuing Diversity (Bound Book) Special education Law (Bound Book) <b>DUE: Volunteer schedule AND Organized notebook for recording observations and quotes gathered during volunteer hours.</b>



2/10	History of person centered Planning	Riding The Third Wave (bound Book) Who Cares Chp 7 & 8
2/15 <b>ONLINE DISCUSSION</b>	Aspects of Intervention <b>8 SIGNIFICANT POSTS / 4 IN EACH SECTION (MAKE THEM GO AWAY &amp; NORMAN KUNC) BETWEEN 2/11 &amp; 2/21</b>	Chapter 1 & 2 – Make Them Go Away  The Origins of Person Centered Planning (Bound Book)
2/17	NO CLASS – STUDENTS MUST ATTEND A MANDATORY CONFERENCE IN HARISBURG NORMAN KUNC 8 – 12 OR 1 - 4 “Social Construct”	Special Education & Enlightened Reform (Bound Book) [voluntary reading]
2/22	<b>Group selection of presentation assignment subjects and group process established</b>  <b>A CLASS PERIOD FOR GROUP PREPARATION FOR THE FINAL PRESENTATION AND PAPER</b>  <b><u>ATTENDANCE CRITICAL</u></b>	<ol style="list-style-type: none"> <li>1) Assign research search to members and clarify big idea. Set a time to meet three times prior to March 30.</li> <li>2) MEETING NUMBER 1 - Write conclusion, review articles found, confirm big idea, and assign sections for each member to write. One group member may want to serve as editor.</li> <li>3) MEETING NUMBER 2 - Bring finished sections on disk and hard copy and review with the group. Assure that the editor understands what the group is presenting in writing.</li> <li>4) MEETING NUMBER 3 - Clarify the big idea, review the finished draft of the paper and create a learning opportunity for the large class (lesson to last 35 minutes).</li> </ol> <p><b>LAW PROJECT DUE</b></p>
2/24	Mobility Impairment (Ed Roberts and the Independent Living Movement). Visual impairments (AFB & NFB)	Chapters 3 - Make Them Go Away Chapter – 4 Make Them Go Away
3/1	<b>Hearing impairments &amp; the basis of culture</b>	Chapter – 5 Make Them Go Away Disability Culture, Community, and Pride (Bound Book)

3/3	Culture	DISABILITY CULTURE VIDEO
3/8 & 10	<b>SPRING BREAK</b>	
3/15	<b>POST QUESTIONS FOR Dr. Schwartz</b>	<b>Who Cares Chp 9 &amp; 10</b> Neglect For Sale (Bound Book)
3/17	Learning Difficulties Experience of Care Equal opportunities Movement	Chapter 6 - Make Them Go Away Chapters 7 – Make Them Go Away Chapters 8 – Make Them Go Away Reproductive Rights (Bound Book)
3/22	Traumatic Brain Injury	WHEN BILLIE BROKE HIS HEAD - VIDEO
3/24	Social forms of Care and Violence	Who Cares Chp 11 & 12 Thoughts After The Fatal Beating of Ricky Whistnant (Bound Book) <b>FIELDS NOTES DUE</b> <b>SPREADSHEET CHART DUE</b>
3/29	What Disability Rights Say & Criminal Justice	Chapters 9, & 10 – Make Them Go Away Chapter 11 – Make Them Go Away Deception in The Interrogation Room (Bound Book)
3/31	Attitudes Internalization of oppression and cultural / psychological. Howard Thurman – Jesus and the Disinherited – Fear	Chapters 15– Make Them Go Away Disability Gulag (Bound Book) <b>FINAL <u>Social Devaluation</u></b> <b><u>Discovery Project DUE</u></b>
4/5	Laws & Legislation Employment and professional attitudes	Chapters 12 & 13, - Make Them Go Away Chapters 14– Make Them Go Away

<p>4/7</p>	<p><b>ONLINE DISCUSSION</b>  <b>4 MEANINGFUL AND THOUGHFUL POSTS BETWEEN 4/6 – 4/14</b></p> <p><b>WHAT DO YOU SUPPOSE THE STORY BEHIND THE STORY IS? WHAT CLUES DO YOU GET REGARDING THE ACTUAL CIRCUMSTANCES FROM THE DISABILITY RIGHTS COMMUNITY?</b></p>	<p>Newspaper Articles Reading Eagle          Lone patient costly for Berks hospital  <i>Bail hearing asked for patient</i>  <i>Judge halts effort to hold bail hearing for mental patient</i>  <i>Move set for mental patient in assaults</i>  <i>New evaluation granted in nurse assault</i>  <i>Special treatment</i>  <i>Treatment of mental patient angers lawmakers</i>          Berks lawmaker questions cost of treating violent mental patient</p>
<p>4/13 MANDATORY CONFERENCE          1p.m. &amp; 7p.m.</p>	<p>4/ 14</p>	<p><b><u>150 Years of Love and Self-Esteem for Women With Disabilities</u></b></p> <p><b>EACH DAY: 2 Group presentations &amp; papers due</b></p>
	<p>4/19 &amp; 21</p>	<p><b>EACH DAY: 2 Group presentations &amp; papers due</b></p>
	<p>4/26</p>	<p><b>EACH DAY: 2 Group presentations &amp; papers due</b></p>
<p>5/2</p>	<p style="text-align: center;"><b>FINAL</b></p> <p><b>Section 11:00 A.M. = 8:00 A.M. – 10:00A.M.</b>  <b>Section 4:00 P.M. = 10:15 A.M. – 12:15 P.M.</b></p>	