

SPED 6916 - IEP Planning and Accommodations for Learners with Exceptional Needs

Fall 2026 Syllabus, Section A02, CRN 44234,

Credit hours: 3

Instructor

Dr. Gary Jacobs

Professional Qualifications:

Ph. D., Special Education and Applied Behavioral Analysis, The Ohio State University

Master's, Management, Antioch University

Bachelor's, Elementary (1-8) and Special Education (K-12) Specific Learning Disabilities and Emotional Behavioral Disorders, Kent State University

Principal Lecturer - Accreditation Coordinator and Special Education Coordinator

Email: drgdj1998@gmail.com

Office: Beeghly Hall; 2407

Office Phone: 3309413255

Additional Contact Methods:

In Person Tuesday and Thursday before and after class and office hours. Monday, Wednesday, and Friday meet online or message through Blackboard or Email.

Preferred Contact Method: Email and Office Phone and BB Messenger

Communication Expectations:

you do not receive an email within 24-48 hours, please email again or call.

How to Refer to me:

Dr. Jacobs or Dr. Gary Jacobs

Public Instructor Information

Professor: Dr. Gary D. Jacobs

Professional Qualifications:

Ph. D., Special Education and Applied Behavioral Analysis, The Ohio State University

Master's, Management, Antioch University

Bachelor's, Elementary (1-8) and Special Education (K-12) Specific Learning Disabilities and Emotional Behavioral Disorders, Kent State University

Office: Beeghly Hall; 2407

Phone: 330-941-3255

Course Description

6916. IEP Planning and Accommodations for Learners with Exceptional Needs. This course is designed to provide the candidate with an exploratory study of the IEP process. Candidates will understand how to write an IEP as well as collaborate with families and fellow staff members regarding learners with exceptionalities on this process. 3 s.h.

Course Readings

Group	Title	Author	ISBN
Required	Assessment in Special Education		

Text/Resources: Witte, R. h., Bogan, J. E., & Woodin, M. F. (2014). *Assessment in special education*. Upper Saddle River, NJ: Pearson. ISBN-13: 9780133570755

Additional Resources are available in the Course Shell



The course readings are subject to change in the event of extenuating circumstances, research developments, current events, and/or to ensure better learning.

Schedule of Topics and Assignments

Week of	Reading(s)	Proposed Topic	Due/To Prepare for Class
8/24	Read CH 2,3 & 7 Read Understanding Test Scores, located on the School Psychologist Files website. URL: http://schoolpsychologistfiles.com/testscores/ Explore the Ohio's Special Education Profile, located on the OH Department of Education website. URL: http://education.ohio.gov/Topics/SpecialEducation/Special-Education-Data-andFunding/District-Level-Performance-Data Read What Evaluation Testing Results Mean, by Morin located on the Understood website. URL: https://www.understood.org/en/school-learning/evaluations/evaluation-basics/what-specialeducation-testing-evaluations-results-mean Read Making Sense of Your Child's Test Scores, by Farrall, Wright, and Wright, located on the Wrightslaw website (2014). URL: http://www.wrightslaw.com/whitepaper/test.scores.whit epaper.pdf	Topic: This lesson is about measurement principles and practices that can be used to obtain and interpret data to guide educational decisions for individuals with exceptionalities	DUE: Discussion Board (DB) #1: Initial Post Due: 8/26 and Responses to Two Classmates Due: 8/30. Assignment: Diagnostic Assessment Organizer Due 8/30 at 11:59pm
8/31	Read CH 4, 8, and 10 Review the Due Process flowchart, located on the Ohio Department of Education Website. URL: https://education.ohio.gov/getattachment/Topics/Special-Education/Dispute-Resolution/DueProcessInfoSheet_2024.pdf.aspx?lang=en-US Review Common Educational Tests Used for Assessments for Special Education, located on the Disability Rights Education & Defense Fund website. URL: https://dredf.org/wp-content/uploads/2021/06/Assesments_chart.pdf Read the Multidisciplinary Evaluation Team (MDT) Case Study on Scott to inform the topic assignment.	Topic: This lesson is about the multiple types of formal and informal assessment data to gather, review, interpret, use, and develop education plans and make instructional decisions for individuals with exceptionalities across a wide range of settings and different learning experiences, including the use of reinforcement techniques.	DUE: DB #2: Initial Post Due: 9/2 and Responses to Two Classmates Due: 9/6. Assignment: Multidisciplinary Evaluation Team Assignment Due 9/6 at 11:59pm
9/7	Read CH 5, 6, and pages 271-279 of Chapter 14. Read A Place to Start: Understanding the Present Levels of Academic Achievement and Functional Performance Statement, located on the PACER Center website. URL: http://www.pacer.org/parent/php/PHP-c186.pdf Read RTI Scenario Cassidy	Topic: This lesson is about to collaborating with families, colleagues, and other professionals to gather, review, interpret, and use multiple types of assessment data to make decisions about individuals with exceptionalities across a wide range of settings and different learning experiences, including the use of reinforcement techniques.	DUE: DB#3: Initial Post Due: 9/9 and Responses to Two Classmates Due: 9/13. Assignment: PLOP/PLAFF PROFILE Due 9/13 at 11:59 pm



9/14	Read CH 9, 11, and 12 Explore Special Education Dispute Resolution, located on the Ohio Department of Education website. URL: http://education.ohio.gov/Topics/SpecialEducation/Dispute-Resolution Read The Multidisciplinary Team, located on The IRIS Center website. URL: Page 4: The Multidisciplinary Team Read "Problem-Solving Teams: Information for Parents and Educators," located on the Springfield Public Schools website. (CIO #2) URL: http://www.sps186.org/downloads/attachments/12143/ProblemSolvingforParents&Educ.pdf Read Only as Special as Necessary, by Fisher and Frey, from Educational Leadership (2016). Review the MDT Case Study from week 2 on Scott	Topic: This lesson is about preparing students for the demands of particular assessment formats and make appropriate accommodations in assessments or testing conditions for students with exceptionalities.	DUE: DB #4: Initial Post Due: 9/16 and Responses to Two Classmates Due: 9/20. Assignment: Collaborating with Specialists and Families Assignment Due 9/20 at 11:59pm
9/21	Read CH 13 Read Evaluating Children for Disability, located on the Center for Parent Information and Resources website (2017). URL: http://www.parentcenterhub.org/repository/evaluation/ Read the Analyzing Cognitive and Evaluation Report on Brian Casbah word document	Topic: This lesson is about developing the skills needed to advocate for and mentor individuals with exceptionalities by locating and sharing relevant information and resources, including technological resources, which assist families in supporting their children with exceptionalities and establishing mutual expectations and ongoing communication that supports student development and achievement.	DUE: DB #5: Initial Post Due: 9/23 and Responses to Two Classmates Due: 9/27. Assignment: CRITICAL TASK - Benchmark – Analyzing Cognitive and Education Evaluation Assignment Due 9/27 at 11:59 pm Submit to both BB Assignments and SL&L
9/28	Read pages 280-290 Explore Teaching Students with Disabilities located on the Ohio Department of Education website. URL: http://education.ohio.gov/Topics/Special-Education	Topic: This lesson is about using formal and informal assessment results when planning educational services to collaborate with families to make decisions and advocate for individuals with exceptionalities	DUE: DB #6: Initial Post Due: 9/30 and Responses to Two Classmates Due: 10/4. Assignment: Special Education Assessment Newsletter to Families Assignment Due 10/4 at 11:59 pm
10/5	None this week.	Topic: This lesson is about using technological tools to contribute to the knowledge and skills of others, work collaboratively to advance professional practice, and improve student outcomes as well as reflect on professional practices related to using nonbiased assessments to assess students' performance levels	DUE: DB #7: Initial Post Due: 10/7 and Responses to Two Classmates Due: 10/10. Assignment: Professional Development Presentation Due 10/8 by 11:59PM (Note this is Friday not Sunday) Culminating Quiz Due 10/10 at 11:59 pm (Note this is Friday not Sunday)

The course schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better learning.