

SPSY 6909 - Identification and Support for Students with Disabilities

Fall 2026 Syllabus, Section 01, CRN 41118,

Credit hours: 3

Instructor

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Public Instructor Information

Instructor Title: Part-Time Faculty

Instructor Professional Qualifications: PsyD, Clinical Psychology, William James College, 2026; EdS, School Psychology, Youngstown State University, 2020; MEd, Intervention Services, Youngstown State University, 2018; BS, Special Education, Youngstown State University, 2017

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Course Description

6909. Identification and Support for Students with Disabilities. An overview of special education identification procedures for students with disabilities. Candidates will develop knowledge of the definitions, assessment techniques, instructional considerations, and legislation surrounding all low- and high-incidence disabilities. Emphasis will be on the current most effective practices and research-based strategies for students with disabilities. Prereq.: MEd in Intervention Services Candidate. 3 s.h.

Course Readings

Group	Title	Author	ISBN
Required	The inclusive classroom, 6th edition	Mastropieri, M. A., & Scruggs, T. E. (2018)	ISBN 0-13-338686-4
Optional	See optional articles		

Historical Foundations & IDEA

- Crepeau-Hobson, F. (2014). *Best practices in supporting the education of students with severe and low-incidence disabilities*. In P. L. Harrison & A. Thomas (Eds.), **Best practices in school psychology VI** (pp. 111–124). Bethesda, MD: National Association of School Psychologists.
- Zirkel, P. A. (2021). Special education law: An update. *West's Education Law Reporter*, 389, 1–15.

SPED Process & Roles

- Lichtenstein, R. (2014). *Best practices in identification of learning disabilities*. In P. L. Harrison & A. Thomas (Eds.), **Best practices in school psychology VI** (pp. 331–344). Bethesda, MD: National Association of School Psychologists.
- National Association of School Psychologists. (2020). *Identification of students with specific learning disabilities* [Position Statement]. Bethesda, MD: NASP.

Equity & Disproportionality

- Roach, A. T., Lawton, K., & Elliott, S. N. (2014). *Best practices in facilitating and evaluating the integrity of school-based interventions*. In P. L. Harrison & A. Thomas (Eds.), **Best practices in school psychology VI** (pp. 133–146). Bethesda, MD: NASP.
- Harry, B., & Klingner, J. (2014). *Why are so many minority students in special education? Understanding race & disability in schools* (2nd ed.). New York: Teachers College Press. (selected chapters)

Assessment Foundations

- Fletcher, J. M., & Vaughn, S. (2021). Alternative approaches to the identification of learning disabilities: Response to intervention and multi-tiered systems of support. In A. F. Rotatori et al. (Eds.), *Advances in special education: Volume 35* (pp. 17–35). Bingley, UK: Emerald.

High-Incidence I: LD & ID

- Mastropieri, M. A., & Scruggs, T. E. (2018). *The inclusive classroom: Strategies for effective differentiated instruction* (6th ed.). Upper Saddle River, NJ: Pearson. **Chapter 1 & 3.**

High-Incidence II: EBD

- McConaughy, S. H., & Ritter, D. R. (2014). *Best practices in multimethod assessment of emotional and behavioral disorders*. In P. L. Harrison & A. Thomas (Eds.), **Best practices in school psychology VI** (pp. 367–380). Bethesda, MD: NASP.

High-Incidence III: ADHD & Communication

- Dupal, G. J., Stoner, G., & O'Reilly, M. J. (2014). *Best practices in classroom interventions for attention problems*. In P. L. Harrison & A. Thomas (Eds.), **Best practices in school psychology VI** (pp. 335–344). Bethesda, MD: NASP.
- Bray, M. A., Kehle, T. J., & Theodore, L. A. (2014). *Best practices in the assessment and remediation of communication disorders*. In P. L. Harrison & A. Thomas (Eds.), **Best practices in school psychology VI** (pp. 355–366). Bethesda, MD: NASP.

Low-Incidence I: Autism

- Schwartz, I. S., & Davis, C. A. (2014). *Best practices in early identification and services for children with autism spectrum disorders*. In P. L. Harrison & A. Thomas (Eds.), **Best practices in school psychology VI** (pp. 405–418). Bethesda, MD: NASP.
- Kapp, S. K. (Ed.). (2020). *Autistic community and the neurodiversity movement: Stories from the frontline*. Singapore: Palgrave Macmillan. (selected chapters)

Low-Incidence II: Sensory Disabilities

- Lukomski, J. (2014). *Best practices in planning effective instruction for children who are deaf or hard of hearing*. In P. L. Harrison & A. Thomas (Eds.), **Best practices in school psychology VI** (pp. 229–240). Bethesda, MD: NASP.
- Mastropieri & Scruggs, *The Inclusive Classroom*, Ch. 4.

Low-Incidence III: TBI, Orthopedic, OHI

- Davies, S. C. (2014). *Best practices in working with children with traumatic brain injuries*. In P. L. Harrison & A. Thomas (Eds.), **Best practices in school psychology VI** (pp. 405–418). Bethesda, MD: NASP.
- Mastropieri & Scruggs, *The Inclusive Classroom*, Ch. 5.

Other Special Populations

- Mastropieri & Scruggs, *The Inclusive Classroom*, Ch. 6.
- Crepeau-Hobson, F. (2014). *Best practices in supporting the education of students with severe and low-incidence disabilities* (revisited). In Harrison & Thomas, **Best practices in school psychology VI**.

Field Study Presentations

- (No assigned readings; student case studies presented.)

Cross-Cutting Frameworks: Behavior & Social Skills

- Mastropieri & Scruggs, *The Inclusive Classroom*, Ch. 7–9.
- Brunzell, T., Stokes, H., & Waters, L. (2019). Trauma-informed positive education: Using positive psychology to strengthen vulnerable students. *Contemporary School Psychology*, 23(2), 141–151.

Individualized Supports: IEPs, Transition, UDL

- Mastropieri & Scruggs, *The Inclusive Classroom*, Ch. 10–12.
- CAST. (2018). *Universal Design for Learning Guidelines version 2.2*. Wakefield, MA: CAST. Retrieved from <http://udlguidelines.cast.org>
- Test, D. W., Fowler, C. H., Richter, S. M., White, J., Mazzotti, V. L., Walker, A. R., ... Kortering, L. (2009). Evidence-based secondary transition predictors for improving postschool outcomes for students with disabilities. *Career Development for Exceptional Individuals*, 32(3), 160–181.

Ethics

- National Association of School Psychologists. (2020). *Principles for professional ethics*. Bethesda, MD: NASP.

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

Day	Date	Reading(s)	Proposed Topic	Due/To Prepare for Class
Tue	8/25	Crepeau-Hobson (overview); Zirkel (2021) Law Update	Course Orientation & Historical Foundations of SPED: civil rights cases, IDEA & 504 overview	
Tue	9/1	Lichtenstein (LD ID); NASP (2020) Disability Identification	SPED Process & Roles of the School Psychologist: referral, evaluation, eligibility, IEPs; IDEA categories overview	Reflection
Tue	9/8	No Class		
Tue	9/15	Roach et al. (intervention integrity); Harry & Klingner (2014), sel. ch.	Equity & Disproportionality: cultural/linguistic considerations, bias in assessment	Reflection
Tue	9/22	Fletcher & Vaughn (2021, RTI/MTSS evidence)	Assessment Foundations: norm-referenced, CBM, FBA, observations/interviews	Reflection
Tue	9/29	Mastropieri Ch. 1 & 3	High-Incidence I: Learning Disabilities & Intellectual Disability	Reflection
Tue	10/6	McConaughy & Ritter (EBD)	High-Incidence II: Emotional/Behavioral Disorders	Reflection
Tue	10/13	Dupal et al. (ADHD); Bray et al. (Communication)	High-Incidence III: ADHD & Communication Disorders	Reflection
Tue	10/20	Schwartz & Davis (ASD); Kapp (2020)	Low-Incidence I: Autism Spectrum Disorder	Reflection Midterm
Tue	10/27	Lukomski (Deaf/HH); Mastropieri Ch. 4	Low-Incidence II: Sensory Disabilities (Deaf/HH, Blind/VI)	Reflection
Tue	11/3	Davies (TBI); Mastropieri Ch. 5	Low-Incidence III: TBI, Orthopedic Impairments, OHI	Reflection
Tue	11/10	Mastropieri Ch. 6; Crepeau-Hobson	Other Special Populations: Gifted, Twice-Exceptional, ESL, At-Risk	Reflection
Tue	11/17			Field Study Presentations Reflection
Tue	11/24	No Class		
Tue	12/1	Mastropieri Ch. 7–9; Brunzell et al. (2019); Mastropieri Ch. 10–12; CAST (2018 UDL); Test et al. (2009)	Cross-Cutting Frameworks: Behavior & Social Skill Interventions, Individualized Supports: IEPs, Transition Services, UDL, Differentiated Instruction	Reflection
Tue	12/8	NASP (2020) Principles for Professional Ethics	Integration & Reflection: Linking law, assessment, intervention, ethics	Final Exam Due 12/11 by Midnight Reflection due by class Critical Task due class

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