

# Introduction to the Exceptional Learner

COURSE SYLLABUS

Online EDU 222

Required Text: *Teaching Students with Special Needs in Inclusive Settings (5<sup>th</sup> edition)*  
(Smith et. all.)

**Course Description** *This course provides a comprehensive overview of the field of special education with a major emphasis on the understanding of individual differences. The historical developments that have affected special education along with current issues and trends and the impact of legislation upon special educational practices, including inclusion, will be reviewed. The course will survey strategies for adapting education programs to educationally different children and youth. The characteristics of disabling conditions and relevant terminology will be defined, and the issues of assessment and placement will be discussed.*

## Course Objectives

1. Trace the history of society's treatment of the exceptional learner, including the implications of current legislation. (I)
2. Identify early intervention priorities and programs for the exceptional learner. (I)
3. Describe the Individualized Education Plan (IEP) and other parent, family, and social support systems. (II)
4. Describe the Individual Family Services Plan (IFSP) and other parent, family, and social support systems. (II)
5. Describe educational adaptations for the exceptional learner. (II, XI)
6. Describe educational considerations for children with mental retardation and developmental disabilities and those with emotional and behavior disorders. (IV)
7. Identify and explain factors to consider in defining and diagnosing learning disabilities. (V)
8. Compare and contrast language and speech disorders. (VI)
9. Analyze the controversy over the use of assistive technology and augmentative communication devices for children with language and speech disorders and for children with hearing or visual impairments. (VI, VII, VIII)
10. Compare neurological impairment, musculoskeletal condition, congenital malformation, and other physical disabilities and health problems. (IX)
11. Describe characteristics of children with multiple severe disabilities. (X)
12. Describe qualities and characteristics of gifted learners. (XI)
13. Explain the Arizona State Board of Education Professional Teaching Standards that relate to the exceptional learner.

**Accommodations** **Any student is welcome to meet with me if you have a documented disability that may require accommodations.** Also, notify the Disability Services and Resources office, located in the TDS 100, 623-845-3080

<b>Points:</b>	<u><b>Weekly</b></u>	<u><b>Total</b></u>
	Participation 2.5 pts.	40 pts.
	Reflection Journal 3 pts. (15)	45
	Individual Assignments 25 pts. (8)	200
	Group Assignments 25 pts. (2)	50
	Partnered Assignment 15 pts. (3)	45
	Classroom Observation 60 pts	60
	& Interview. 60 pts	60
		500 points

*See assignment writing details at the end of the syllabus.*

Grading	90- 100%	A	450-500 pts.
	80- 89%	B	400-449 pts.
	70- 79%	C	350-399 pts
	60-69%	D	300-349 pts

---

**ASSIGNMENT DETAILS:**

*All written assignments are to be 12 pt., double spaced, and in Times New Roman font*

*There will be points for – mechanics, – content & organization, – voice/ reaction – and other proper written expression expectations. Always have an Introduction and Summary and a separate Title Page.*

*(See grading Rubric at bottom of this syllabus.)*

***Plagiarism can get you dismissed from the class permanently.***

***All written assignments are due by Sunday (12PM, CMT- AZ), each week, unless otherwise stated, and late assignments will be docked 10% for each day it is overdue. If an emergency arises please contact the instructor immediately.***

**GROUP ASSIGNMENTS:**

**The groups will be assigned, and they will be posted the beginning of Week 2. The group decides what names will be on the finished project when it is submitted. If a member does not show up, then continue without them. You are adults, and soon to be Professionals, therefore it is expected that you work within the group, as such, and rectify any difficulties among the group members without involving the instructor.**

**It is highly recommended that the group decides roles in the beginning in order to clarify roles, work load, and maintain frequent contacts in order to help assure a quality product.**

## **PARTERED ASSIGNMENTS:**

**You will be assigned a partner and place BOTH names on the assignment when it is submitted. You are expected to complete the assignment alone if there are any exceptions to the contributions of your partner.**

\*\*\*\*\*

### **Week 1**

*Chapters 1 & 2-*

*Overview of the history of Special Education, Child Find Process, and Inclusive Education.*

**Read in Text:** Chapters 1 & 2

#### **Articles & Resources:**

National Information Center for Children and Youth with Disabilities (NICHCY)

<http://www.nichcy.org/>

State Department of Education

<http://ade.state.az.us/>

See other resources posted in Course Materials- Week 1

#### **Individual Assignment:**

- 1) **Participate in Discussion:** Respond to Discussion Questions and interact with other student's posts. Minimum of 5 interactions, for the week, including adequate responses to the 2 mandatory questions.
- 2) Reflection of readings and class discussion for this week. (min.150 words)

**\*\*Set up a minimum of a 4 hour Observation in a setting where there is a least ONE student with an IEP qualifying under an IDEA category. You will also need to do a brief interview with a person "related to" the special education area. (Possible interviewees may be- teachers, aides, friend, relative or neighbor with disabled child, psychologists, etc..)**

**The paper is due Week 16.**

*NOTE: Plan early because it may very difficult to get into a school. If you need a letter from the instructor please request it well ahead of the scheduled observation. You will need to supply the name of the school/ addressee.*

### **Week 2**

### Chapter 3-

*Collaboration with Families. Addressing the perspectives of, and working effectively with, parents of children with special needs.*

**Read in Text:** Chapter 3

#### **Articles & Resources:**

NICHCY - specific IEP information on developing IEP  
<http://www.nichcy.org/pubs/parent/pa12.pdf>

See other resources posted in Course Materials- Week 2

#### **Individual Assignments:**

- 1) **Participate in Discussion:** Respond to Discussion Questions and interact with other student's posts. Minimum of 5 interactions, for the week, including adequate responses to the 2 mandatory questions.
- 2) Reflection of readings and class discussion for this week. (min.150 words)
- 3) Submit a paper where you explain/ discuss effective ways to deal with parents who have children with disabilities and suggest ways to get parents more involved with their child's education. (min. 500 words)

#### **Group Assignment:**

*In your Group, design a pamphlet for parents describing the Early Intervention, Child Find, Special Education process. (Week 1 Materials) Include state phone numbers, AZ Early Intervention contact information, and any other formal resources which may be used in regards to that process. (Due Week 5).*

### Week 3

#### Chapter 4-

*Identifying and Programming for Student Needs*

**Read in Text:** Chapter 4

#### **Articles & Resources:**

NICHCY - specific IEP information on developing IEP  
<http://www.nichcy.org/pubs/parent/pa12.pdf>

<http://www.nichcy.org/resources/IEP1.asp>

### **Individual Assignment:**

- 1) **Participate in Discussion:** Respond to Discussion Questions and interact with other student's posts. Minimum of 5 interactions, for the week, including adequate responses to the 2 mandatory questions.
- 2) Reflection of readings and class discussion for this week. (min.150 words)
- 3) [Research paper \(650- 800 words\), \*\*Best Practices and Inclusion\*\*](#)

### **Week 4**

*Chapter 5*  
*Teaching students with Learning Disabilities*

**Read in Text:** Chapter 5

### **Articles & Resources:**

<http://www4.ncsu.edu/unity/lockers/users/f/felder/public/ILSdir/styles.htm>

<http://www.learning-styles-online.com/inventory/>

### **Individual Assignment:**

- 1) Participate in Discussion and respond to Discussion Questions and interact with other student's posts. Minimum of 5 interactions, for the week, including adequate responses to the 2 mandatory questions.
- 2) Reflection of readings and class discussion for this week. (min.150 words)
- 3) [Research paper \(650- 700 words\) with References: Address different \*\*Learning Styles\*\* and \*\*Techniques\*\* that can prove effective with students who may learn differently.](#)

### **Week 5**

*Chapter 6-*  
*Teaching students with Emotional and Behavioral Disorders*

**Read in Text:** Chapter 6

## Articles & Resources:

Purpose of Behaviors Chart

Developing Behavioral Intervention Plans: <http://www.ldonline.org/article/6031>

## Individual Assignment:

- 1) Participate in Discussion and respond to Discussion Questions and interact with other student's posts. Minimum of 5 interactions, for the week, including adequate responses to the 2 mandatory questions.
- 2) Reflection of readings and class discussion for this week. (min.150 words)
- 3) Design a **Positive** Intervention to correct an inappropriate behavior happening in the class. (ie. Talking out w/out raising hand, throwing things, getting out of seat, off task, etc..) State the inappropriate behavior, frequency, subject area it occurs, and why you think it is happening. Then, describe the Intervention, measurable criteria for success (% , etc.), and how you will assess the success or lack there of...

## Week 6

Chapter 7-

*Teaching students with Intellectual Disabilities/ Mental Retardation*

**Read in Text:** Chapter 7

## Articles & Resources:

THE AMERICAN ASSOCIATION ON INTELLECTUAL AND DEVELOPMENTAL DISABILITIES (AAIDD) – formally AAMR <http://www.aamr.org/>

World's largest community organization and for people with intellectual and developmental disabilities- <http://thearc.org>

## Individual Assignment:

- 1) Participate in Discussion and respond to Discussion Questions and interact with other student's posts. Minimum of 5 interactions, for the week, including adequate responses to the 2 mandatory questions.
- 2) Reflection of readings and class discussion for this week. (min.150 words)
- 3) *Make a Resource List of local agencies and National websites who deal with people who have Intellectual Disabilities...along with a brief description of services (annotated), include phone numbers, addresses, websites, etc.. you should have a minimum of 6.*

## Week 7

Chapter 8-

*Teaching students with Attention Deficit/ Hyperactivity Disorder*

**Read in Text:** Chapter 8

### **Articles & Resources:**

National Resource Center- Myths and Misunderstandings about AD/HD

<http://www.help4adhd.org/en/about/myths>

Children and Adults with Attention/ Hyperactive Disorder

<http://www.chadd.org/>

Supreme Court and private placements-

[http://www.chadd.org/AM/Template.cfm?Section=Press\\_Releases1&TEMPLATE=/CM/HTMLDisplay.cfm&CONTENTID=5113](http://www.chadd.org/AM/Template.cfm?Section=Press_Releases1&TEMPLATE=/CM/HTMLDisplay.cfm&CONTENTID=5113)

### **Individual Assignment:**

- 1) Participate in Discussion and respond to Discussion Questions and interact with other student's posts. Minimum of 5 interactions, for the week, including adequate responses to the 2 mandatory questions.
- 2) Reflection of readings and class discussion for this week. (min.150 words)

### **Group Assignment:**

*In your Group, research laws which can affect the educational environment and complete a paper explaining the law and giving examples of how it may have relevance to the classrooms or school. Include the site(s) used for References.*

#### Some possible topics:

Freedom of Expression, Technology laws, Separation of Church and State, others in Bill of Rights, IDEA, ADA, etc...

*(Minimum 850- 1000 words with main source referenced) Due Week 16.*

## Week 8

Chapter 9-

*Teaching students with Autism Spectrum Disorders*

**Read in Text:** Chapter 9

**Articles & Resources:**

Autism Society of America:

<http://www.autism-society.org/site/PageServer>

The Gray Center:

<http://www.thegraycenter.org/autismdisorders.cfm>

**Individual Assignment:**

1) Participate in Discussion and respond to Discussion Questions and interact with other student's posts. Minimum of 5 interactions, for the week, including adequate responses to the 2 mandatory questions.

2) Reflection of readings and class discussion for this week. (min.150 words)

**\*\*Be setting up your Observation & Interview of a minimum of 4 hours in a setting where there is a least ONE student with an IEP qualifying under an IDEA category. The paper is due Week 16.**

**Week 9**

*Chapter 10*

*Teaching students with Low-incidence Disabilities: Sensory Impairments, Traumatic Brain Injury, and Other Severe Disabilities*

**Read in Text:** Chapter 10

**Articles & Resources:**

National Association of Parents with Children in Special Education:

<http://www.napcse.org/exceptionalchildren/traumaticbraininjury.php>

NICHCY- Severe and Multiple Disabilities

<http://www.nichcy.org/pubs/factshe/fs10txt.htm>

**Individual Assignment:**

1) Participate in Discussion and respond to Discussion Questions and interact with other student's posts. Minimum of 5 interactions, for the week, including adequate responses to the 2 mandatory questions.

2) Reflection of readings and class discussion for this week. (min.150 words)

3) *Research and write a paper discussing the basic facts of a disease/ syndrome and how it can be handled in the classroom. Do not use general terms/ conditions such as: Autism, Mental Retardation, Asbergers, etc. Be specific with conditions that may be present in a classroom.* (650- 700 words)

Possible topics: Multiple Sclerosis (MS), Spinal Bifida, Cerebral Palsy (CP), Downs Syndrome, Diabetes, Tourettes, specific seizure disorders, Asthma, etc...

## Week 10

*Chapter 11*

*Teaching students with Students with Communication Disorders*

**Read in Text:** Chapter 11

### **Articles & Resources:**

Technology and Special Education

<http://seriweb.com/tech.htm>

Teacher Tap- Professional Development Resources

<http://eduscapes.com/tap/topic80.htm>

### **Individual Assignment:**

1) Participate in Discussion and respond to Discussion Questions and interact with other student's posts. Minimum of 5 interactions, for the week, including adequate responses to the 2 mandatory questions.

2) Reflection of readings and class discussion for this week. (min.150 words)

3) *Research and explain Technology and assistive devices, etc. available for students and individuals with handicaps.* (650- 700 words)

## Week 11

*Chapter 12*

*Teaching students with Special Gifts and Talents*

**Read in Text:** Chapter 12

### **Articles & Resources:**

Madeline Hunter Lesson planning- <http://www.humboldt.edu/~tha1/hunter-eei.html>

National Association for Gifted Children- <http://www.nagc.org/>

Websource from Scientific Learning-

<http://www.brainconnection.com/topics/?main=fa/gifted-students>

Challenging Gifted Kids in the classroom-

[http://www.kidsource.com/kidsource/content/Challenging\\_gifted\\_kids.html](http://www.kidsource.com/kidsource/content/Challenging_gifted_kids.html)

### **Individual Assignment:**

- 1) Participate in Discussion and respond to Discussion Questions and interact with other student's posts. Minimum of 5 interactions, for the week, including adequate responses to the 2 mandatory questions.
- 2) Reflection of readings and class discussion for this week. (min.150 words)

### **Partnered Assignment:**

*With your partner, design a lesson plan for a mainstream Inclusion classroom. You choose the subject and make sure you line it up with a State Standard. (Located on the state website)  
Be specific and follow the Madeline Hunter Lesson Plans guide. Include activities for Different Learning Styles and for a spectrum of abilities, within the classroom, that range from Gifted through mainstream and Special Education students. Be sure and have References for all materials used. (Due Week 12)*

## **Week 12**

*Chapter 13*

*Teaching students who are "At Risk"*

**Read in Text:** Chapter 13

### **Articles & Resources:**

North Central Regional Educational Library

<http://www.ncrel.org/sdrs/areas/issues/students/atrisk/at600.htm>

### **Individual Assignment:**

- 1) Participate in Discussion and respond to Discussion Questions and interact with other student's posts. Minimum of 5 interactions, for the week, including adequate responses to the 2 mandatory questions.
- 2) Reflection of readings and class discussion for this week. (min.150 words)

### **Partner Assignment:**

*With your partner, design a Power Point, for a Presentation to Teachers, which describes the various elements of the Individual Education Plan (IEP)...also, provide additional resources and numbers. (Due Week 14) Categories are in Week 3.*

## Week 13

*Chapter 14-  
Overview of Classroom Management and Organization*

**Read in Text:** Chapter 14

### **Articles & Resources:**

Teacher's Guide to Classroom Management:  
<http://www.theteachersguide.com/ClassManagement.htm>

Classroom Management 101:  
[http://www.education-world.com/a\\_curr/archives/classmanagement.shtml](http://www.education-world.com/a_curr/archives/classmanagement.shtml)

### **Individual Assignment:**

- 1) Participate in Discussion and respond to Discussion Questions and interact with other student's posts. Minimum of 5 interactions, for the week, including adequate responses to the 2 mandatory questions.
- 3) Reflection of readings and class discussion for this week. (min.150 words)

### **Partnered Assignment:**

*With your partner, research a minimum of 6 Behavior Specialists/ Authors and, using the provided Rubric, provide required information... Author, Name/ Technique/ Descriptions, suggested/ appropriate age groups, etc.. (Due Wk 15)*

**List of possible Classroom Discipline Authors for rubric comparison:** (Feel free to use others)

*William Glasser, Lee & Marlene Canter, Fredric Jones, Haim Ginott & B. F. Skinner, Linda Albert, Alfie Kohn, JACOB Kounin & RUDOLF Dreikurs, Barbara Coloroso, Spencer Kagan, Harry & Rosemary Wong.*

## Week 14

*Chapter 15  
Teaching students with Special needs in Elementary Schools*

**Read in Text:** Chapter 15

1) Participate in Discussion and respond to Discussion Questions and interact with other student's posts. Minimum of 5 interactions, for the week, including adequate responses to the 2 mandatory questions.

2) Reflection of readings and class discussion for this week. (min.150 words)

## Week 15

*Chapter 16*

*Teaching students with Special needs in Secondary Schools*

**Read in Text:** Chapter 16

1) Participate in Discussion and respond to Discussion Questions and interact with other student's posts. Minimum of 5 interactions, for the week, including adequate responses to the 2 mandatory questions.

2) Reflection of readings and class discussion for this week. (min.150 words)

## Week 16

*Laws affecting General and Special Education and final reflections.*

**The last week will be shorter due to finals week. All assignments are to be in by Thursday @ midnight! There will not be Discussion Board in Week 16.**

**Articles & Resources:**

Wrightslaw- Special Education

<http://wrightslaw.com/>

Bill of Rights Archive-

[http://www.archives.gov/national-archives-experience/charters/bill\\_of\\_rights.html](http://www.archives.gov/national-archives-experience/charters/bill_of_rights.html)

**Individual Assignment:**

**Final Reflection:** Please address the following points in your last Reflective Journal. (minimum 300 words)

- 1) Compare your thoughts and attitudes towards special education students in the beginning of the course and, now, at the end. Have they changed? How? What affected the change if any?
- 2) How will you apply what you have learned in this course to your future classroom & teaching? Do you plan on becoming a Special Education Teacher? Why or why not?

- 3) What do you plan to do to continue your knowledge in the area of Special Education and Inclusion?
- 4) What suggestions do you have for changes or improvements in this course?
- 5) What was of the most help and most informative to you throughout the course?

**Observations & Interviews are due-** Write a summary of your experience addressing the different Classroom dimensions listed in Chapter 14. Describe the room, grade, students, and staff. Also, include what you thought were positives, negatives, and if or what you might change. Also, summarize the interview you completed with the questions asked and answers given.

**Group Assignment:**

**Law group reports are due.**

**Please make sure ALL names of reporting participates are on the Title Page in order to receive the points.**

\*\*\*\*\*  
\*\*\*\*\*

**In Addition to weekly discussion participation and a Reflective Journal Assignments:**

<u>Schedule of Due Dates for Assignments</u>	<u>Week due</u>
<b><u>INDIVIDUAL Assignments</u></b>	
Dealing with Parents Paper	Week 2
Research Paper- Inclusion & Best Practices	Week 3
Learning Styles & Strategies	Week 4
Behavior Intervention	Week 5
Resource List	Week 6
Disease Report	Week 9
Technology Report	Week 10
Observation & Interview	Week 16
Final Reflection Journal	Week 16
<b><u>PARTNERED Assignments</u></b>	
Lesson Plan	Week 12
IEP Power Point Presentation	Week 14
Behavior Specialists Rubric	Week 15
<b><u>GROUP Assignments</u></b>	

<b>Process Pamphlet</b>	<b>Week 5</b>
<b>Law Groups Report</b>	<b>Week 16</b>

*Alternate schedule*

<b>Week due</b>	<b>Grp-Indiv- Part.</b>	<b>Assignment</b>
1	None	None
2	Individual	Dealing with Parents
3	Individual	Inclusion & Best Practices
4	Individual	Learning Styles & Strategies
5	Group	Process Pamphlet
5	Individual	Behavior Intervention
6	Individual	Resource List
7	None	
8	None	
9	Individual	Disease/ Syndrome
10	Individual	Technology Research
11	None	
12	Partnered	Inclusion Lesson Plan
13	None	
14	Partnered	IEP Power Point Presentation
15	Partnered	Behavior Specialists Rubric
16	Group	Law Reports
16	Individual	Final Reflective Journal & Observations w/ Interviews

*Assignment Grading Rubric*

Name:	<b>EDU 222</b>	Glendale Community College
<b>Content and Organization</b> 80 %	<i>Points Earned</i>	<i>Comments:</i>
All key elements of the assignment are covered in a substantive way and major points are stated clearly; are supported by specific details, examples, or analysis; and are organized logically.		
Paragraph transitions are present and logical and maintain the flow throughout the paper.		
The introduction provides sufficient background on the topic and previews major points.		
The conclusion is logical, flows from the body of the paper, and reviews the major points.		
<b>Readability and Mechanics Formatting</b> 20 %		<i>Comments:</i>
Rules of grammar, usage, and punctuation are		

followed.		
Sentences are well-constructed, with consistently strong, varied sentences and Spelling is correct.		
<b><i>Total Points or Percentage</i></b>		