

GLENDALE COMMUNITY COLLEGE-MAIN
Introduction to the Exceptional Learner
SPRING 2009
SYLLABUS

Course Number EDU 222 section 20915
Class Time & Day Tuesday, Thursday 5:45- 7 PM

Instructor Mrs. Patricia Miller-Edwards
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BEST CONTACT PROVIDED DURING FIRST CLASS

Required Text **Teaching Students with Special Needs in Inclusive Settings,**
Smith, Polloway, Patton, and Dowdy (Fifth edition)

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 www.maricopa.edu/academic/curric

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

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|---------|----------|---|--------------|
| Grading | 90- 100% | A | 608-675 pts. |
| | 80- 89% | B | 540-607 pts. |
| | 70- 79% | C | 473-539 pts |
| | 60-69% | D | 404-472 pts |

Attendance Student is responsible for information and handouts from missed classes. Student must notify the Registration Office if he/she is dropping or withdrawing from the class. Refer to the Course Catalog and Student Handbook for procedures and time lines to avoid penalties. **Absence does not automatically drop the student from the class.** However, I am required to drop/withdraw you after 3 consecutive absences. Speak to me if you know you will miss or if there is an emergency. Excessive absences may result in being dropped. Absences WILL effect your project grade and that of the group.

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|---------------------|--|----------------|
| Points/ Assignments | Current Event/ reaction | 25 pts. |
| | Chapter Team Project | 50 pts. |
| | Child Find Pamphlet | 50 pts |
| | Classroom observation & Interview (50 pts.- Observation & 50 pts.- interview) | 100 pts |
| | Team Disease presentation | 50 pts |
| | Group (laws) presentation | 50 pts |
| | Chapter Quiz Open Book (10@20 pts each) | 200 pts |
| | Vocabulary Notebook | 25 pts |
| | Notebook / Binder | 25 pts. |
| | <u>Exam- Final</u> | <u>100 pts</u> |
| | Total | 675 pts. |

There will not be an opportunity to make up the exams.

Keys to Success in EDU 222

- Good attendance and participation – effort counts!
- Writing skills- use spelling and grammar checks, watch punctuation too!
- Read- use SQRRR; it's quicker! (see page 10 of text)
- Presentation skills- be confident and assertive, speak out so the students seated in the back are able to hear you!

Course content may vary, periodically, from this outline in order to meet the needs of this particular group. Also, feel free to audio tape any part(s) or lectures you feel are necessary for better comprehension and retention.

It is strongly recommended that you have the chapter read BEFORE the class date which is indicated. It would be difficult to participate in class discussions and activities without having some familiarity with the chapter content.

Cell phones are to be **off** or on **vibrate**. Disruptive and disrespectful behaviors towards anyone will not be tolerated. Refer to the student hand book-student conduct code for further information.

SAVE ALL HAND OUTS FROM INSTURCTOR AND PRESENTATIONS YOU WILL NEED THEM FOR YOUR END OF COURSE BINDER-SEE ASSIGNMENT INFORMATION

WEEK # and Date **Class Activity** **Reading Assignment & Reminders**

- (1) 01/20 History/Overview Chpt. 1 **READ CHPT 2 & PWPT**
 Introduction to SPED Power Pt. Chpt 1
 Hand out Syllabus and Wrights Laws Term list
 Class makes 3X5 cards & name plates and - 4x6 info cards
 Take **Chapter 1 Quiz** in class and correct..... Free grade points!
NEXT CLASS: ROLE PLAY **Quiz Chapter 2 due 01/22**
- (2) 01/22 Effective Inclusion Practices & Collaboration CHP 2 discuss **READ CHPT 3 & PWPT**
 (DRAW FOR CHILD FIND & CHAPTER Projects..... 4-5 each...)
 (ROLE PLAY COLLABORATION TEAM) **Quiz Chapter 3 due 2/03**
- (3) 01/27 **** Present Current Events/ Reaction and discuss** **MEET W/CHILD FIND GROUP**
 (PLEASE print out materials from BB bring to NEXT 3 classes:
 Child Find/ IEP Process/ IFSP/ F.E.R.P.A.)
- (4) 01/29 **** Present Current Events/ Reaction and discuss** **WORK ON PROJECT**
Work w/ your Child Find Team(have your print outs for class)
- (5) 02/03 Home School Collaboration CHPT 3 discuss VIDEO CLIPS **READ CHPT 4 & PWPT**
 (have your print outs for class) **Quiz Chapter 4 due 2/05**
- (6) 02/05 Identification and Programming, CHPT 4 discuss **READ CHPT 13 & PWPT**
Have your print outs for class Child Find/IEP Process/ IFSP/ F.E.R.P.A. **Quiz Chapter 13 due 2/10**
 Child Find Flow chart and SPED process p FIGURES 4.1, 4.3
 Initial referral Eligibility Determination PWPT slide 7
 IEP REQUIREMENTS P. 107 - PW PT SLIDES 21, 22, and 23
 VIDEO CLIPS
- (7) 02/10 Teaching Students who are at Risk CHPT 13 discuss **READ CHPT 14 & PWPT**
Be ready to ask questions and discuss chapter info **Quiz Chapter 14 due 2/12**
- (8) 02/12 Organization & Classroom Management CHPT 14 discuss **FINALIZE CHILD FIND PROJECT & PWPT**
 Dimensions of classroom management flow chart
 P. 458-PWPT SLIDES 7 to 13 "PIPBOP"
(break into groups to read "pair share" Dimensions of Classroom Management, PW PT slides 7 to 13 & text)
 (If you need equipment for next week let me know now) *****
- (9) 02/17 **** Group CF Project/ Power Points Presentations** **WORK ON CHAPT GROUP**
- (10) 02/19 **** Group CF Project/ Power Points Presentations** **WORK ON CHAPT GROUP**

*Set up Observations & Interviews! ***** PLAN WAY AHEAD *****BE AWARE OF DISTRICTS W/ SPRING BREAKS******

- (11) 02/24 IDEA vs NCLB power pt and discussion (hand out for binder) **READ CHPT 5 & PWPT**

- (12) 02/26 **** Discuss Learning Disabilities GROUP present CHPT 5** READ CHPT 6 & PWPT
- (13) 03/03 ****Emotional/ Behavior Disorders GROUP present CHPT 6** READ CHPT 7 & PWPT
- (14) 03/05 **** Discuss Mental Retardation GROUP presents CHPT 7** READ CHPT 8 & PWPT
- (15) 03/10 **** ADHD GROUP presents CHPT 8** READ CHPT 9 & PWPT
- (16) 03/12 **** Autism Spectrum Disorders GROUP presents CHPT 9** READ CHPT 11 & PWPT
Quiz Chapter 11 due 3/24
- (17) 03/24 **Communication Disorders** discuss CHPT 11
 (Choose your disease presentation groups tonight
 Who? And what?) **Quiz Chapter 12 due 3/26**
(Present Jane Sparks web page from LESD)
- (18) 03/26 **Gifted Students** CHPT 12 discuss **READ CHPT 15 & PWPWT**
(Work on Disease project) VIDEO CLIPS
- (19) 03/31 **Elementary Students** CHPT 15 discuss **READ CHPT 16 & PWPT**
(Work on Disease project and Choose Law groups & Topic)
Quiz Chapter 15/16 due 4/02
- (20) 04/02 **Secondary Students** discuss CHPT 16 **READ CHPT 10**
 transition to life-vocation **VIDEO CLIPS FOR CHP 10** **WORK W/ DISEASE GROUP**
- *****Observations reports coming due*******
- (21) 04/07 **** Chapter Team Disease/ Syndrome Presentations** **READ CHPT 10**
- (22) 04/09 **** Chapter Team Disease/ Syndrome Presentations**
Quiz Chapter 10 due 4/14
- (23) 04/14 **Manifestation Determination and special ed Discipline Pwpt** **WORK W/ LAW GROUP**
Binders due 4/25
- (24) 04/16 **** Observation & Interview/ presentations** **WORK W/ LAW GROUPS**
- (25) 04/21 **** Observation & Interview/ presentation** **WORK W/ LAW GROUP**
- (26) 04/23 **** Observation & Interview/ presentations** **WORK W/ LAW GROUPS**
- (27) 04/28 **MOVIE TBA** **WORK W/ LAW GROUPS**
****Notebooks/Binders checked during movie-have in order of instructions**
- (27) 04/30 **** Group (Laws) presentations** **STUDY**
- (28) 05/05 **** Group (Laws) presentations** **STUDY**
- (29) 05/07 **PRIM Intervention Manual Activities**
- (30) 05/12 FINAL Good Luck in all your ventures and dreams ☺ *******

SYLLABUS SUBJECT TO CHANGE W/ NOTICE DUE TO NUMBER OF STUDENTS ENROLLED IN THE CLASS WHICH WILL EFFECT NUMBER OF CLASSES NEEDED TO BE AVAILABLE FOR PRESENTATIONS

