

# Introduction to the Exceptional Learner

Spring 2009

**Course Number** EDU 222 section 20912  
**Class Time & Day** Tuesday, Thursday 8:30- 9:45 AM

**Instructor** Mrs. Patricia Overmyer  
[patricia.overmyer@gcmail.maricopa.edu](mailto:patricia.overmyer@gcmail.maricopa.edu)

**Required Text** Teaching Students with Special Needs in Inclusive Settings,  
(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

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)
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5. Describe educational adaptations for the exceptional learner. (II, XI)
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8. Compare and contrast language and speech disorders. (VI)
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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

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

Attendance                      Student is responsible for information from missed classes. The Registration Office must be contacted by the student if class is dropped. **Absence does not automatically drop the student from the class.** I do have to drop you after 3 consecutive absences. Speak to me if you know you will miss or if there is an emergency.

Points/ Assignments	Current Event/ reaction	20 pts.
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	Child Find Pamphlet	40 pts
	Process/ Child Find & Terms Quiz	25 pts
	Partnered Lesson Plans	50 pts.
	Classroom observation & Interview <i>(50 pts.- Observation &amp; 50 pts.- interview)</i>	100 pts
	Chapter Team Disability presentation	40 pts
	Group (laws) presentation	40 pts
	Exam- Final	100 pts
	Notebook	45 pts.
Total	500 pts.	

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

**NOTE: You may not be able to complete your Observation/ Interview assignment IN the school unless you have your Fingerprint Clearance Card from the State. Tina Franklin, in the counseling center, has application packets.**

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- Good attendance and participation – effort counts!
- Writing skills- use spell and grammar check and do more if needed!
- Read- use SQRRR; it’s quicker!
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- (In class team work time after Quiz)
- 2/26/09      **\*\* AD/ HD (#1's Chapter Team)**      Chapter 8
  - 3/03/09      **\*\* Discuss Elementary Students (#2's Chapter Team)**      Chapter 15  
*Sign up sheet/ diseases*
  - 3/05/09      **\*\* Discuss Secondary Students (#3's Chapter Team)**      Chapter 16

\*\*\*\*\* **SPRING BREAK!** ☺ 3/10- 3/12/ 09 \*\*\*\*\*

- 3/17/09      **\*\* Discuss Gifted students (#4's Chapter Team)**      Chapter 12  
*Choose Law groups & Topic*  
*(Law groups are to be different people than the Chapter groups- you choose the law group- you are not assigned to one)*

- 3/19/09      **\*\* Discuss Mental Retardation (#5's Chapter Team)**      Chapter 7  
*Sign up sheet for Law Groups*

- 3/24/09      **\*\* Partnered Lesson Plans**      *Disease Presentations*

- 3/26/09      **\*\* Partnered Lesson Plans**

- 3/31/09      **\*\* Partnered Lesson Plans**      *Observations coming up!*

- 4/02/09      **\*\* Chapter Team Disease/ Syndrome Presentations**

- 4/07/09      **\*\* Chapter Team Disease/ Syndrome Presentations**

- 4/09/09      IEP components & Mandated paperwork

- 4/14/09      Transition (Student 16 years old)

- 4/16/09      **\*\* Observation & Interview/ presentations**

(Get your notebook checked if you will be gone later)

4/21/09	<b>** Observation &amp; Interview/ presentations</b>	
4/23/09	<b>** Observation &amp; Interview/ presentations</b>	
4/28/09	TBI, etc.- Autism -movie (Notebooks checked during movie)	Chapters 9 & 10
4/30/09	Families of disabled students	Chapter 3
5/05/09	<b>** Group (Laws) presentations</b>	
5/07/09	<b>** Group (Laws) presentations</b> Final review handed out	
BBoard	Sensory Impairments & Communication Disorders (Speech and Language packet for notebook is Chapter 11 Power Point on Blackboard)	Chapter 11
Wk of 5/12/09	<b>FINAL</b>	Best to you! ☺

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### 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 appropriate written expression expectations. I will NOT accept hand written assignments.*

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*For ALL presentations- If you need equipment please let me know at least one week ahead of time.*

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### **TEAM PROJECTS (3)**

*The group will mainly decide who gets the points for their part of the project, cooperation, and attendance, etc.*

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You will be assigned to a team the first class, and that team is to design and present a pamphlet that describes the Child Find/ SPED Process. You may either hand out the pamphlets to classmates, as you explain the steps, and/ or present the pamphlet in a Power Point presentation.

**I will need ONE printed out pamphlet prior to presentation.**

Be specific but simple enough for parents and non special education personnel to understand the process. Also, supply numbers and addresses of contacts, in the pamphlet, for further Child Find information. Know your plan if members are absent.

**Always put all participating group members' names on all of the assignments!**

#### **2. Team Chapter Project**

You will be assigned to a team and a chapter from the book. Your team needs to review the chapter and present the information to the class. Make sure your team covers the main objectives/ points of the chapter. You can present it in any fashion suitable for the class such as a Power Point, Lecture, Movie segments & Information and/ or Discussions, group work, games, etc.. All team members need to have equal participation and all members receive the same grade. The time frame for the presentation is the entire class period.

Your CHAPTER is listed, on the syllabus, next to the day you present. It **IS NOT the same** as your group number!

### **3. Chapter Team Disease/ Syndrome Presentation**

Your Chapter Team needs to choose Specific Diseases/ Causes of disabilities and make a factual presentation to the class. (*4 people in group = 2 topics, 5+ people = 3 topics*)

Make sure you do not duplicate with another team (sign up sheet) and your presentation should be approximately 10 minutes in length per topic. Any time your group presents remember: **Each person, in the group, needs to speak and present part of the subject.**

Possible subjects: *Spina Bifida, Cerebral Palsy, Bi- Polar Disorder, Asthma, Cancers, MS, Cystic Fibrosis, Diabetes, Epilepsy, Muscular Dystrophy, AIDS, Autism/ Asbergers, Tourettes Syndrome.*

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### **Partnered Lesson Plans**

You choose a partner and together prepare a (choose one subject) lesson plan for either Math, Writing, or Reading. You determine the age group/ grade, **line it up with a State Standard**, and indicate what handicaps are present in your “classroom”. (*You pick your audience*) Do NOT just have ADHD kids... **have several from different legitimate IDEA Categories!** You will need to have any necessary hand outs for the class and briefly go through the lesson. \*Explain why you chose this lesson, how it includes handicapped students, and how it could be used for a mainstream classroom in order to allow for different learning styles (differentiated instruction). **What are some possible Accommodations, Interventions, etc. you will have for the different IDEA/ IEP students?**

(*\* I need this explanation (brief summary), the State Standard (found on ADE website), and your names, handed in on ONE sheet **prior to presentation.***)

Components are:

**Preparatory Set-** *get the students enthused and include any necessary background/ history*

**Introduction-** *what is the objective/ goal and what materials are to be used and include time frame?*

**Guided Practice-** *show us an example and work with us on it*

**Independent Practice** – *what would the students be doing to practice independently?*

**Assignment** – *what would the students do for an assignment that might lead them to mastery?*

**Assessment-** *tell how you would assess the students for retention levels.*

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## **Classroom Observation & Interview - 2 pages minimum**

Plan on spending at least 4 hours observing and then additional time for the interview. You will also need to present this assignment to the class in about 20 minutes. You **can not** do an observation in the classroom(s) you work in. The person you interview DOES NOT have to be from the classroom; that would be too limiting, but they do need to be “associated” with Special Education in some regard.

For some suggestions, you may choose a psychologist, Speech/ Language therapist, teacher, student (with parental permission), or a parent who has a child with a disability, etc.. **The person needs to be in the special educational field or receiving (associated w/ person) those services.** Make a list of questions before you interview them, and hand in your questions with your essay BEFORE your presentation. Make sure you **include a summary** with *your comments, reactions, and suggestions!*

### Possible observation points of interest:

Type of classroom, ages, setting

Characteristics of instructor & students

Extent of tasks

Any support, or additional, staff

Classroom layout, management, and location

### Possible interview questions for Professionals:

How/ why they began doing what they do?

What age groups do they prefer?

What changes are they making?

Future possibilities?

Special Ed. Issues and future

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## **Group (laws) Research & Presentation**

As educators (and special ones at that), you have a responsibility to know the laws! Each group should be 3-4 people, and you will need to do some research into current educational laws. You will choose your own group and it is to have different members than the Chapter Group. (sign up sheet)

The presentation should last at least 25 minutes and you may use the mode of delivery you deem appropriate. **Each person, in the group, needs to speak and present part of the subject!**

There should be ONE written report turned into me **BEFORE** you begin your presentation. Include one printed page directly from the source that states the law(s) you are using. (Make sure each member of the group has read the report and participates because ALL group members will receive the same grade from that one report!) Know your plan if members are absent.

Some **Possible** Topics for the Law Groups:

1. "Founding" cases/ laws that help to develop special education as we know it today. (I.D.E.A.)
2. Mandated Components of the Individual Education Plan (I.E.P.)  
(Goals, Transition, Parental Rights, LRE, Behavior Plans, etc.)
3. Freedom of expression
4. Computers, internet, videos
5. Disciplinary procedures for special education students versus mainstream
6. Religion- Church and State
6. Americans with Disabilities Act (ADA)

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### **Notebook Requirements**

Hopefully, this will be a book that can be the beginning of a resource for you in the future, and you will find yourself adding to it during your career. (45 pts.)

**\* If the information is not given in class you are responsible for finding it on the internet, printing it out, and having it in the notebook.**

- 1) In a 1-2" ring binder w/ cover sheet indicating your philosophy

*Perhaps a saying or your philosophy ...ie. "Learning is a life long experience, Formal schooling is one part, and Education is what I will have when I leave this world.", or write up more of your beliefs, pictures, etc.*

Some of the following can be found in the class section on BlackBoard.

- 2) Dividers for: (5 pts each except "d")

- a. \* Inclusion definition/ Information
- b. Process & Terms w/ acronyms/ terms & Child Find Information (Pamphlet from Group project)
- c. Websites and resources & Miscellaneous hand outs from class (including disabilities presentations)
- d. **Hand written** Categories for SPED with brief legal description (10 pts.)  
(There are some in the book and you can also find these on the state website.)
- e. \* A copy of the Procedural Safeguards/ parental rights

*Download your own copy from the State website under <http://www.ade.az.gov/ess/dispute/default.asp> or Peoria School district website or <http://www.teamed.net/content/view/32/70/>  
This pkt. has grown to be approximately 29-30 pages or more.*

- f. Speech- Language/ Communication packet (Chapter 11 Power Point)

***These are the only papers you may have on your desk during the final!***

***h.*** I.E.P. components (Listed in class)

***i.*** Reflections on class-

1. What you learned and if you think you will teach and what will you teach? Include opinions now and prior to taking the class.
2. What techniques, strategies stand out to you for inclusion/ instruction of handicapped students?

# Introduction to the Exceptional Learner

## Spring 2009

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**Class Time & Day**   Tuesday, Thursday 10:00- 11:15 AM

**Instructor**           Mrs. Patricia Overmyer  
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