

# Introduction to the Exceptional Learner

## Spring 2010

Course Number      EDU 222 section 23666  
Class Time & Day    Tuesday, Thursday 10:00- 11:15 AM

Instructor            Mrs. Patricia Overmyer  
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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)
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

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.
	Chapter Team Project	40 pts.
	Child Find Pamphlet	40 pts
	Process/ Child Find & Terms Quiz	25 pts
	Partnered Lesson Plans	50 pts.
	Classroom observation & Interview (50 pts.- Observation & 50 pts.- interview)	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 other than preapproved extreme emergency.*

**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. **Get this NOW since you will also have to have it for the 30 hours required in EDU 221!**

#### Keys to Success in EDU 222

- Good attendance and participation – effort counts!
- Writing skills- use spell and grammar check and do more if needed!
- Read- use SQRRR; it's quicker!
- Presentation skills- be confident and assertive!

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.

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**Tentative Class**

<b>Schedule</b>	<b>Class activity</b>	<b>Reading Assignment &amp; Reminders</b>
1/19/10	Syllabus History/ Overview Introduction to SPED <i>(count off by 5's for Chapter groups)</i>	Chapter 1
1/21/10	Inclusion and Best Practice Discuss Programming	Chapters 2 & 4 <b>Current Event</b>
1/26/10	<b>** Current Events/ Reaction</b>	<b>Be working with your Chapter Team!</b>
1/28/10	<b>** Current Events/ Reaction</b>	
2/02/10	Child Find/ IFSP/ F.E.R.P.A. 504/ ADA	
2/04/10	Discuss Learning Disabilities Learning Strategies/ Techniques	Chapter 6
2/09/10	Organization & Classroom Management <i>(Dimensions of classroom management)</i>	Chapter 14 <b>Process Pamphlets</b>
2/11/10	Discuss "At Risk" students Emotional/ Behavior Disorders Organization & Classroom Management <i>(Contracting)</i>	Chapter 13 Chapter 6
2/16/10	<b>** Process Pamphlets/ Power Points</b>	
2/18/10	<b>** Process Pamphlets/ Power Points</b>	
Reminder:	<b>Set up Observations &amp; Interviews!</b>	*****
2/23/10	Process/ Child Find & Terms Quiz <i>(In class team work time after Quiz)</i>	



4/22/10	Movie ( <i>Notebooks checked during movie</i> )	Chapters 9 & 10
4/27/10	<b>** Group (Laws) presentations</b>	
4/29/10	<b>** Group (Laws) presentations</b>	
5/ 04/10	Families of disabled students	Chapter 3
5/ 11/10	Sensory Impairments & Communication Disorders* <i>Final review handed out</i>	Chapter 11
Bboard	<i>(*Speech and Language packet for notebook is Chapter 11 Power Point on Blackboard)</i>	
5/ 13/10	<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.*

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

**You will present all assignments orally to the class.**

**You are to ALWAYS be prepared to present the first day!**

<b><u>ASSIGNMENT DESCRIPTIONS</u></b>
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## **Current Events - 1 FULL page minimum**

Choose a topic related to education from the newspaper, internet, télévision, magazine, etc.. Briefly describe the topic and then write your thoughts and/or reactions to the article or presentation.

## **TEAM PROJECTS (3)**

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

### **1. Child Find Process Pamphlet/ Power Point Presentation**

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**

The Group is assigned a chapter from the book and it is listed in the syllabus. 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.. BE CREATIVE! Teach like you want to be taught to! All team members need to have equal participation and all members receive the same grade. List all participating members on the assignment. 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 or Down Syndrome.*  
**If you have another subject then just speak to me about it! ;)**

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### **Partnered Lesson Plans**

You choose a partner and together prepare a (choose one subject) ONE lesson plan for 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/ summarize the lesson. YOU ARE NOT ACTUALLY TEACHING IT IN DETAIL!

\*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?** Are you addressing Multiple Intelligences?

(\* 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 20- 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. Americans with Disabilities Act (ADA)

6. Religion- Church and State

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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 or maybe the Peoria School district website  
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 or you may attain on the internet)

**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?