

Introduction to the Exceptional Learner

COURSE SYLLABUS

Online EDU 222

Required Text: *Teaching Students with Special Needs in Inclusive Settings (5th 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

NOTE: You should apply for your fingerprint clearance card right away! The packet is available at most UPS stores and from Tina Franklin in Advising. You may not be allowed to do an observation or be in a school without this card. You will also require it for the 30 hours of observation needed in EDU 221!

Points:	Weekly		Total
	Participation	5 pts. (15)	75 pts.
	Reflection Journal	3 pts. (15)	45
	Individual Assignments	40 pts. (5)	200
	Group Assignments	25 pts. (2)	50
	Partnered Assignment	20 pts. (1)	20
	Classroom Observation	50 pts	50
	& Interview.	50 pts	50
	Final RJournal	10	10
			<u>500 points</u>

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 according to who participated. If a member does not show up in a timely manner, then continue without them. You are adults, and soon to be Professionals, therefore it is expected that all members within the group rectify any difficulties among the group members.

It is highly recommended that the group uses the assignment agreement in the beginning of each assignment, in order to clarify roles, work load, and also maintain frequent contacts in order to help assure a reasonable schedule and quality product.

PARTNERED ASSIGNMENTS:

You may choose your own 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.

NO ONE may complete either a partnered or group assignment as an individual without PRIOR approval from the instructor!

DISCUSSION BOARDS:

Submit a response to the first DQ by Tuesdays and the second DQ by Thursdays. Answer the DQ's and interact with other responses with IN-DEPTH, well -thought- out input. Just an "I agree" or "Great answers and I never thought of that" -type responses will not earn full points.

Please feel free to provide websites and curriculum you have experienced to be helpful. Please DO NOT ATTACH documents in the discussion boards.

Week 1

Chapters 1 & 2-

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

Readings/ Videos:

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. Get your fingerprint card!

Week 2

Chapter 3-

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

Readings/ Videos:

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. 800 words)

Working on First Group Assignment:

In your Group, design a pamphlet for parents describing the Early Intervention, Child Find, Special Education process posted in Course Materials for Week 1. Include state phone numbers, AZ Early Intervention contact information, and any other formal state or national resources which may be used in regards to that process. Make it for parents and “user friendly”
DO NOT USE PUBLISHER- just use Word documents with 3 columns. (Due Week 8).

Week 3

Chapter 4-

Identifying and Programming for Student Needs

Readings/ Videos:

<http://www.youtube.com/watch?v=kVIS2TAb-js>

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)

**** REMINDER: 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 4

Chapter 5

Teaching students with Learning Disabilities

Readings/ Videos:

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 (900- 1000 words) with References: Address different **Inclusion Practices, Learning Styles, Multiple Intelligences, and Strategies/ Techniques** that can prove effective all students- mainstream and students who may learn differently.

Week 5

Chapter 6-

Teaching students with Emotional and Behavioral Disorders

Readings/ Videos:

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) *Research a minimum of 6 Behavior Specialists/ Authors and, using the provided Rubric, fill in the required information... Author, Name/ Technique/ Descriptions, suggested/ appropriate age groups, etc.. In your summary, include which approach/ strategies you prefer (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 6

Chapter 7-

Teaching students with Intellectual Disabilities/ Mental Retardation

Readings/ Videos:

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*

Readings/ Videos:

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

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)

Week 8

Chapter 9-
Teaching students with Autism Spectrum Disorders

Readings/ Videos:

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)

Working on Second Group Assignment:

In your Group, design a Power Point presentation that would be for fellow teachers to understand the main components, mandated team members, and duties of each in a Individual Education Program (Plan)- IEP. (Due Week 15)

Week 9

Chapter 10
Teaching students with Low-incidence Disabilities: Sensory Impairments, Traumatic Brain Injury, and Other Severe Disabilities

Readings/ Videos:

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 (800- 1000 words) discussing the basic facts of a disease/ syndrome and how it may be manifested and handled in the classroom. Do not use general terms/ conditions such as: Autism, Mental Retardation, etc. Be specific such as:*

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

Week 10

Chapter 11

Teaching students with Students with Communication Disorders

Readings/ Videos:

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. (800- 1000 words)*

Week 11

Chapter 12

Teaching students with Special Gifts and Talents

Readings/ Videos:

Read in Text: Chapter 12

Articles & Resources:

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

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)

Week 12

Chapter 13

Teaching students who are "At Risk"

Readings/ Videos:

Read in Text: Chapter 13

Articles & Resources:

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

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)

With your partner- design a lesson plan for Reading, Writing, OR Math. Only complete the lesson plan for one area and the partners choose the grade level. Use the Madeline Hunter Lesson Plan guide from the Resources. Align the lesson with the State Standards which are available on the State Department of Education website.

The lesson must also indicate all materials used and provide for the variations necessary for all students from Gifted- Mainstream- Special Education.

In addition to the weekly submission area (15 pts.), also post the lesson plan in the area provided in the class! (5 pts) Everyone can share and download the different lesson ideas

Week 13

Chapter 14-

Overview of Classroom Management and Organization

Readings/ Videos:

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

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)

Week 14

Chapter 15

Teaching students with Special needs in Elementary Schools

Readings/ Videos:

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)

Group IEP Power Point project is due!

Week 16

Laws affecting General and Special Education and final reflections.

Articles & Resources:

Wrightslaw- Special Education

<http://wrightslaw.com/>

Bill of Rights Archive-

http://www.archives.gov/national-archives-experience/charters/bill_of_rights.html

Individual Assignment:

1) Participate in Discussion and respond to Discussion Questions and interact with other student's posts.

Final Reflection: Please address the following points in your last Reflective Journal.
(minimum 500 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 is your responsibility to know the laws? Which ones affect education the most?
- 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.

Include your questions and interview summary. Why did you choose this person to interview?

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

Schedule of Due Dates for Assignments	Week due
<u>INDIVIDUAL Assignments</u>	
Dealing with Parents Paper	Week 2
Research Paper- Inclusion & Learning Styles	Week 4
Behavior Intervention & Authors Rubric	Week 5
Resource List	Week 6
Disease Report	Week 9
Technology Report	Week 10
Observation & Interview	Week 16
Final Reflection Journal	Week 16
<u>PARTNERED Assignments</u>	
Lesson Plan	Week 12
<u>GROUP Assignments</u>	
Process Pamphlet	Week 8
IEP Power Point Presentation	Week 15

Alternate Style schedule

Week due	Grp-Indiv- Part.	Assignment
1	None	None
2	Individual	Dealing with Parents
4	Individual	Inclusion & Learning Styles
5	Individual	Behavior Intervention & Authors

6	Individual	Resource List
7	None	
8	Group	Process Pamphlet
9	Individual	Disease/ Syndrome
10	Individual	Technology Research
11	None	
12	Partnered	Inclusion Lesson Plan
13	None	
15	Group	IEP Power Point Presentation
16	Individual	Final Reflective Journal & Observations w/ Interviews

Sample Assignment Grading Rubric

Name:	EDU 222	Glendale Community College
<i>Content and Organization</i> 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.		
<i>Readability and Mechanics Formatting</i> 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.		
<i>Total Points or Percentage</i>		