

South Euclid-Lyndhurst City School District
School-Based M.Ed. Program

Course #: ED 418

Course Title: Exceptionalities

Credit Hours: 2 semester hours

Rationale: ED 418 is situated in the *JCU Conceptual Framework for Basic and Advanced Programs* in Strand Two: Child and Adolescent Development, and Strand Three, Curriculum, Learning and Instruction. The course is designed to develop an awareness of the etiology and developmental characteristics of various exceptionalities, and the educational needs and issues of students defined as exceptional learners. The students will have an understanding of how classroom teachers can use this knowledge to become effective partners with these learners, their families, and other professionals to provide appropriate learning environments in which these learners can grow and develop. The goal of this course is that teachers, prospective teachers and educational professionals become familiar with the many factors that shape individual learning in the classroom and, as a result, become more reflective, responsive professionals.

Conceptual Framework Strands Addressed: This course addresses the following competencies:

NCATE Standards: Professional and Pedagogical Studies (I.D.1.3, I.D.1.5, I.D.1.6, I.D.1.7, I.D.2.1, I.D.2.2, I.D.2.3, I.D.2.4, I.D.2.6, I.D.2.7, I.D.2.8, I.D.2.9, I.D.2.11, I.D.2.12) (All Programs) NAEYC guidelines: Child Development and Learning (1.2, 1.2.1, 1.2.2); Curriculum, Development and Implementation (2.1.6, 2.1.8, 2.2, 2.3, 2.4.2, 2.4.5); Family and Community Relationships (3.1.2, 3.1.3, 3.4); Assessment and Evaluation (4.1.1, 4.1.5); Professionalism (5.2); Field Experiences (6.1) (EC) NMSA guidelines: Curriculum Pedagogy, and Assessment (5.1) (MC)

Objectives: The students will be able to:

1. Demonstrate knowledge of the history and legislation that has impacted the education of individuals with disabilities.
2. Develop strategies to build relationships with families, teachers and other professionals to ensure an appropriate education for exceptional learners.
3. Address issues in definition and identification procedures for individuals with exceptional learning.
4. Demonstrate a knowledge base for specific disabilities based on implementation of teaching styles and strategies to meet the needs of a specific disability.
5. Develop a framework for recognizing learning characteristics and styles of exceptional learners.
6. Describe and explain special education policies and procedures regarding the identification and placement of individuals with exceptional learning needs from referral to delivery of special education and related services (general curriculum evaluation, intervention assistance teams, multi-factored evaluation, IEP meetings).
7. Develop a repertoire of instructional strategies that address differing learning styles of individuals with exceptional learning needs and that assist in instructional planning and teaching to these styles.
8. Construction of inclusive classrooms to include the ecology of the learning environment and the modification of learning tasks that will serve to enhance the learning of exceptional learners.
9. Construct lessons which reflect knowledge of the disability, learning style, and respect for specific developmental characteristics.
10. Construct learning environments and lessons and use educational resources which are developmentally appropriate and encourage the developmental process.
11. Create learning environments which promote social interaction, emotional control, physical development and personal control and management, in addition to intellectual development.
12. Use assistive technology, as appropriate and necessary, to enhance and/or achieve the learning outcomes.
13. Be familiar with effective use of formal and informal assessment strategies appropriate to the

developmental level of the student which can assist in planning and implementing effective learning situations.

14. Develop a personal philosophy of special education including its relationship with/to general or regular education.
15. Develop sensitivity to individual differences and the need to adapt instruction where necessary to take into account individual exceptionalities.
16. Understand that all children have the ability to learn.

Course Outline:

September 12, 2003 12:30-2:30	Discuss syllabus and course requirements Introduction to special education What educators need to know about the law
September 26, 2003 12:30-2:30	Understanding the Intervention Assistance Team process Identification, evaluation and delivery of services
October 3, 2003 12:30-2:30	Overview of disabilities Characteristics and learning styles of specific disabilities
October 10, 2003 12:30-2:30	Intervention strategies and data collection 504 Plans
November 7, 2003 12:30-2:30	Inclusion and co-teaching Framework for adapting instruction *Domain A - Due (25 point)
December 5, 2003 12:30-2:30	Students identified gifted Role of the school psychologist -formal assessments
January 7, 2004 3:30-4:30	Building positive parent relationships Informal assessments *Domain B - Due (25 points)
January 14, 2004	Students with ADHD Intervention strategies for the classroom teacher
January 21, 2004	Intervention strategies for the classroom teacher
January 28, 2004	Students with other health impairments Health issues in the regular education classroom
February 4, 2004	Students with speech and language disabilities *Domain C - Due (25 points)
February 11, 2004	Students with specific learning disabilities
February 18, 2004	Students with specific learning disabilities

February 25, 2004	Students with cognitive disabilities
March 3, 2004	Students with hearing impairments
March 10, 2004	Students with autism *IAT paper - Due (25 points)
March 17, 2004	Students with multiple and physical disabilities
March 24, 2004	Students with emotional disturbances *Resource Notebook - Due (25 points)
March 31, 2004	Wrap-up *Domain D -Due (25 points)

Course Evaluation: This course will be graded and 2 credit hours earned in May. The total number of points possible for the 2 credit hours is 150 .

Assignment Descriptions:

IEP/Student Study 100 points

Domain A ORGANIZING CONTENT KNOWLEDGE FOR STUDENT LEARNING

- 1) Acquire an IEP of a child in your classroom.
- 2) Read the IEP thoroughly, seeking clarification from your cooperating teacher and/or intervention specialist.
- 3) Complete the following written discourse, providing a pseudonym for the student being studied (to protect his/her privacy):

Part I:

- a. When was the IEP signed?
- b. Who signed the IEP? (Do not list names- rather, state their school/family status)
- c. What background information do you have regarding the student? (age, grade, gender, etc.)
- d. What intelligence and achievement testing was completed?
- e. What scores did the student receive in these areas?
- f. What is the student's present level of functioning?
- g. What classification within special education has this student been placed under?
- h. What related services is the student entitled to? How often?
- i. What instructional goals have been written for this student?
- j. What accommodations is the student entitled to?
- k. What, if any, assistive technology is available to the student?
- l. Does the student have a behavior plan or instructional goals that relate to social and emotional needs?
- m. Is extended school year part of the IEP?

Part II:

One page discussion of the student's disability. Include the characteristics and learning styles associated with this category of disability, utilizing your text and a minimum of 2 other sources

Part III:

Two page discussion relating the disability to its effects upon learning, including appropriate strategies for remediation based upon current research, utilizing a minimum of 2 sources

Part IV:

Observe the student for a minimum of two 30 minute classroom visits- visit 1 should be informal and visit 2 should be to collect data using the form provided. Provide a two page discussion that includes your observations and reflections of the student in the following areas: characteristics noted, to what extent these characteristics are reflective of this student's disability, institution of the objectives/strategies in the IEP, additional remediation you would choose to provide (based upon what you have read or originated yourself).

Domain B **CREATING AN ENVIRONMENT FOR STUDENT LEARNING**

- 1) Create a diagram that provides the physical layout of the classroom environment, indicating this student's desk/place.
- 2) Complete the following written discourse:
 - a. Justify your position as to whether the student's placement in the classroom promotes his/her learning.
 - b. How is social interaction between the student and his/her classmates promoted? What would you try?
 - c. Are challenging learning expectations in place for this student?
 - d. Are there consistent standards of classroom behavior in place for this student? rules/consequences?
 - e. Does this student have a behavior intervention plan? If so, describe it. If not, would you institute one? Describe it.

Domain C **TEACHING FOR STUDENT LEARNING**

- 1) Design a lesson that you will teach to the entire class, modifying it for gifted and special education students.
- 2) Complete the following written discourse:
 - a. For the student being studied, include clarity of objective, procedures and assessment criteria. Include specific instructional strategies that you will use as a regular education teacher to meet the needs of this student.
 - b. Provide an explanation that cites modifications and adjustments you have made to the lesson.
 - c. What are some examples of effective informal and formal assessment strategies that you could use with the student being studied?
- 3) Teach the lesson to the class, making the modifications and adjustments cited for the student being studied.

Domain D **TEACHER PROFESSIONALISM**

- 1) Complete the following written discourse:
 - a. To what extent were the learning goals met of the student being studied?
 - b. How effective were your modifications and adjustments?
 - c. As the regular education teacher, how can you work with others in the regular classroom to support and advocate for this student?
 - d. What resources are available to support you in working with exceptional children?
 - e. What information can you provide and how would you communicate with the child's parents/guardians in order to build a positive relationship?
- 2) Develop a personal philosophy of exceptionalities and the exceptional child (1 page minimum) including its relationship to regular education. Be sure to include what you believe your role is in working with the exceptional student and the role of inclusion.

IAT Meeting **25 points**

Attend an Intervention Assistance Team (IAT) meeting. Take note of the protocols/ procedures that are being followed; the people in attendance, the suggestions offered, the roles the people take/ play, the format of the meetings, and any other pertinent information.

In a minimum 2-page paper, discuss the processes that the teams used to present the data on the student, the interventions used, and the recommendations that the team offered the teacher and student. Include your thoughts on the effectiveness of the interventions or any other relevant material. Please make sure to refer anonymously to any and all students and staff.

Resource Notebook **25 points**

Throughout the course, hand-outs on various disabilities will be discussed and distributed. This collection of resource will be compiled into a three ring binder with tabs. The resource notebook will serve as a practical guide to provide information about special education issues.

Grading Scale: All assignments will be graded on a point scale based on the amount of time and level of difficulty involved in the preparation of the assignment.

Final grades will be determined as follows:

A	100% - 93%
B+	92% - 90%
B	89% - 85%
C+	84% - 80%
C	79% - 70%

Course Guidelines: Assignments turned in late will result in a 1 point per day reduction in the grade received. All assignments must be completed or an “incomplete” will be issued for the course.

Students with documented disabilities are entitled to reasonable accommodations if needed. If you believe you need accommodations, please see the professor of this course or JCU's Coordinator of Students with Disabilities (ext. 4967) as soon as possible. Accommodations will not be granted retrospectively.

ED 418 Exceptionalities

IEP/Student Study

The IEP/Student Study is multipurpose in nature and has many objectives that are aligned with both the 5 NAEYC (add the other areas), as well as Praxis III: Classroom Performance Assessments for Beginning Teachers. The opportunities set forth in this performance based assessment can lead to further integration of the following standards and domains for successful teachers when working with exceptional children:

- 1) Promoting child development and learning (Domains A/B/C/D)
- 2) Building family and community relationships (Domains A/B/C/D)
- 3) Observing, documenting and assessing to support young children and families (Domains A/B/C)
- 4) Teaching and learning (Domains A/B/C/D)
- 5) Becoming a professional (Domain D)

This assessment, following your introduction to the contents of an IEP and structured according to the four domains within Praxis III, is to be completed in the following manner:

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IEP/Student Study

Domain A
Content

15 12 9 6

Mechanics

5 4 3 2

Preparation

5 4 3 2

_____/25

Domain C

Content 15 12 9 6

Mechanics

5 4 3 2

Preparation

5 4 3 1

_____/25

Domain B

Content 15 12 9 6

Mechanics

5 4 3 1

Preparation

5 4 3 1

_____/25

Domain D

Content 15 12 9 6

Mechanics

5 4 3 2

Preparation

5 4 3 2

_____/25

TOTAL _____/100

Content

15 Distinguished ***Complete, thorough and thoughtful; exceeds all stated expectations; knowledge of subject matter is clear; clearly focuses on the assigned topics; topics are fully developed; addresses all parts of the assignment with additional material/information beyond requirements included; clearly demonstrates match between theory and practice and provides examples of application; includes many relevant references; thoughts are well organized and innovatively conveyed; no inaccuracies***

12 Proficient ***Complete and thorough; meets all stated expectations; knowledge of subject matter is evident; focuses on assigned topics; topics are mostly developed; addresses all parts of the assignment; clearly demonstrates match between theory and practice; includes some relevant references; thoughts are well organized; no inaccuracies***

9 Basic ***Complete; meets some stated expectations; knowledge of subject matter is present; focuses on some assigned topics; topics are partially developed; addresses most parts of the assignment; demonstrates little evidence of a match between theory and practice; includes few relevant references; thoughts adequately organized; few inaccuracies***

6 Unsatisfactory ***Incomplete; does not meet stated expectations; knowledge of subject matter is unclear and superficial; does not focus on assigned topics; topics are not developed; does not address most parts of the assignment; match between theory and practice is not evident; does not include relevant references; thoughts lack organization; inaccuracies present***

Mechanics

5 Distinguished <i>language</i>	<i>Superior graduate quality in verbal expression; correct application of the conventions of</i>
4 Proficient	<i>Good graduate quality in verbal expression; correct application of the conventions of language</i>
3 Basic	<i>At graduate quality in verbal expression; minor errors in the conventions of language do not</i> <i>interfere with the readability of the work</i>
2 Unsatisfactory	<i>Below graduate quality in verbal expression; significant errors in the conventions of language</i> <i>interfere with the readability of the work</i>

Preparation

5 Distinguished	<i>Submitted well before due date or on time; exceeds length and format requirements</i>
4 Proficient	<i>Submitted before due date or on time; meets length and format requirements</i>
3 Basic	<i>Submitted on time; almost meets length and format requirements</i>
2 Unsatisfactory	Submitted late; does not meet length and/or format requirements