# Course Description

This course provides educators with an overview of the philosophical, historical, and legal foundations of special education, including current identification criteria such as child find, Response to Instruction and Intervention, and the development of the IEP. Students will be able to identify current definitions, etiology, and incidence and prevalence figures related to special education, as well as the cognitive, behavioral, and physical characteristics of the special learner. The course will require students to demonstrate knowledge of and competence in applying the fundamental concepts of modifying, adapting, and accommodating for the special learner in the general education classroom context. Students also develop skills to support parents. This course includes 20 hours of field experience.

# University Learning Outcomes (ULO)

* **ULO1**:Communication Skills
* **ULO2**: Professional Competency
* **ULO3**: Moral and Ethical Judgment
* **ULO4**: Problem Solving
* **ULO5**: Critical Thinking
* **ULO6**: Leadership in Society
* **ULO7**: Critical and Competent Use of Technology

# Program Learning Outcomes (PLO)

For full descriptions of the Program Learning Outcomes please refer to the catalog.

**MSED/Special Education**

* **PLO1:** Apply knowledge of how exceptionalities affect student development, learning, and behavior to provide appropriate learning experiences. (ULO1, 3, 4,)
* **PLO2:** Identity, select, adapt and apply instructional strategies and curricula that are appropriate and effective in meeting the individual needs of persons with exceptionalities. (ULO1, 2, 3, 4)
* **PLO3:** Create safe, inclusive, culturally responsive learning environments to promote the academic, social and emotional development of students. (ULO1, 2, 3, 5)
* **PLO4:** Utilize multiple methods of assessment and data sources in making educational decisions. (ULO 2, 4)
* **PLO5:** Collaborate with families, educators, related service providers, individuals with exceptionalities and community agencies to address the needs of individuals with exceptionalities. (ULO1, 2, 3, 5)
* **PLO6:** Apply policies, statutes, and rules established by the Department of Education, state and local agencies relating to the education of individuals with exceptionalities. (ULO1, 2, 3, 5)

**MSED/Master Teacher**

* **PLO1:** Apply theoretical and practical knowledge in support of your professional practice. (ULO 2, 4)
* **PLO2:** Utilize educational research and develop your own research interests and agenda. (ULO 2, 3)
* **PLO3:** Examine and critique the economic, political, cultural, historical, and social influences that impact education in the United States. (ULO 1, 3, 5)
* **PLO4:** Apply policies, statutes, and rules established by state and local agencies relating to judicious application of disciplinary methods and behavioral procedures. (ULO 3, 4)
* **PLO5:** Identify and use instructional methods and curricula that are appropriate and effective in meeting the needs of individual learners. (ULO 1, 2, 4, 5)

# Course Learning Outcomes (CLO)

* **CLO1:** Describe key events in the legal and historical development of special education.
* **CLO2:** Analyze the role of collaboration among parents, guardians, and school personnel in the special education process.
* **CLO3:** Trace the process from pre-referral, referral, and evaluation to determining eligibility for special education services.
* **CLO4:** Identify and describe key characteristics of 13 disability categories.
* **CLO5:** Determine appropriate strategies for supporting students in an inclusive classroom and for transitioning into adulthood with positive postschool outcomes.
* **CLO6:** Apply instructional strategies to meet the needs of gifted and talented students.
* **CLO7:** Describe factors and considerations for identifying children at risk.

# Student Expectations

Students are expected to:

* ask probing and insightful questions related to course content.
* make meaningful and relevant connections and application to their own learning process.
* be productive and contributing members of class discussions.

# Academic Integrity

Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person’s work has been reasonably and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest, whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, and disciplinary sanctions ranging from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, collaboration, or any other form of cheating, consult the course instructor.

# Required Course Materials

Taylor, R., Smiley, L., & Richards, S. (2015). [*Exceptional students: Preparing teachers for the 21st century*](http://shop.mheducation.com/highered/product.0078110505.html) (2nd ed.). New York, NY: McGraw-Hill. ISBN: 9780078110504

# Student Accessibility Services

Gwynedd Mercy University is committed to providing reasonable accommodations for all persons with disabilities. If you have a disability-related need for modifications or reasonable accommodations in this course, please contact the office of Student Accessibility Services located in Counseling Services, The Griffin Complex; call [215-646-7300](tel:215-646-7300)ext. 427; or visit the Student Accessibility Services web page at [www.gmercyu.edu/student-life/campus-resources/student-accessibility-services](http://www.gmercyu.edu/student-life/campus-resources/student-accessibility-services). If the documentation supports your request for reasonable accommodations, the Student Accessibility Services office will provide you with an accommodation letter. Please share this letter with me as early in the course as possible so that we may discuss the accommodations.

If you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please inform me immediately.

# Suggested Point Values

|  |  |  |
| --- | --- | --- |
| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Discussion Activity: Video Introductions | 10 |  |
| Discussion: Gaskin Settlement Agreement | 10 |  |
| Discussion: Least Restrictive Environment | 10 |  |
| Presentation: Principles and Purpose of IDEA Presentation | 50 |  |
| Assignment: Special Education Professional’s Information | 10 |  |
| **Week 2** |  |  |
| Discussion: Principles and Purpose of IDEA Presentation Commentary | 15 |  |
| Discussion: Barriers to Collaboration in the IEP Process | 15 |  |
| Journal: Reflection on the Role of Special Education in Modern Classrooms | 35 |  |
| Case Study: Introducing John | 50 |  |
| Assignment: Eligibility, Placement, and Collaboration Paper | 50 |  |
| **Week 3** |  |  |
| Discussion: Traits of Effective Teachers | 15 |  |
| Discussion: Postschool Outcomes | 15 |  |
| Assignment: Case Study Analysis – Justin and Bobby | 50 |  |
| Discussion: Case Study Analysis – Justin and Bobby | 10 |  |
| **Week 4** |  |  |
| Discussion: Self-Reflection | 15 |  |
| Discussion: Transition Planning | 15 |  |
| Journal: Inclusion: How Should It Influence Preparation and Instruction | 40 |  |
| Assignment: Training Guide for Strategies to Support Students with Severe Disabilities | 50 |  |
| Assignment: Case Study Analysis – Janetta and David | 50 |  |
| Discussion: Case Study Analysis – Janetta and David | 10 |  |
| **Week 5** |  |  |
| Discussion: Characteristics of Communication and Autism Spectrum Disorders | 5 |  |
| Discussion: Speech and Language Disorders | 10 |  |
| Discussion: Autism Causes | 15 |  |
| Assignment: Case Study Analysis – Kathleen and Alex | 50 |  |
| Discussion: Case Study Analysis – Kathleen and Alex | 15 |  |
| Assignment: English Learners Paper | 50 |  |
| **Week 6** |  |  |
| Discussion: Assistive Technology (AT) | 15 |  |
| Discussion: Teaching Strategies for Students with Blindness or Visual Impairment and Students with Deafness or Hearing Impairment | 15 |  |
| Assignment: Case Study Analysis – Robert, Allison, and Marta, Andre, and Ben | 50 |  |
| Discussion: Case Study Analysis – Robert, Allison, and Marta, Andre, and Ben | 10 |  |
| **Week 7** |  |  |
| Discussion: ADHD | 15 |  |
| Discussion: Characteristics of Giftedness | 15 |  |
| Journal: Advice for New Educators on Implementing an Individualized Educational Plan | 30 |  |
| Assignment: Case Study Analysis – Andy, Ricky, Cody, and Margaret | 50 |  |
| Discussion: Case Study Analysis – Andy, Ricky, Cody, and Margaret | 10 |  |
| Presentation: High- and Low-Prevalence Exceptionalities | 100 |  |
| Field Experience Log | 20 |  |
| **Total Points** | **1000** |  |

# Course Schedule

|  |  |  |
| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |

# Weekly Learning Modules

|  |  |  |  |
| --- | --- | --- | --- |
| **Week One: Special Education Law** | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify the principles and purpose of the Individuals with Disabilities Education Act of 2004 (IDEA). | | CLO1 | |
| * 1. Explain how the Individuals with Disabilities Education Act of 2004 (IDEA) and the National Instructional Material Accessibility Standard (NIMAS) affect the implementation of special education in a school setting. | | CLO1 | |
| * 1. Compare Least Restrictive Environment (LRE) and inclusion as they relate to Free Appropriate Public Education (FAPE). | | CLO1 | |
| * 1. Explain how the Gaskin Settlement Agreement affects general education. | | CLO1 | |
| ***Tutorials, Weekly Participation, and Discussion****: Students must complete any resources and activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Tutorials**  During this course you will be asked to use and participate in various technologies to complete activities and assignments.  **Review** the tutorials available on Blackboard as needed.  **Click** the **Student Resources** button from the menu on the left. | | N/A | N/A |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post of 200–250 words that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least one substantive comment of 100–150 words to three of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE Model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the [RISE Model for Peer Feedback](http://elwray.squarespace.com/feedback). | |  |  |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Field Experience and Journal Reflections**  For this course, you are expected to complete **20 hours** of field experience. For this experience, you must find a special education professional that you can shadow, observe, and interview. Due to the variety of subject matter in this course, you may find it valuable to contact more than one special education professional to experience a wider swath of what the field has to offer. In this case, you would need to have each professional sign your log for any field experience time claimed.  Please make sure to use the Field Experience Log to document your hours (must be signed by the special education professional you are observing).  **Review** the Field Experience Log.  **Take** notes on the relevant information to aid you in your journal reflections.  **Review** the assignments NOW so you know some of the discussions you should be having with the special education professional you observe. | | VARIES | N/A |
| **Week One Reading**  **Read** the following from *Exceptional Students*:   * Ch. 1: Pay special attention to pp. 21–23. * Ch. 2: Pay special attention to pp. 47–53.   **Read** the following articles:   * ["Free Appropriate Public Education for Students With Disabilities: Requirements Under Section 504 of The Rehabilitation Act of 1973"](https://www2.ed.gov/about/offices/list/ocr/docs/edlite-FAPE504.html) * ["GASKIN V. COMMONWEALTH"](https://www.pubintlaw.org/cases-and-projects/gaskin-v-commonwealth/) * ["IDEA 2004 The Special Education Process PowerPoint Presentation"](http://www.pattan.net/category/Resources/Handouts/Browse/Single/?id=4de79f7fcd69f98019a40000) (Download the PowerPoint presentation)   **Watch** the following videos:   * ["Least Restrictive Environment"](http://www.ocali.org/project/least_restrictive_environment_video) [3:46] * ["National Instructional Materials Accessibility Standard (NIMAS) Video Clip"](https://www.youtube.com/watch?v=HXQOsaSq-dI) [10:49]   **Post** any questions or comments to the Week One General Discussion forum. | | 1.1, 1.2, 1.3, 1.4 | Reading: review and post response = **1 hour** |
| **Discussion Activity: Introductions**  In this course, you will be discussing special education concepts and practices with other students with a wide variety of professional backgrounds and goals. This discussion will give each of us the opportunity to get to know each other and come to grips with the variety of ways that special education affects a variety of professional roles.  **Write** a 150–250-word description of your own professional and education background, including the following:   * Your own background in special education (It’s okay if you don’t have one!) * Your professional goals * What you would like to learn about special education   **Post** your description to the “Introductions” discussion forum no later than Thursday. | | N/A | N/A |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the class and discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  Note: A recorded lecture will be made available to those who are unable to attend the live session. | | N/A | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion Activity: Video Introductions**  In this course, you will be discussing special education concepts and practices with other students with a wide variety of professional backgrounds and goals. This discussion will give each of us the opportunity to get to know each other and come to grips with the variety of ways that special education affects a variety of professional roles.  **Record** a video of your own professional and education background, including the following:   * Your own background in special education (It’s okay if you don’t have one!) * Your professional goals * What you would like to learn about special education * What program you are in and how far along in it * Hobbies/Interests   **Post** your video to the “Introductions” discussion forum no later than Thursday.  **Respond** to all of your classmates’ video introductions by Sunday. You do not have to use the RISE Model for these responses. | | VARIES | Discussion = **1 hour** |
| **Discussion: Gaskin Settlement Agreement**  **Review** ["GASKIN V. COMMONWEALTH"](https://www.pubintlaw.org/cases-and-projects/gaskin-v-commonwealth/).  **Respond** to the following questions in the “Gaskin Settlement Agreement” forum by Thursday:   * What is the instructional impact of the Gaskin Settlement Agreement on inclusive settings? * As an educator, how does the Gaskin Settlement Agreement affect your approach to instruction in an inclusive setting?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 1.4 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Least Restrictive Environment**  **Review** "Least Restrictive Environment".  **Respond** to the following questions in the “Least Restrictive Environment” forum by Thursday:   * How does inclusion, as defined by IDEA, differ from LRE? * As an educator, how would you plan for students with disabilities in the least restrictive environment? * Analyze inclusion as it relates to the least restrictive environment.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 1.2, 1.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Presentation: Principles and Purpose of IDEA Presentation**  **Review** the following:   * [National Instructional Materials Accessibility Standard (NIMAS) Video Clip](https://www.youtube.com/watch?v=HXQOsaSq-dI) * [IDEA 2004 The Special Education Process PowerPoint Presentation](http://www.pattan.net/category/Resources/Handouts/Browse/Single/?id=4de79f7fcd69f98019a40000) (Download the PowerPoint presentation)   You will be creating a presentation for other education professionals about specific topics and ideas related to IDEA. Your presentation will be focused on one of the following topics, or a topic of your choice with instructor approval:   * Six key principles of IDEA: How can parents relate these concepts to their own children? How does or should this affect implementation of special education in their children’s school setting? * What are the main components that parents should be aware of for each of the following?   + Equitable participation   + Child find   + Permission to evaluate   + Short-term objectives   + Effective instruction requirements   + Progress monitoring requirements * LRE, FAPE, and inclusion: How do these concepts relate to each other? How will or should parents see these concepts reflected in their children’s classrooms? * Topic of your choice related to IDEA, as approved by instructor   **Create** a multimedia presentation with audio narration built with PowerPoint or an online tool such as [Prezi](https://prezi.com/) or [Haiku Deck](https://www.haikudeck.com/) that gives education professionals a solid foundation in the topic.  **Include** a title slide and an APA-formatted reference slide listing all sources used.  **Include** some form of interaction to keep the audience engaged.  **Post** your presentation to the “Principle and Purposes of IDEA” discussion forum by 11:59 p.m. [EST] on **Sunday**. | | 1.1, 1.2, 1.3 | Presentation = **1 hour** |
| **Assignment: Special Education Professional’s Information**  **Submit** the following information to your instructor no later than 11:59 p.m. [EST] on Sunday:   * Special education professional’s name and role * Special education professional’s contact information (phone/e-mail) * Name of special education professional’s school * Name of special education professional’sschool district * Environment of special education professional   Note: If there is any reason you will not be able to supply this information by the end of Week One, contact your instructor immediately. | | CLO2, CLO4, CLO5, CLO6, CLO7 | Posting and response = **30 minutes** |
| **Total** |  |  |  |

# Faculty Notes

**Late Assignment Policy:** Instructors are allowed to determine their own late assignment policies. You are required to post your policy by the first day of class. It is recommended you include your policy within your syllabus and as an announcement within Blackboard. You may use the following example policy or create your own:

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*Please be advised that failure to submit assignments on or before the due date may result in a reduction in points awarded. If truly extenuating circumstances prevent you from submitting an assignment on time, please*

* *contact the instructor in advance of the due date,*
* *explain the truly extenuating circumstances that may prevent timely submission of an assignment, and*
* *request additional time for submission.*

*Granting additional time for submission of an assignment is at the discretion of the instructor.*

*Assignments submitted after the due date without advance permission of the instructor may be subject to a reduction of 10% per day for each day late, except that assignments due in the last week of class may be subject to a reduction of 20% per day for each day late.​*

*Due to the nature of discussions, which require active participation throughout the week and throughout the course, they are not able to be submitted late. If a discussion post is made after the appropriate deadline, they will be graded as a late assignment.*

Please review the Faculty Handbook and consult with your program chair/director if you have any questions.

**Adobe Connect:** Students should post any questions or comments they have to the Announcement forum. The instructor can then use the questions that come up in the first part of the week to tailor the live Adobe Connect class session scheduled in the later part of the week. That one-hour synchronous session will allow students the opportunity to go over any questions they had with the homework and clarify any misconceptions they have about the course content. All Adobe Connect sessions should be recorded and a link to the recording should be posted to the course page so any student who misses the session can review it later in the week.

Note: It is the instructor’s choice as to what day they will schedule the Adobe Connect live session, but it is recommended that they schedule this session for Wednesday of the week so students have plenty of time to review their homework prior to the deadline on Sunday.

**Field Experience:** If you or your students have any questions about the field experience assignments, please direct them to the Master Teacher Program Director at the School of Graduate and Professional Studies.

The field experience assignments require the students to observe how teachers address the individual needs of students in an inclusive classroom. The students will encounter a variety of experiences and approaches to inclusion. Review the Field Experience reflection rubric in grade center for information about how to grade these.

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| --- | --- | --- | --- |
| Week Two: Understanding the Special Education Process and Collaboration | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Describe the pre-referral process, the referral process, and the evaluation process. | | CLO3 | |
| * 1. Identify the pertinent components of an Individualized Education Program (IEP) from a teacher’s perspective. | | CLO5 | |
| * 1. Compare the roles and responsibilities of parents and guardians, general and special education teachers, and principals as members of the special education IEP team. | | CLO2 | |
| * 1. Identify best practices for collaboration among students, families, school personnel, and the community. | | CLO2 | |
| * 1. Explain how the decisions are made on eligibility, placement, and delivery of services. | | CLO3 | |
| * 1. Describe how to avoid common roadblocks to collaboration. | | CLO2 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Two Reading**  **Read** Ch. 2 (pp. 47–53) & Ch. 3 from *Exceptional Students*.  **Read** the following articles:   * “[The Special Education Referral Process](http://www.projectidealonline.org/v/special-education-referral-process/)” * "Referral Process" on Blackboard * ["All About the IEP"](http://www.parentcenterhub.org/repository/iep/) (Read all four links: “The Short-and-Sweet IEP Overview,” “The IEP Team,” “Contents of the IEP,” and “When the IEP Team Meets”)   **Post** any questions or comments to the Week Two General Discussion forum. | | 2.1, 2.2, 2.3, 2.4 | Reading: review and post response = **1 hour** |
| **Resources: Individualized Education Plans**  One of the most important documents in the inclusive classroom is the individualized education plan, or the IEP. Simply put, this document helps educators understand the skills a student has and the supports they need to be most successful. The following resources are all related to an aspect of the IEP and the process through which an IEP document is written and finalized.  **View** the following videos, available on YouTube:   * “The IEP Process Made Simple” [8:24]: <https://www.youtube.com/watch?v=FU3dGQWZzx8> * IEP Team Process: This series of videos gets into some detail about the IEP process, in five parts   + “Chapter 1 - IDEAS and IEPs” [4:20] <https://www.youtube.com/watch?v=bSm3wOjkkVw>   + “Chapter 2 - The IEP Team” [4:35]: <https://www.youtube.com/watch?v=QMctXPmG7bc&t=5s>   + “Chapter 3 - What’s Included in the IEP” [7:13]: <https://www.youtube.com/watch?v=BIi0xanOVcs>   + “Chapter 4 - Getting Ready for the IEP Meeting” [6:04]: <https://www.youtube.com/watch?v=DDhLjYSbwCc>   + “Chapter 5 - The IEP Meeting” [11:12]: <https://www.youtube.com/watch?v=ok0irMNfKmY> * “Example of a Successful IEP Meeting” [12:06]: <https://www.youtube.com/watch?v=d44wPE9azXk>   **Post** any questions or comments to the Week Two General Discussion forum. | | 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 | Videos: review and post response =  **1 hour, 30 minutes** |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Extension: Additional Resources for IEP Meetings – The Parent’s Perspective**  **View** each of the following resources for IEP meetings:   * “Webinar: 6 Questions to Ask During IEP Meetings” [23:00]: <https://www.youtube.com/watch?v=S9iyJ2GjEQ8> * “Communication and Collaboration within the IEP Process” [54:38]: <https://www.youtube.com/watch?v=r_cgqnotEg0>   **Post** any questions or comments to the Week Two General Discussion forum. | | 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 | Reading: review and post response = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Principles and Purpose of IDEA Presentation Commentary**  **Review** the presentations of each individual from the Week One “Principles and Purpose of IDEA Presentation Commentary” discussion forum.  **Comment** on at least three other individual’s presentations with interesting, helpful, or otherwise constructive feedback by Sunday.  **Focus** especially on how the information in the presentation relates to your educational and career needs and goals. | | 1.1, 1.2, 1.3 | Discussion: one post and replies to one other post = **1 hour** |
| **Discussion: Barriers to Collaboration in the IEP Process**  **Review** ["All About the IEP"](http://www.parentcenterhub.org/repository/iep/) (Read all four links).  **Respond** to the following in the “IEP” forum by Thursday:   * Identify some potential barriers to collaboration among the stakeholders, including student, family or guardian, teachers, school personnel, and the community. Discuss ways to mitigate those barriers.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to one of your classmates' posts by Sunday. | | 2.2, 2.3 | Discussion: one post and replies to one other post = **1 hour** |
| **Journal: Reflection on the Role of Special Education in Modern Classrooms**  Throughout this course, you will be taking part in a field experience in an inclusive classroom. Take notes on relevant information to aid you in your Journal Reflections.  **Write** a 250–400-word journal reflection on your experiences in life and in classrooms that addresses the following questions:   * What is the role of special education in modern classrooms? Include specific examples from your field experience.   **Submit** your assignment to your instructor via Blackboard no later than 11:59 p.m. [EST] on Sunday. | | CLO2, CLO4, CLO5, CLO6, CLO7 | Posting and response = **30 minutes** |
| **Case Study: Introducing John**  **Read** “Introducing John” on pp. 56–57 in *Exceptional Students*.  **Respond** to the following questions in the “Case Study: Introducing John” discussion forum by Thursday:   * How would you help John’s parents in understanding the recommendations from John’s team? * What assistance might help John’s parents accommodate John’s needs at home (e.g., doing homework, reading assistance, number sense, etc.)?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates’ posts by Sunday. | | 2.4, 2.6 | Wiki: private post, share, and comment = **1 hour** |
| **Assignment: Eligibility, Placement, and Collaboration Paper**  **Write** a350–700-word paper in which you explain the importance of collaboration among the various stakeholders in the decision-making process for eligibility, services, and making placements.  **Include** the following elements in your paper:   * The roles and responsibilities of each stakeholder (parents or guardians, general and special education teachers, principals, etc.) in the collaboration * The need to balance being heard and listening to others in the collaborative process * A brief overview of the decision-making process, including a brief overview of the three phases of the referral process.   **Format** your paper according to APA guidelines, including the following:   * Cover page * Running head * Page numbers * In-line citations * A separate reference page for any sources used * Write in a formal, academic style, which means NO PERSONAL PRONOUNS * SafeAssign will be used for this assignment; 20% of higher is unacceptable (with the exception of citations and references)   Note: If you need help with your APA formatting, you can access resources at the OWL Purdue Online Writing Lab at: <https://owl.english.purdue.edu/owl/resource/560/01/>  **Submit** your paper via Blackboard by Sunday. | | 2.4, 2.5, 2.6 | Review Instructor’s Feedback = **1 hour** |
| **Total** |  |  |  |

# Faculty Notes

**Discussion: The IEP Roles and Responsibilities**

In this discussion, you may want to spur on additional conversation among your students with the following questions:

* What are strategies for advocating for your voice to be heard when other professionals with more “clout” (e.g., administrators, district experts, doctors, etc.) are advocating for strategies or actions that you don’t think are helpful or which contradict what you see as a professional?

**Case Study: Introducing John**

In this case study, you may want to spur additional conversation among your students with the following questions:

* How can you help John’s parents come to grips with what this identification means to them and to John and his future?
* What steps would you recommend for John’s general education teacher to ease and ensure adequate and fruitful collaboration with the special education teacher?
* Think about how you would fit into the environment at John’s school, as a teacher, an administrator, etc. How could you support John and the team of educators who are assisting John? What do you see your role as?

|  |  |  |  |
| --- | --- | --- | --- |
| Week Three: Learning Disabilities; Emotional and Behavioral Disorders | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify key characteristics of students with learning disabilities and emotional or behavioral disorders. | | CLO4 | |
| * 1. Identify the traits of an effective teacher for students with emotional or behavioral disorders. | | CLO5 | |
| * 1. Identify key supports in transition for positive student postschool outcomes for learning disabilities and emotional or behavioral disorders. | | CLO5 | |
| * 1. Identify instructional and intervention strategies for learning disabilities and emotional or behavioral disorders. | | CLO2 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Three Reading**  **Read** Chapters 4 & 6 of *Exceptional Students*.  **Read** the following articles:   * ["The Traits of 'Good Teachers' as Identified by African American and White Students with Emotional and/or Behavioral Disorders"](http://www.behavioradvisor.com/BlackandWhiteEBDKids.html) * ["Improving Post-School Outcomes for Students with Emotional and Behavioral Disorders"](http://www.ericdigests.org/2001-3/post.htm)   Note: The “Traits of ‘Good Teachers’ as Identified by African American and White Students with Emotional and/or Behavioral Disorders” article describes a relatively small study conducted many years ago. Be careful when attempting to generalize the results of this study to current practice and populations.  **Watch** ["Individuals with Emotional and Behavioral Disorders Presentation"](https://www.youtube.com/watch?v=40VtxwpFx-8) [10:17].  **Post** any questions or comments to the Week Three General Discussion forum. | | 3.1, 3.2, 3.3, 3.4 | Reading: review and post response = **1 hour** |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Traits of Effective Teachers**  **Review** “[The Traits of ‘Good Teachers’ as Identified by African American and White Students with Emotional and/or Behavioral Disorders](http://www.behavioradvisor.com/BlackandWhiteEBDKids.html).”  **Respond** to the following in the “Traits of Effective Teachers” forum by Thursday:   * Assess the credibility of the article * What are the common traits of effective teachers as identified by both African American and white students? * How might you apply this information to support students with these disabilities?   **Post** additional questions, constructive criticism, clarification, or your own relevant thoughts to three of your classmates’ replies by Sunday. | | 3.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Postschool Outcomes**  **Review** “[Improving Post-School Outcomes for Students with Emotional and Behavioral Disorders](http://www.ericdigests.org/2001-3/post.htm).”  **Respond** to the following questions in the “Postschool Outcomes” forum by Thursday:   * Do you agree with the recommendations in the article? * Do you have other recommendations for helping students achieve a positive postsecondary outcome?   **Post** additional questions, constructive criticism, clarification, or your own relevant thoughts to three of your classmates’ replies by Sunday. | | 3.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Assignment: Case Study Analysis – Justin and Bobby**  **Read** “Introducing Justin” on p. 85 in *Exceptional Students.*  **Read** “Introducing Bobby” on p. 165 in *Exceptional Students*.  **Choose** one of these case studies to analyze.  **Analyze** the case study you chose.  **Write** a 250–400-word analysis of the case study which includes the following elements:   * The attributes or traits that align with the student’s disability * The learning behavior that you would concentrate on addressing first when working with the student * The strategy that you would use to help the student modify or improve the targeted learning behavior   **Submit** your assignment to your instructor via Blackboard no later than 11:59 p.m. [EST] on Thursday.  Note: You will be sharing your analysis with your classmates in the next assignment. | | 3.1, 3.4 | Posting and response = **30 minutes** |
| **Discussion: Case Study Analysis – Justin and Bobby**  **Post** your case study analysis to this discussion with a title which includes your name and the name of the case you analyzed (e.g., “Jim G. – Bobby Case Study Analysis”).  **Review** your classmates’ assignments.  **Choose** two of your classmates’ assignments.  **Post** your thoughts about how to begin to develop an action plan for the behavior addressed in the analysis no later than 11:59 p.m. [EST] on Sunday.  *EX*: An analysis says that we want to develop Bobby’s ability to memorize facts. How do you begin to shape this into a plan that can be used by all the educational stakeholders who work with Bobby on a weekly basis? Include teachers, administrators, aides, special education teachers, related service people, and parents. | | 3.1, 3.4 | Discussion: one post and replies to two other posts = **1 hour** |
| **Total** |  |  |  |

# Faculty Notes

**Discussion: Traits of Effective Teachers**

Take care that this discussion centers on the students’ emotional and behavioral attributes. Sometimes students reading this article generalize about race and ethnicity, which are tangential to the outcomes in the study. Guide students to discuss the actual findings, which deal with teacher trait clusters.

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| Week Four: Intellectual Disabilities; Severe and Multiple Disabilities | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Describe key characteristics of students with intellectual disabilities. | | CLO4 | |
| * 1. Describe key characteristics of students with severe and multiple disabilities. | | CLO4 | |
| * 1. Determine instructional strategies for students with intellectual disabilities and students with severe and multiple disabilities. | | CLO5 | |
| * 1. Explain self-advocacy and its importance to students with these two categories of disabilities. | | CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Four Reading**  **Read** Chapters 5 & 12 in *Exceptional Students*.  **Read** the following articles:   * ["Martha Snell Interview"](http://aaidd.org/intellectual-disability/videos/martha-snell#.Vm8GwkorLRY) * “Severe Disabilities (Education and Individuals with Severe Disabilities: Promising Practices)” on Blackboard * ["Teaching Self-Advocacy Skills to Students"](https://teachingselfadvocacy.wordpress.com/teaching-self-advocacy-skills/) (article and video [7:01]) * ["Evidence-Based Practices for Students with Severe Disabilities"](http://ceedar.education.ufl.edu/wp-content/uploads/2014/09/IC-3_FINAL_03-03-15.pdf)   **Watch** ["Transition Planning"](https://www.youtube.com/watch?v=9kZqqBEJOBc) [4:37].  **Post** any questions or comments to the Week Four General Discussion forum. | | 4.1, 4.2, 4.3, 4.4 | Reading: review and post response = **.5 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Self-Reflection**  **Review** “[Martha Snell Interview](http://aaidd.org/intellectual-disability/videos/martha-snell#.Vm8GwkorLRY).”  **Respond** to the following questions in the “Self-Reflection” forum by Thursday:   * How might you implement the suggested strategies from the interview in your classroom?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least one of your classmates' posts by Sunday. | | 4.3 | Discussion: one post and replies to one other post = **1 hour** |
| **Discussion: Transition Planning**  **Review** ["Transition Planning"](https://www.youtube.com/watch?v=9kZqqBEJOBc) [4:37].  **Respond** to one of the following questions in the “Transition Planning” forum by Thursday:   * Explain your thoughts on the role of the teacher as a team member in supporting transition planning and activities. * In your opinion, what are the greatest barriers to effective transition planning? How can you overcome them in your role?     **Post** additional questions, constructive criticism, clarification, or your own relevant thoughts to three of your classmates’ replies by Sunday. | | 4.1, 4.2, 4.3, 4.4 | Discussion: one post and replies to one other post = **1 hour** |
| **Journal: Inclusion: How Should It Influence Preparation and Instruction**  Throughout this course, you will be taking part in a field experience in an inclusive classroom. Take notes on relevant information to aid you in your Journal Reflections.  **Write** a 250–400-word journal reflection on your experiences in life and in classrooms that addresses the following question:   * How should inclusion influence preparation and instruction? Include specific examples from your field experience.   **Submit** your assignment to your instructor via Blackboard no later than 11:59 p.m. [EST] on Sunday. | | CLO2, CLO4, CLO5, CLO6, CLO7 | Posting and response = **30 minutes** |
| **Assignment: Training Guide for Strategies to Support Students with Severe Disabilities**  **Review** “[Severe Disabilities (Education and Individuals with Severe Disabilities: Promising Practices)](http://cirrie.buffalo.edu/encyclopedia/en/article/114/).”  **Review** ["Teaching Self-Advocacy Skills to Students"](https://teachingselfadvocacy.wordpress.com/teaching-self-advocacy-skills/) (article and video [7:01]).  **Write** a 250–400-word training guide, addressed to other education professionals, for including students with severe disabilities in a general education setting, including responses to the following questions:   * What kind of training do you need to support students with severe and multiple disabilities? * What are the fallacies of perceived incompetence of students with severe disabilities? How can we avoid them? * What are the recommended inclusion strategies for students with severe disabilities? * What are some effective general strategies to teach students self-advocacy skills?   **Submit** your assignment to your instructor via Blackboard no later than 11:59 p.m. [EST] on Thursday. | | 4.3 | Discussion: one post and replies to one other post = **1 hour** |
| **Assignment: Case Study Analysis – Janetta and David**  **Read** “Introducing Janetta” on pp. 127–128 in *Exceptional Students*.  **Read** “Introducing David” on pp. 377–378 in *Exceptional Students*.  **Choose** one of these case studies to analyze.  **Analyze** the case study you chose.  **Write** a 250–400-word analysis of the case study which includes the following elements:   * Identification of the specific information you know or need to know about the students (e.g., communication method, medical concerns, social emotional functioning, etc.) * Instructional strategies to support the student’s specific learning needs in all relevant areas identified in the case study   **Submit** your assignment to your instructor via Blackboard no later than 11:59 p.m. [EST] on Thursday.  Note: You will be sharing your analysis with your classmates in the next assignment. | | 4.1, 4.2, 4.3 | Assignment: Posting and response = **30 minutes** |
| **Discussion: Case Study Analysis – Janetta and David**  **Post** your case study analysis to this discussion with a title which includes your name and the name of the case you analyzed (e.g., “Susan Q. – Janetta Case Study Analysis”).  **Review** your classmates’ assignments.  **Choose** two of your classmates’ assignments.  **Post** your thoughts about whether the most appropriate instructional strategies for each student were identified in the analysis and what other strategies should be considered no later than 11:59 p.m. [EST] on Sunday. | | 4.1, 4.2, 4.3 | Discussion: one post and replies to two other posts = **1 hour** |
| **Total** |  |  |  |

# Faculty Notes

**Assignment: Strategies to Support Students with Severe Disabilities Paper**

You may wish to take the best of these training guides and share them to the class through an announcement. Then students can use these guides as actual tools throughout the rest of the course, as well as their careers.

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| Week Five: Week Five: Communication Disorders, Autism, and English Language Learners (ELLs) | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify the key characteristics of students diagnosed with communication disorders. | | CLO4 | |
| * 1. Determine instructional strategies for students diagnosed with communication or speech disorders. | | CLO4 | |
| * 1. Identify the key characteristics of students diagnosed with autism. | | CLO4 | |
| * 1. Determine instructional strategies for students diagnosed with autism. | | CLO4 | |
| * 1. Differentiate autism with communication issues from people with a communication disorder. | | CLO4 | |
| * 1. Identify the characteristics, considerations for evaluation, and instructional strategies for the English language learner (ELL). | | CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Note: Language of English Learners Changes**  Over time, the language that we use to describe students who are learning English changes to be more inclusive and to provide clarity for the mission of both students and instructors.  You will see students described in various resources as “English language learners,” or ELL; “English Learners,” or EL; and “English as a Second Language students,” or ESL. In our circles, EL is becoming more popular, and ESL and ELL are on the downswing. It’s important to be familiar with present terms and with past terms because of the time it takes for our industry to update resources, like books, articles, etc.  In a similar way, our methods of reaching students evolves over time. “Response to Intervention,” or RTI, used to be one of the groundbreaking and agreed-upon methods of helping students learn language. Now it is out of favor and has been largely replaced in practice by “Multi-Tiered System of Support,” or MTSS.  **Review** current literature and contemporary resources as necessary to stay up to date in your field’s jargon and current best practices. | | N/A |  |
| **Week Five Reading**  **Read** Chapters 7 & 11 in *Exceptional Students*.  **Read** the following articles:   * “[Language Disorder: Expressive Language Disorder](http://www.afasic.org.uk/download/15/)” * ["‘Social Thinking’ and autism: an interview with Michelle Garcia Winner"](https://vimeo.com/264951563) * ["Utilizing Social Stories to Increase Prosocial Behavior and Reduce Problem Behavior in Young Children with Autism"](http://www.hindawi.com/journals/cdr/2012/357291/) * ["Chapter 6: Who Are ESL Students?"](http://www.state.gov/m/a/os/44038.htm) * RTI for English Language Learners on Blackboard * ["Integrating ELL Students in General Education Classes"](http://www.edutopia.org/blog/integrating-ells-general-education-classes-dorit-sasson)   **Watch** the following videos:   * ["Speech and Language Disorders"](https://www.youtube.com/watch?v=Z6Zf_-npn2s) [4:10] * ["Autism’s Causes: How Close Are We to Solving the Puzzle?"](https://www.youtube.com/watch?v=S8w5oWzZnZQ) [14:47] * ["Introduction to Applied Behavior Analysis (ABA)"](https://www.youtube.com/watch?v=iyCx-OLzgJw) [3:36]   **Post** any questions or comments to the Week Five General Discussion forum. | | 5.1, 5.2, 5.3, 5.4, 5.5, 5.6 | Reading: review and post response = **.5** **hour** |
| **Wiki Activity: Characteristics of Communication and Autism Spectrum Disorders**  The characteristics of communication and autism spectrum disorders are important to recognize and become familiar with, as your awareness will allow you to adjust your behavior and teaching techniques to better help students adjust to a learning environment.  Therefore, as a class, you will work together to identify and document the common characteristics of communication and autism spectrum disorders in the class wiki.  **Research** at least two communication and/or autism spectrum disorders.  **Complete** an entry for each of the disorders you researched in the “Characteristics of Communication and Autism Spectrum Disorders Wiki” no later than 11:59 p.m. [EST] on **THURSDAY**.  Note: Feel free to add detail to other students’ entries, but do not duplicate them. You may wish to check the wiki before doing your research to avoid redundant work.  Note: Once the entries are complete, you may use the information in the wiki to help you complete your other assignments. | | 5.6 | Wiki posting and response =  **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Characteristics of Communication and Autism Spectrum Disorders**  The characteristics of communication and autism spectrum disorders are important to recognize and become familiar with, as your awareness will allow you to adjust your behavior and teaching techniques to better help students adjust to a learning environment.  Therefore, as a class, you will work together to identify and document the common characteristics of communication and autism spectrum disorders in the class discussion forum.  **Research** at least two communication and/or autism spectrum disorders.  **Complete** a post for each of the disorders you researched in the “Characteristics of Communication and Autism Spectrum Disorders Discussion” no later than 11:59 p.m. [EST] on **THURSDAY**.  Note: Feel free to add detail to other students’ entries, but do not duplicate them. Be sure to check the discussion forum before doing your research to avoid redundant work.  Note: Once the entries are complete, you may use the information in the discussion to help you complete your other assignments. | | 5.1, 5.3 | Discussion = **1 hour** |
| **Discussion: Speech and Language Disorders**   * **Review**  “[Language Disorder: Expressive Language Disorder](http://www.afasic.org.uk/download/15/)” and ["Speech and Language Disorders"](https://www.youtube.com/watch?v=Z6Zf_-npn2s) [4:10].   **Respond** to the following questions in the “Speech and Language Disorders” forum by Thursday:   * What is the impact of delayed expressive and receptive language on instruction and learning? * What are your suggestions for best practices to address these two deficits?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to two of your classmates' posts by Sunday. | | 5.1, 5.2 | Discussion: one post and replies to two other posts = **1 hour** |
| **Discussion: Autism Causes**  **Review** ["Autism’s Causes: How Close Are We To Solving the Puzzle?"](https://www.youtube.com/watch?v=S8w5oWzZnZQ) [14:47].  **Respond** to the following questions in the Autism Causes forum by Thursday:   * How do the causes of autism mentioned in the video compare with the causes mentioned in *Exceptional Students*? * Should it matter to you as an educator what the root of a student’s autism diagnosis is? * What strategies would you find most useful to help students with autism? Why? * Would these strategies work for students with other learning disabilities or communication issues? Why or why not?   **Post** additional questions, constructive criticism, clarification, or your own relevant thoughts to two of your classmates’ responses by Sunday. | | 5.3, 5.4 | Discussion: one post and replies to two other posts = **1 hour** |
| **Assignment: Case Study Analysis – Kathleen and Alex**  **Read** “Introducing Kathleen” on p. 203 in *Exceptional Students*.  **Read** “Introducing Alex” on pp. 338–339 in *Exceptional Students*.  **Choose** one of these case studies to analyze.  **Analyze** the case study you chose.  **Write** a 250–400-word analysis of the case study which includes the following elements:   * Identify the student’s deficit area * Choose appropriate instructional strategies to support the student in their deficit area. * Justify your choice of instructional strategy – why would it be effective? * How would you advise the general and special educational instructors to collaborate to help the student? * Why would their collaboration be necessary and/or essential?   **Submit** your assignment to your instructor via Blackboard no later than 11:59 p.m. [EST] on Thursday.  Note: You will be sharing your analysis with your classmates in the next assignment. | | 5.1, 5.4 | Assignment: Posting and response = **30 minutes** |
| **Discussion: Case Study Analysis – Kathleen and Alex**  **Post** your case study analysis to this discussion with a title which includes your name and the name of the case you analyzed (e.g., “Susan Q. – Janetta Case Study Analysis”).  **Review** your classmates’ assignments.  **Choose** two of your classmates’ assignments.  **Post** your thoughts about whether the most appropriate instructional strategies for each student were identified in the analysis and what other strategies should be considered no later than 11:59 p.m. [EST] on Sunday. | | 5.1, 5.4 | Discussion: one post and replies to two other posts = **1 hour** |
| **Assignment: English Learners Paper**  **Review** the following:   * Pages 218–220 of *Exceptional Students* * ["Chapter 6: Who Are ESL Students?"](http://www.state.gov/m/a/os/44038.htm) * RTI for English Language Learners on Blackboard * ["Integrating ELL Students in General Education Classes"](http://www.edutopia.org/blog/integrating-ells-general-education-classes-dorit-sasson)   **Write** a 350–600-word summary and analysis of English learners   * Describe the English learner (EL) student. * Explain the advantages of using MTSS to support English learners (EL). * Provide your recommendations for evaluating these students.   **Include** the following information in your analysis based upon your current vocation:   * Explain three strategies you would use to integrate these students into the general education setting.   **Use** APA formatting in your summary and analysis. The rubric includes a section that evaluates your adherence to APA standards.  **Submit** your paper through Blackboard no later than 11:59 p.m. [EST] on **SUNDAY**. | | 5.6 | Review Instructor’s Feedback = **.5 hour** |
| **Total** |  |  |  |

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| Week Six: Visual, Hearing, and Other Physical or Health Impairments | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify the characteristics of students diagnosed with blindness and visual impairments. | | CLO5 | |
| * 1. Identify the characteristics of students diagnosed with deafness and hearing impairments. | | CLO5 | |
| * 1. Identify the characteristics of students diagnosed with other health impairments. | | CLO5 | |
| * 1. Determine instructional strategies for students with blindness and visual impairments, deafness and hearing impairments, and other physical or health impairments. | | CLO5 | |
| * 1. Describe the data needed to recommend Assistive Technologies (ATs) for students with visual, hearing, and other physical or health impairments. | | CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Six Reading**  **Read** Chapters 8–10 of *Exceptional Students*.  **Read** the following articles:   * “Assistive Technology” * “[A Focus on Consideration of Assistive Technology](http://www.pattan.net/Videos/Browse/Single/?code_name=a_focus_on_consideration_of_assistive_te)”   + Assistive Technology Presentation Transcript   + A Focus on Consideration of Assistive Technology Slides * ["Using Tactile Strategies with Students Who Are Blind and Have Severe Disabilities"](http://www.projectsalute.net/Description/Descriptionhtml/VOL.36NO.2NovDec2003_TEC_Downing36-2.pdf)   **Watch** the following videos:   * ["Teaching Strategies for Blind Students"](https://www.youtube.com/watch?v=U9I0QhVipMU) [12:56] * ["Teaching Deaf Students in the Inclusive Classroom: Part 1"](https://www.youtube.com/watch?v=QniyT6dEYPo) [7:26]   **Post** any questions or comments to the Week Six General Discussion forum. | | 6.1, 6.2, 6.3, 6.4, 6.5 | Reading: review and post response = **.5** **hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Assistive Technology (AT)**  **Review “**Assistive Technology” and “A Focus on Consideration of Assistive Technology.”  **Respond** to the appropriate following questions in the “Assistive Technology” forum by Thursday:   * What data would you need to collect to contribute at an IEP meeting regarding consideration for AT to better support the student accessing the curriculum? * What information would you contribute at an IEP meeting regarding AT consideration in terms of the benefit for AT?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to one of your classmates' posts by Sunday. | | 6.5 | Discussion: one post and replies to one other post = **1 hour** |
| **Discussion: Teaching Strategies for Students with Blindness or Visual Impairment and Students with Deafness or Hearing Impairment**  **Review** ["Teaching Strategies for Blind Students"](https://www.youtube.com/watch?v=U9I0QhVipMU) [12:56].  **Review** ["Teaching Deaf Students in the Inclusive Classroom: Part 1"](https://www.youtube.com/watch?v=QniyT6dEYPo) [7:26].  **Respond** to the appropriate following questions in the “Teaching Strategies for Students with Blindness or Visual Impairments and Students with Deafness or Hearing Impairment” forum by Thursday:   * When teaching students with blindness or visual impairment, what challenges do you think you would encounter? * What are the main factors for educators to consider before instructing a student with deafness or hearing impairment? * What instructional strategies would help support these students? How much coordination between service providers would these strategies require?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to two of your classmates' posts by Sunday. | | 6.1, 6.2, 6.3, 6.4, 6.5 | Discussion: one post and replies to two other posts = **1 hour** |
| **Assignment: Case Study Analysis – Robert, Allison, Marta, Andre, and Ben**  **Read** “Introducing Robert” on pp. 271–272 in *Exceptional Students*.  **Read** “Introducing Allison” on p. 239 in *Exceptional Students*.  **Read** “Introducing Marta, Andre, and Ben” on pp. 305–306 in *Exceptional Students*.  **Choose** one of these case studies to analyze.  **Analyze** the case study you chose.  **Write** a 250–400-word analysis of the case study which includes the following elements:   * Identify the student’s impairments and the main characteristics that lead to your identification. * Explain at least one instructional strategy that you could use to help the student be successful in the classroom. * Name two considerations for the general education teacher. * Name an example of support to provide the general education teachers, special education teachers, parents, and the IEP team. * What are the most appropriate instructional strategies for all five students? * What strategies would you use for all five students to help them socialize with their peers?   **Submit** your assignment to your instructor via Blackboard no later than 11:59 p.m. [EST] on Thursday.  Note: You will be sharing your analysis with your classmates in the next assignment. | | 6.1, 6.2, 6.3, 6.4 | Assignment: Posting and response = **30 minutes** |
| **Discussion: Case Study Analysis – Robert, Allison, Marta, Andre, and Ben**  **Post** your case study analysis to this discussion with a title which includes your name and the name of the case you analyzed (e.g., “Susan Q. – Janetta Case Study Analysis”).  **Review** your classmates’ assignments.  **Choose** two of your classmates’ assignments.  **Post** your thoughts about whether the most appropriate instructional strategies for each student were identified in the analysis and what other strategies should be considered no later than 11:59 p.m. [EST] on Sunday. | | 6.1, 6.2, 6.3, 6.4 | Discussion: one post and replies to two other posts = **1 hour** |
| **Total** |  |  |  |

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| Week Seven: Attention Deficit/Hyperactivity Disorder (ADHD), Early Intervention, and Gifted Education | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify key characteristics of students diagnosed with attention deficit/hyperactivity disorder (ADHD). | | CLO4 | |
| * 1. Determine instructional strategies for students diagnosed with ADHD. | | CLO5 | |
| * 1. Identify factors that place children at risk for early identification and intervention. | | CLO4, CLO7 | |
| * 1. Determine teaching strategies for students in need of early intervention. | | CLO5, CLO7 | |
| * 1. Identify the characteristics of students identified for gifted education. | | CLO4, CLO6 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Seven Reading**  **Read** Chapters 13–15 of *Exceptional Students*.  **Read** the following resources:   * [“AD/HD: The Do’s & Don’ts for Teachers”](http://www.slideshare.net/JudithChampion/adhd-dos-and-donts-for-teachers) * [Forum – “What qualities make a good teacher for an ADHD child?”](http://www.dcurbanmom.com/jforum/posts/list/159476.page)   **Watch** the following videos:   * ["Common Characteristics of Gifted Youth, by Dr. Dan Peters, Summit Center"](https://www.youtube.com/watch?v=eoN2iBDKZxE) [3:40] * ["Top Ten Myths in Gifted Education"](https://www.youtube.com/watch?v=MDJst-y_ptI) [8:10]   **Post** any questions or comments to the Week Seven General Discussion forum. | | 7.1, 7.2, 7.3, 7.4, 7.5 | Reading: review and post response = **.5** **hour** |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion: Course Closing**  **Participate** in the scheduled live session with the course instructor. This session will provide a summary of the course.  **Prepare** to ask questions concerning the content of the course and provide constructive feedback.  Note:A recorded lecture will be made available to those who are unable to attend the live session. | | All Course Objectives | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: ADHD**  **Respond** to the following question in the ADHD forum by Thursday:   * How would you explain the diagnosis and to a parent who does not accept the diagnosis of ADHD for his or her child?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to two of your classmates' posts by Sunday. | | 7.1, 7.2 | Discussion: one post and replies to two other posts = **1 hour** |
| **Discussion: Characteristics of Giftedness**  **Review** ["Common Characteristics of Gifted Youth, by Dr. Dan Peters, Summit Center"](https://www.youtube.com/watch?v=eoN2iBDKZxE) (3:40).  **Review** ["Top Ten Myths in Gifted Education"](https://www.youtube.com/watch?v=MDJst-y_ptI) [8:10].  **Respond** to the following questions in the Characteristics of Giftedness forum by Thursday:   * How would you define *giftedness*? Justify your response. * What effect do myths in gifted education have on your best practices? * How would you adjust your instruction based on working with gifted students?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to two of your classmates' posts by Sunday. | | 7.5 | Discussion: one post and replies to two other posts = **1 hour** |
| **Journal: Advice for New Educators on Implementing an Individualized Educational Plan**  Throughout this course, you will be taking part in a field experience in an inclusive classroom. Take notes on relevant information to aid you in your Journal Reflections.  **Write** a 250–400-word journal reflection on your experiences in life and in classrooms that addresses the following questions:   * What advice would you give to a new educator on implementing an individualized educational plan (IEP) in an inclusive classroom? * What are the necessary supports to aid a new educator’s effectiveness? * Include specific examples from your field experience   **Submit** your assignment to your instructor via Blackboard no later than 11:59 p.m. [EST] on Sunday. | | CLO2, CLO4, CLO5, CLO6, CLO7 | Assignment: Posting and response = **30 minutes** |
| **Assignment: Case Study Analysis – Andy, Ricky, Cody, and Margaret**  **Read** “Introducing Andy” on pp. 271–272 in *Exceptional Students*.  **Read** “Introducing Ricky, Cody, and Margaret” on p. 409 in *Exceptional Students*.  **Choose** one of these case studies to analyze.  **Analyze** the case study you chose.  **Write** an analysis of the case study which includes the following elements:   * Identify the student’s impairments and the main characteristics that lead to your identification. * Would you recommend an IEP or a 504 plan for the student? Explain why. * Identify the factors that placed each child at risk for early identification and intervention. * Identify the components of early intervention programs that would be most important for each child. * Identify the specific instructional environment needs of each child. * Determine at least one teaching strategy that would be effective for each child. Explain why you chose that strategy and why it will be effective for the child.   **Submit** your assignment to your instructor via Blackboard no later than 11:59 p.m. [EST] on Thursday.  Note: You will be sharing your analysis with your classmates in the next assignment. | | 7.1, 7.2, 7.3, 7.4, 7.5 | Assignment: Posting and response = **30 minutes** |
| **Discussion: Case Study Analysis – Andy, Ricky, Cody, and Margaret**  **Post** your case study analysis to this discussion with a title which includes your name and the name of the case you analyzed (e.g., “Susan Q. – Janetta Case Study Analysis”).  **Review** your classmates’ assignments.  **Choose** two of your classmates’ assignments.  **Post** your thoughts about whether the most appropriate instructional strategies for each student were identified in the analysis and what other strategies should be considered no later than 11:59 p.m. [EST] on Sunday. | | 7.1, 7.2, 7.3, 7.4, 7.5 | Discussion: one post and replies to two other posts = **1 hour** |
| **Presentation: High- and Low-Prevalence Exceptionalities**  **Create** a 7–10- slide presentation using PowerPoint or an online tool such as Prezi or Haiku Deck in which you explain how your field experience influenced your thinking about working with exceptional/special needs students and the advice you would give new teachers based on your experiences and learning from this course.  **Include** the following in your presentation:   * How educators can support students in school settings * The role of collaboration between educators and other stakeholders * How the variety of high- and low-prevalence exceptionalities affects best practice for educators * Atitle slide and an APA-formatted reference slide listing all sources used * An interactive component for your audience   **Submit** your presentation through Blackboard by Sunday.  Note: This assignment is graded according to the Presentation Rubric. | | 7.2, 7.4, 7.5 | Presentation: post and response **= 30 minutes** |
| **Assignment: Field Experience Log**  **Review** your log for completion and accuracy according to the Field Experience Log Instructions and Example.  **Submit** your completed Field Experience Log by Sunday.  **Please note that you will not be able to continue in your program without having completed the field experience hours for this course.** | | VARIES | N/A |
| **Optional Sharing: High- and Low-Prevalence Exceptionalities**  **Post** your presentation to the “Optional Sharing: High and Low-Prevalence Exceptionalities” discussion forum.  **Review** the presentations of other students to expand your viewpoint on how education professionals see the modern exceptional and special education student landscape.  Note. This discussion is not graded, it is here to allow you to share your findings and experiences with other students and education professionals. You will likely find some interesting connections by posting your presentation and viewing other presentations. | |  |  |
| **Total** |  |  |  |

# Breakdown of Academic Instructional Equivalencies

|  |  |
| --- | --- |
|  | **AIE Hours** |
| **Week 1** |  |
| Required | 5.5 |
| Supplemental | 1 |
| **Week 2** |  |
| Required | 7 |
| Supplemental | 1 |
| **Week 3** |  |
| Required | 4.5 |
| Supplemental |  |
| **Week 4** |  |
| Required | 5.5 |
| Supplemental |  |
| **Week5** |  |
| Required | 5.5 |
| Supplemental |  |
| **Week 6** |  |
| Required | 4 |
| Supplemental |  |
| **Week 7** |  |
| Required | 5 |
| Supplemental | 1 |
|  |  |
| **Total Required Hours** | 37 |
| **Total Supplemental Hours** | 3 |
| **Total Hours** | 40 hours |