

INDIVIDUAL DIFFERENCES

ALD 322; Unique #: 09005 Fall Term 2018
UTC 4.134

Tuesday, 5:00-8:00p (7:45p)

I am your instructor!
Stop by my office:
T: 2:00-4:00
Th: 9:00-10:30 am;
1:30-3:30p
or by appointment



Jim Patton: jpatton91@me.com
Pronouns: he, him, his
Office: 408A
Phone: 512-740-4082



I am one of your TAs!
Come see me in my
office:
T: 10:00-11:00 &
12:30-2:00
Th: 10:00-11:00 &
1:30-4:00
or by appointment

Jordan Dille: jordandille@utexas.edu
Office: 6ZB 455
Phone: 303-589-0016

Textbook &
Readings

Other Required Readings:
are listed on the class
schedule and are available on
the course website in
corresponding session
module — as PDFs.

Smith, D.D., Tyler, N.C., Skow, K.G. (2018).
*Introduction to contemporary special education: New
horizons (2nd ed.)*. Upper Saddle, NJ: Pearson

I am one of your
TAs! Come meet with
me by appointment



Lisa Sigapoos: lsigaPoos@utexas.edu
Pronouns: she, her, hers
Office: 6ZB 455
Phone: 512-550-3948



ALRIGHT

COURSE DESCRIPTION

This introductory course provides an overview of individual differences among people across age levels. The course focuses on basic concepts, issues, and ways to accommodate individuals whose features and/or conditions make them "different" and worthy of consideration.

CULTURAL DIVERSITY FLAG

This course carries the flag for Cultural Diversity in the United States. Cultural Diversity courses are designed to increase your familiarity with a variety and richness of the American cultural experience. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one US cultural group that has experienced persistent marginalization.

WEEKS 2 & 3

*Diversity & Differences
Ableism/Disability
Program & Services
Cultural Considerations
Elements of Inclusion
Model for Differentiating Instruction*

FOUNDATIONS

WEEKS 4-11

*Brain Injury
Physical & Health
Vision
Intellectual
Learning
Attention*

*Autism
Emotion & Behavior
Gifted
Speech & Language*

AREAS OF FOCUS

COURSE OVERVIEW

APPLICATIONS

*At-Risk Populations
Deafness/HOH
Transition/Adult
Issues
Professionalism*

WEEKS 12-14



Teaching Philosophy

Learning occurs best when participants are enjoying what they are doing. I love to teach this course and will have fun being the instructor for this course. I am hopeful that you will find the sessions to be

informative and engaging. Each session will include a mixture of instructional techniques, including lecture, discussion, guest presenters, video & audio clips, and/or in-class activities. I believe that you will find that the time goes by relatively quickly.

COURSE GOALS

TAKE A LOOK

- Familiarize students with the basic concepts and issues related to diversity in school, workplace, and community.
- Introduce the concept of inclusion and understand its implications for school and community.
- Introduce the concept of response-to-intervention and understand its implication for teachers and their students.
- Present the key features/characteristics of a wide range of exceptional individuals.
- Examine the issues, needs, and strategies for working with students who are "at-risk" for academic difficulties.
- Present a range of practices for differentiating instruction that may be appropriate for students with special needs across various levels of school.
- Discuss the legal mandates and controversial issues associated with addressing the needs of individuals who differ from those in mainstream of society.
- Highlight important familial and cultural issues affecting individuals with special needs.
- Present strategies for effective classroom management and academic instruction for students with special needs.
- Provide an opportunity to gain practical experience working with students who struggle academically and/or behaviorally or who have identified disabilities.

HERE WE GO

COURSE INFORMATION

A. Administrative Policies

Attendance. Class attendance per se will not be considered in grading. However, I will have a pretty good indication of whether you were in class or not. Note that I have to report to various UT entities from time-to-time on the attendance of certain students. Consistent attendance is highly recommended for the following reasons:

- * The reading material will be further explained in class.
- * In-class discussions will cover material from sources other than readings.
- * Guest speakers will cover topics presented from a personal/professional perspective.
- * Completion of in-class activities (ICAs) can make a difference in final grade determination.

GOT IT!

Assignments. All assignments are to be submitted electronically via Canvas! Work submitted should reflect a quality in terms of scope, depth, writing mechanics, and appearance that would be expected of undergraduates at one of the most prestigious universities in the country.

Late assignments. Late assignments of major course assignments will be accepted; however, one point will be deducted for each day after the due date.

Grade of incomplete. The grade of "Incomplete" will be granted only if a student has completed 75% of the course. This grade designation will result from a request from a student based on extraordinary personal or academic reasons, or by me, when deemed necessary. A due date for completing the course will be negotiated by the student and the instructor. If the course is not completed by the agreed upon due date, the grade corresponding to the number of points already earned will be submitted or will automatically convert to a grade of "F" by the university system.

Due dates. The due dates for certain course requirements can be extended unconditionally for one week, if an electronic or written request is received one week prior to the due date via email -- much like requesting an extension for filing income tax.

Activity make-ups. In-class activities CANNOT be made up, unless extraordinary circumstances explain the absence.

Make sure you are reading each section carefully and understand all expectations and requirements of this course!

Academic honesty. I expect that all activities performed in this class conform to a standard of personal integrity and honesty. I will ask each student: (1) to add the following statement to all individually completed work -- "I have neither given nor received assistance from any other person on this [state the activity]"; and (2) to sign it by typing "/s/ [your name]" Please note that I am under obligation from UT not to tolerate scholastic dishonesty and to report any such incidents to the Office of the Dean of Students.

Course-Related Accommodations. I have tried to design this class using the principle of universal design whereby most elements of the course are designed to accommodate a wide range of student needs. However, I am prepared and quite willing to accommodate any special needs that a student might have and for which I have not taken into consideration in the design of the course. I will comply completely and without reservation to any official directives provided by the Services for Students with Disabilities Office (www.utexas.edu/diversity/ddce/ssd). I also encourage you to meet with me if you have any learning-related needs about which I should be aware.

Religious Considerations: Policy for absences due to religious holy days is set in the Texas Education Code. The code states that a student who misses an examination, work assignment, or other project due to the observance of a religious holy day must be given an opportunity to complete the work missed within a reasonable time after the absence, provided he or she has properly notified each instructor. It is the policy of The University of Texas at Austin that the student must notify each instructor at least 14 days prior to the classes scheduled on dates he or she will be absent. For religious holidays that fall within the first two weeks of the semester, the notice should be given on the first day of the semester. The student may not be penalized for these absences, but the instructor may appropriately respond if the student fails to complete satisfactorily the missed assignment or examination within a reasonable time after the excused absence.

General Evaluation

Criteria: All products generated and activities performed in this class will be evaluated on the following dimensions:

- *Directions were followed.
- *Product is well organized.
- *Content reflects comprehensiveness and effort.
- *Content shows appropriate application of course content.

B. Academic Requirements

Course requirements will be discussed at the beginning of the term. In-depth descriptions of certain requirements will be addressed in class.

Course Requirements:

Readings. Assigned readings should be completed prior to class. Various activities based on the readings will occur in class.

Due: **ongoing**

Out-of-Class Activities (OCA). I am going to ask you to do approximately fifteen (15) outside-class activities. These activities are designed to engage you in a topic that we will be covering in an upcoming session. Your response will be due the night before class to allow us to review the responses prior to the session. The OCA information will be provided in the module for a particular session. Each activity will be worth 1 point.

Product: upload your response via Canvas
Due: **11:59p on Monday before the scheduled session**

In-Class Activities (ICA). During the course of this term, typically there will be two in-class activities (ICAs) every session. These activities will relate to the assigned readings and topics covered in class. You will receive points for completing the activities. However, as indicated earlier, to receive the point(s) for the ICAs, you must be in class at the time of the activity. Each activity is typically worth 1 point.

Product: completion and submission in class via Canvas
Due: **during each class period (or on a specified date)**

Single Most Important Thing (SMIT): At the end of each class session, you should submit a brief statement that captures, in your opinion, the single most important point that was discussed during the session. You will receive one point for completing the SMIT for each class session. However, as indicated earlier, to receive the point for your SMIT, you must have been in attendance for the session.

Due: at the end of each class period

Knowledge Assessments (KA). I will be administering three knowledge assessments during the semester. The KAs are based on assigned readings and content covered in class -- typically an even balance of both sources. Each KA will include material covered since the previous KA. If you have a legitimate conflict with any of the scheduled dates, see a TA as soon as possible. The KAs come in three formats: *multiple-choice*; *short-answer*; and *oral*. The default format is multiple-choice – however, if you feel that you require a different type of assessment format, see a TA prior to the first KA.

NOTE#1: All KA make-ups are the short-answer format.

NOTE#2: The KAs must be taken to receive a passing grade for the course.

NB: You are encouraged to examine your KA performance. If you feel that you can provide a sound, logical argument for why any of your choices should be accepted, you can submit a written response. You have until the date of the next KA to file a response.

KA dates are:

Oct. 9th

Nov. 6th

Dec. 4th

#1 Oct. 9th (25 pts)

#1 Nov. 6th (25 pts)

#2 Dec 4th (25 pts)

Service Learning Project (SLP): Complete at least 15 hours of fieldwork in the setting in which you have contact with students or other individuals with special needs. In most settings, you will provide tutoring and/or mentoring to one or more individuals with special needs; however, it is possible that you may perform other activities depending on your setting.

A. Five documents that relate to this requirement will be posted on Canvas in a module called "SLP." Read over the guidelines carefully, as they explain this course requirement in more detail and will enable you to successfully complete this course requirement.

B. Identify a site and indicate this to us via Canvas (SLP module) by **Sep 11**.

C. Read the "Service Learning Agreement" (one of the five documents on the website) and submit it via Canvas (SLP module) no later than **Sep 18**. Your field experience supervisor **MUST** sign this form. Scan this form and post to the SLP.

E. Maintain a log (this form is posted in the SLP module) by including the dates, a brief description of tasks performed on a given date, and the number of hours performed on that date. Upon completion of your 15 hours of fieldwork, obtain your supervisor's signature and comments (optional) on the log. Scan this log and upload via Canvas (SLP module). If you need additional time, you can request this as the term nears completion.

D. Generate "personal reflections" of your SLP experience. These reflections should reflect your personal reactions to the experience (i.e., your feelings, thoughts, comments). This aspect of the SLP will be discussed/explained in class!! You will need to make **at least Four (4)** entries over the course of the term: **one entry after your first visit, two entries during your service learning experience, and a fourth entry after your final visit**. Each entry will be made via Canvas (SLP module).

Product: Seven uploads via Canvas (SLP module):

- (1) indication of where you are doing your SLP
- (2) agreement form
- (3-6) Four (4) entries with your reflections
- (7) log (signed by supervisor at end of SLP)

F. Evaluation criteria: requirements met; effort put into the blog entries.

Due: Dec 04
(NB: extension policy applies)

Assistive & Instructional Technology (AIT) Lab Visitation. Site visits to the *AIT Lab* in SZB 518e are required to better acquaint students in ALD 322 with the use of assistive technology (AT) across a number of settings in which individuals with special needs work, learn, and live. Specific information about this assignment is provided in the “**AIT Lab Orientation Assignment Information**” guidelines that are located in the AIT Lab module on Canvas.

You will need to sign-up for a visit to the lab online early in the term – procedures for signing up are provided in the guidelines and will be discussed in class. Specific dates for when the actual orientations begin and when you will have the last opportunity to visit the AIT lab are provided in the guidelines. I strongly advise that you sign up as soon as you can – this class is not the only one doing these visits.

You should collect information that is requested on the “**Site Visit Form**” – use this form to take notes when you are doing the visit – this form is also found in the module. After you complete your visit and have word-processed your notes, you should upload the **Site Visit Form** via Canvas (AIT Lab module). This course requirement will be evaluated on the following criteria:

- (a) completing the site visit, as verified by the sign-in sheet given to me by the AT lab staff at the end of the term;
- (b) completing the AIT lab evaluation; and
- (c) submitting a completed report that reflects thoroughness and effort.

Product: Document that summarizes your observations (format in packet)
submitted via Canvas (AIT Lab module)

Due Date: Nov 27 (NB: extension policy applies)

TED Talk Analysis. This activity is designed to get you to think about issues related to people with differences (disability or other at-risk areas), as presented through TED Talks.

Guidelines for completing this course activity will be provided.

DISABILITIES

AT-RISK

Product: Document that includes the information provided in the guidelines.

Due date: Oct 23

(NB: extension policy applies)

Individual Project (IP). This is an individual project. Each student must develop a project that relates to his/her future choice of career. The nature of this project will depend on your area of focus (i.e., major) and career goals. Details of the IP will be discussed in class and elaborated on in the guidelines that are provided in the “IP module” on Canvas.

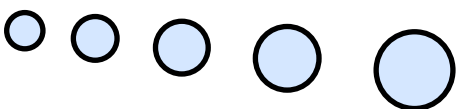
NOTE#1: Separate guidelines are provided for teachers and non-teachers.

NOTE#2: You are welcome to do whichever one you prefer; however, I recommend that teachers do the teacher version.

Product. Document that contains the individual components that are specified in the guidelines – upload to Canvas via the “IP module”

Due date: **Dec 04** (NB: extension policy applies)

C. Assignment Weighting and Grade



Point Total

KA #1:	25 points
KA #2:	25 points
KA #3:	25 points

SLP:	25 points
AIT:	10 points
TED Talk:	10 points
IP:	30 points

OAs:	15 points
ICAs:	22 points
SMITs:	13 points

Total:	200 points
--------	------------

There are **200** points possible for the course. The grade you earn for this course depends on the TOTAL number of points you earn throughout the term. The point values for each course requirement and the scale that will be used to determine a final grade are provided below.

Grade Determination

A = 93% and above

A- = 90-92%

B+ = 87-89%

B = 83-86%

B- = 80-82%

C+ = 77-79%

C = 73-76%

C- = 70-72%

D = 60-69%

F = below 60%

ADDITIONAL ASPECTS OF THE COURSE

<i>Course Feature</i>	<i>Information</i>												
Discussion Section of Cv	<p>I am going to use the discussion feature of <u>Canvas</u> in a variety of ways this term. However, you do NOT have to engage some of them.</p> <p>NB: if you just missed the cut-off for a grade, I will bump up your grade, if, <u>and only if</u>, you have made <u>at least two</u> (2) postings to any of the treads in the discussion forum named “Topics of Interest” or the discussion forum named “Accessibility Violations.”</p>												
Session Schedule	<table> <tr> <td>5:00 (sharp)</td><td>begin class</td></tr> <tr> <td>5:00 – 5:15</td><td>news/course business</td></tr> <tr> <td>5:15 – 6:25</td><td>session – part A</td></tr> <tr> <td>6:25 – 6:35</td><td>break</td></tr> <tr> <td>6:35 – 7:40</td><td>session – part B</td></tr> <tr> <td>7:40 – 7:45</td><td>SMIT</td></tr> </table>	5:00 (sharp)	begin class	5:00 – 5:15	news/course business	5:15 – 6:25	session – part A	6:25 – 6:35	break	6:35 – 7:40	session – part B	7:40 – 7:45	SMIT
5:00 (sharp)	begin class												
5:00 – 5:15	news/course business												
5:15 – 6:25	session – part A												
6:25 – 6:35	break												
6:35 – 7:40	session – part B												
7:40 – 7:45	SMIT												
Class Session Activities	lecture, discussion, activities, media, guest speakers												
Course Protocol/ Guidelines	<p>I am asking you to honor the following requests:</p> <ul style="list-style-type: none"> *respect other class members & my guests *ask questions during class *let me know if there are environmental needs/problems *let me know in advance -- if you are going to miss class or have to leave class early 												
Phone use in class	In all likelihood, there will NEVER be a need to use your smartphone in class. As a result, please place your iPhones, Androids, or other devices in the “silent” mode.												
Computer use in class	<p>You will NEED to bring your laptop or tablet to class. However, I would ask that you NOT use your computer for non-class-related purposes.</p> <p>NB: I may designate “digital-free times” when EVERYONE must close his/her computer, etc.</p>												

In Class Behavior	I will KNOW who you are and will be cognizant of your in-class behavior – so, if I feel that there is a problem with in-class behavior (e.g., behavior that interferes with the learning of others and actually your own (e.g., excessive chatting; excessive non-class-related digital use -- constantly looking at your computer but no notetaking), you are likely to HEAR from me <u>privately</u> . However, I encourage students to speak directly to one another about any problem that arise.
Study Guide	I will post a comprehensive study early in the term and to which you can refer throughout the term.
Plagiarism	UT Senate: “if you use words or ideas that are not your own you must cite your sources. Otherwise you will be guilty of plagiarism.” I am becoming increasing aware of this problem ... so, I strongly recommend that you comply with issue of scholarly integrity.
Syllabus	A syllabus establishes a “working relationship” between the student and the course instructor. Participation in this course indicates your acceptance of its content, requirements, and policies. Please review this syllabus in detail as soon as possible (and click the “Accept” button!).
Supports for students	UT provides a number of support services for students. An initial overview of services can be found at the Dean of Students website (http://deanofstudents.utexas.edu). Please see me if you have any questions or concerns.
Withdrawal from course	If you believe that the purpose, goals, policies, requirements, or some other aspect of this course does not meet your interests, needs, or expectations, you should drop the class by the drop/add deadline. Note that other sections (and instructors) of ALD 322 are available this term at UT, and, given that variations in policies and requirements do exist across sections, you may want to explore these other options. If you do decide to drop this course or this section of the ALD 322, I wish you the best.

This schedule may change to meet class needs. I will indicate when the schedule has been updated.

TENTATIVE SCHEDULE OF TOPICS

Tip: Fill in your calendar now so you don't forget important dates.

WEEK	DATE	TOPIC	READINGS	NOTES/DUE DATES
1	Sep 04	Welcome Introductions Course overview & Business SLP representatives	<i>Smith (Epiphany)</i>	Organizational Reps
2	Sep 11	Diversity & Differences Ableism Inclusive Education Differentiated Instruction-intro	Ch. 1 Ch. 2 [2.1-2.5] <i>Patton-1 (di-intro)</i>	SLP: Site Selection Due g. Davis S.
3	Sep 18	Historical & Legal Foundations Programs & Services Intro to IEPs Cultural Considerations Traumatic Brain Injury	Ch. 3 [3.1-3.3; 3.7] Ch. 4 Ch. 14 [4.2; 4.11]	SLP: Agreement Form Due g. Christopher D.
4	Sep 25	Physical Disabilities Health Impairments Accessibility	Ch. 11 <i>Martin</i>	g. Jeff B.
5	Oct 02	Intellectual Disabilities Family issues Transition	Ch. 6 <i>Prior (Dad perspective)</i> <i>Patton & Dunn (intro to transition)</i>	g. Boyce & Amy G
6**	Oct 09	Deafness & Hard-of-Hearing KA #1	Ch. 12	g. Lauren K.
7	Oct 16	Learning Disabilities Response to Intervention (RTI)	Ch. 2 [2.6] Ch. 6 <i>Reiff et al.</i> (LD experiences)	

Continued on next page...

WEEK	DATE	TOPIC	READINGS	NOTES/DUE DATES
8	Oct 23	Attention Deficit hyperactivity Disorder Giftedness	Ch. 7 Ch. 15 <i>Mooney & Cole</i> (personal take)	TED Talk Analysis due g. Joy K.
9	Oct 30	Emotional & Behavior Disorders Mental Health Issues	Ch. 2 [2.7] Ch. 10 <i>Samuels (ebd)</i> <i>Kauffman & Badar</i>	g. Jessica M.
10	Nov 06	Autism Spectrum Disorders KA #2	Ch. 8	g. Jack H. & Louis S.
11	Nov 13	Speech & Language Disorders Blind & Low Vision	Ch. 5 Ch. 13	g. TBA g. Lori P.
12	Nov 20	At-Risk-1: Homelessness Refugees	<i>Smith et al. (at risk)</i> <i>Samuels (homeless)</i> <i>BRYCS (refugee)</i>	
13	Nov 27	At-Risk-2: Trauma in children Parent-Incarceated Serious Illness - parent	<i>Herman (PTSD)</i> <i>McCue (chronic illness)</i>	AIT Lab Visit/Report due g. Isa A. g. Meredith C. & Sondra M.
14	Dec 04	Putting It All Together Concluding Comments/Thoughts KA #3	<i>Hart (Honors Day)</i>	IP due SLP due