

INDIVIDUAL DIFFERENCES

ALD 322; Unique #: 09385
SZB 292

Spring Term 2019
Wed., 1:00-4:00 (3:45)

LET'S LEARN



I am the Instructor!
Come see me in my office:
M: by appointment
T: 11:00-12:00 & 4:00-6:00
W: 11:00-12:00
Th: by appointment

LET'S MEET

Lisa Sigafos: lsigafoos@utexas.edu
Office: SZB 455
Phone: 512-550-3948

Textbook &
Readings

Required Readings:

Other readings are listed on the class schedule (at the end of syllabus) and are available on Canvas in corresponding session module. Please have readings done prior to class and be prepared to discuss.

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

ALRIGHT

COURSE DESCRIPTION



What Starts Here Changes the World

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.

Diversity & Differences
Ableism/Disableism
Program & Services
Cultural Considerations
Elements of Inclusion
Model For Differentiating Instruction

FOUNDATIONS

COURSE OVERVIEW

Physical & Health
Vision/Hearing
Intellectual
Learning
Attention

Autism
Emotion & Behavior
Gifted
Speech & Language
AT-Risk

APPLICATIONS

Transition
Adult Issues
Professionalism
Teaching Philosophy

AREAS OF FOCUS



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.

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.


Assignments turned in using Pages will not be accepted.

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

GOT IT!

Missed Class Policy. I understand life happens and each of you will probably need to miss class. I still want you to acquire the information provided in class on the day that you miss. If you need to miss please email me prior to class letting me know. After class I will provide you with an alternative assignment that can be completed to gain points missed for class that day. Please note, assignments will require at least 3 hours worth of work. Due date will be determined with students and instructor when absent is indicated.

NOTE: you will only be able to make up 2 missed classes.



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 "[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**

Reaction to Readings (RR). For each reading you will complete a reading reaction which includes any comments, questions, and implication of reading on your learning and future career. Each activity will be worth 1 point. RR are for non-chapter readings.

Product: Submit via Canvas

Due: **10:00 am on the day of 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, 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: Submit via Canvas

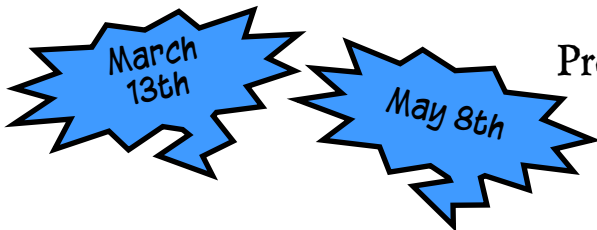
Due: **During each class period (or on a specified date)**

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, to receive the point for your SMIT, you must have been in attendance for the session.

Product: Submit via Canvas
Due: At the end of each class period

Exams. There will be two exams during this summer session. The exams are based on assigned readings and content covered in class as well as a connection to your future career. Each exam will include material covered since the previous exam (no cumulative final exam). Exams options will be discussed in class and provided in a document.

NOTE#2: Both exams must be completed to receive a passing grade for the course.



Product: Completion of Exam and submitted via Canvas
Due: 3/13 & 5/8

Final Project (FP). 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 FP will be discussed in class and elaborated in the guidelines that are provided in the “FP module” on Canvas.

NOTE#1: Be creative and make the product as useful as possible.

NOTE#2: Use all resources in completing FP.

Product: Submit completed FP via Canvas
Due date: Wednesday, 5/15 by 11:59 pm.

Service Learning Project (SLP). Complete at least 15 hours of fieldwork in a 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. SLP Plan: indicates how you plan to complete all 15 hours of fieldwork.

- * Document found in SLP module
- * Must submit for full credit for SLP.

B. Agreement Form: Signed by supervisor from fieldwork setting.

- * Must submit for full credit for SLP.

C. SLP Form: You will keep a log of hours completed & a running journal of experience.

- * Guidelines and form in SLP module.
- * You must have a signature for all hours completed.

SLP Plan: Indicate how you plan to complete your 15 hours.

Due date: **Wednesday, 2/6 by 11:59 pm.**

SLP Form: Submit completed form via Canvas

Due date: **Wednesday, 5/15 by 11:59 pm.**

Movie Project (MP). This is an individual project. Each student must watch a movie or documentary about a person or persons with disabilities. You will then complete the MP review. This will include answering several questions and writing a reaction to what you watched. Details of the MP will be discussed in class and elaborated in the guidelines that are provided in the “MP module” on Canvas.

NOTE: A list of movies will be provided or you may find your own (you must get instructor permission if you find your own movie).

Product: Submit completed MP via Canvas

Due date: **Wednesday, 3/27 by 11:59 pm.**

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 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)
submit via Canvas (AIT Lab module)

Due Date: **Wednesday, 5/8 by 11:59 pm.**

WHAT'S HAPPENING

Discussion Page. On Canvas under Discussions (on left hand column): This is a place for students to locate and post articles, videos, and other sources of information related to individuals with disabilities. This is an optional assignment but will be used as a source of extra credit. I encourage all students to participate in the activity!

NOTE#1: Each new post is worth 1 points.

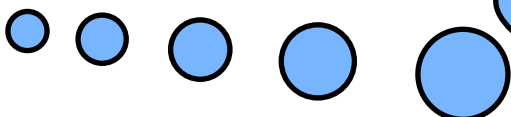
NOTE#2: each comment to a post by another student is worth 1 point.

NOTE#3: Students may earn up to 4 extra credit points.

The Discussion page will open up on **1/23** and will close out on **5/15 at 11:59 pm.**

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.

C. Assignment Weighting and Grade



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.

Point Total

Exam #1:	25 points
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Exam #2:	25 points
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SLP:	30 points
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AIT:	10 points
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MP:	20 points
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FP:	30 points
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RR:	15 points
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ICA:	30 points
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SMITs:	15 points
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Total:	200 points
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Grade Determination

A	= 93% and above
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A-	= 90-92%
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B+	= 87-89%
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B	= 83-86%
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B-	= 80-82%
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C+	= 77-79%
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C	= 73-76%
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C-	= 70-72%
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D	= 60-69%
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F	= below 60%
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ADDITIONAL ASPECTS OF THE COURSE

<i>Course Feature</i>	<i>Information</i>
Class Particiapation	Come to class ready to have fun and learn. I want this course to be meaningful and enjoyable. I want students to feel comfortable sharing thoughts and comments and being open about perceptions and misconceptions they hold towards individuals with differences.
Session Schedule	<p>1:00 (sharp) begin class</p> <p>1:15 – 1:30 news/course business</p> <p>1:30 – 2:25 session – part A</p> <p>2:25 – 2:35 break</p> <p>2:35 – 3:40 session – part B</p> <p>3:40 – 3:45 SMIT</p>
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.
Emergency Evacuations	In light of an emergency, please familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building. Students requiring assistance in evacuation shall inform Katie in writing during the first week of class. In the event of an evacuation, follow my instruction. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
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	<p>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.</p> <p>If you do decide to drop this section of the ALD 322, I wish you the best.</p>

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	1/23	Welcome Course overview & Business Introductions	<i>Power and Epiphany</i>	Reaction to Reading (RR): Due by 10:00 am! SLP Reps
2	1/30	History of Disability Diversity and Differences	Video: <i>Front of the Class</i>	RR (due by 10:00 am)
3	2/6	Special Education: *Laws & Identification *Programs & Services *IEPs	<i>The Nature of Special Education Ch. 1</i>	RR (due by 10:00 am) SLP Plan Due
4	2/13	Special Education: *Accessibility *Differentiated Instruction	<i>Differentiated Instruction Ch. 2</i>	RR (due by 10:00 am) SLP Agreement Form Due
5	2/20	Physical & Health Disabilities	TBA <i>Ch. 11</i>	RR (due by 10:00 am) g. Jeff
6	2/27	Intellectual Disabilities *Transition	<i>How Much I Love You Ch. 9</i>	RR (due by 10:00 am) g. TBA
7	3/6	Learning Disabilities *RTI	<i>How it Feels Ch. 6</i>	RR (due by 10:00 am)
8	3/13	Deaf & Hard-of-Hearing	<i>Journey of a Deaf-Blind Woman Ch. 12</i>	RR (due by 10:00 am) Exam One g. Lauren

Continued on next page...

WEEK	DATE	TOPIC	READINGS	NOTES/DUE DATES
	3/20	SPRING BREAK		RR (due by 10:00 am)
9	3/27	Autism *Sensory Processing Disorder	<i>The Kids Who Beat Autism</i> Ch. 8	RR (due by 10:00 am) Movie Project Due g. Erin
10	4/3	Giftedness Speech & Language Disorders	TBA Ch. 5 & 15	RR (due by 10:00 am)
11	4/10	Emotional & Behavioral Disorders	<i>What You Must Think of Me</i> Ch. 10	RR (due by 10:00 am)
12	4/17	ADHD *Parent & Sibling Perspective	<i>The Selling of ADD</i> Ch. 7	RR (due by 10:00 am) g. Lori & children
13	4/24	Blind & Low Vision LGBTQ Bilingual Education	TBA Ch. 3 & 13	RR (due by 10:00 am)
14	5/1	At-Risk *Homelessness *Trauma in children *Serious illness	TBA Ch. 14	RR (due by 10:00 am)
15	5/8	Putting It All Together Concluding Comments/Thoughts Course Evaluations	<i>Honors Day</i>	Exam Two AIT Lab Due
	5/15	NO CLASS MEETING		Final Project Due SLP Due Discussion page closes