

## **INDIVIDUAL DIFFERENCES**

**ALD 322/Unique #09000**

Tuesday / Thursday: 8:00 – 9:30

UTC 3.124

### **Fall 2018 Syllabus**

- Instructor:** Laura Rojeski, Ph.D., BCBA-D, LBA  
Department of Special Education  
Office: SZB 440L  
Mailbox: SZB 306  
Email: [lorjeski@utexas.edu](mailto:lorjeski@utexas.edu)
- Office Hours:** Tuesday: 9:30am – 11:00am (or by appointment)
- Instructor:** Gene Brooks, Ph.D., C.R.C.  
Department of Special Education  
Office: SZB 440H  
Mailbox: SZB 306  
Email: [gene.brooks@austin.utexas.edu](mailto:gene.brooks@austin.utexas.edu)
- Office Hours:** Thursday: 10:00am – 12:30pm (or by appointment)
- Teaching Assistant:** Nataly Lim, M.Ed.  
Office: SZB 242G  
Email: [nlim94@utexas.edu](mailto:nlim94@utexas.edu)
- Office Hours:** Tuesday: 1:00pm – 3:00pm (or by appointment)
- Teaching Assistant:** Jenna Crank, M.Ed.  
Office: SZB 242H  
Email: [jenna.crank@gmail.com](mailto:jenna.crank@gmail.com)
- Office Hours:** Thursday: 11:30am – 2:30pm (or by appointment)

***\*\*If you talk with us in class about an issue, please follow-up by email so there is documentation of our conversation.\*\****

### **Course Description**

This course provides an introduction to individual differences focusing on various exceptionalities across the age span. Course content will include definitions, methodologies, legal aspects, trends and issues and current research related to individuals with intellectual and developmental disabilities, learning disabilities, attention deficit hyperactivity disorder, emotional and behavioral disorders, autism spectrum disorders, communication disorders, deafness and hard of hearing, blindness/low vision, low incidence and multiple/severe disabilities, physical disabilities and/or special health impairments, and gifts and talents. All issues will be discussed in the context of family involvement, cultural and linguistic diversity,

and a lifespan focus. Although the class is not intended solely for pre-service educators, most of the lectures/class activities will focus on teaching students with disabilities in the classroom.

### **Cultural Diversity in the United States**

This course carries the flag for Cultural Diversity in the United States. Cultural Diversity courses are designed to increase your familiarity with the 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 U.S. cultural group that has experienced persistent marginalization.

### **Course Objectives**

1. Students will increase their knowledge about and sensitivity toward persons with exceptionalities.
2. Students will acquire a knowledge of the following concepts related to exceptionalities:
  - a. Legal and theoretical definitions
  - b. Prevalence and etiologies
  - c. Educational and social/emotional characteristics
  - d. Family involvement and dynamics
  - e. Life span issues, and
  - f. Assistive technology.
3. Students will gain knowledge and understanding of the socio-cultural and linguistic factors that influence perceptions of disability, quality of life, and services for persons with special needs.

## **I. Course Requirements and Considerations**

### **Required Textbook**

Hallahan, D., Kauffman, J., & Pullen, P. (2013). *Exceptional Learners: An introduction to special education* (13<sup>th</sup> edition). Upper Saddle River, NJ: Pearson. This text is available as an etext or as a loose-leaf book. You are welcome to purchase either option, however, please note that **ONLY** the print loose-leaf version will be allowed for use during in-class tests. Thus, the loose-leaf version is the recommended option.

### **Class Attendance**

Students are expected to attend all class sessions; however, class attendance will not be considered in grading. However, I will take class attendance as I have to report to various UT entities from time to time regarding attendance. You **DO NOT** need to inform me if you will be absent for class; however, consistent class attendance is recommended for the following reasons:

- The reading material will be further explained in class and linked to in-class activities.
- Various in-class activities have points attached to them and are worth a large portion of your grade so it can determine final grades. Make up work for missed classes will **NOT** be allowed, except in cases with prior approval (e.g., religious holy days, UT sports, etc.) or in cases of emergency (e.g., sudden severe illness/injury, death in the family, etc.) Missing a class or two throughout the semester due to common cold/illness will NOT

constitute a valid reason for make-up work, but prolonged illness with documentation will.

- In-class discussions will cover material from sources other than readings.
- Guest speakers will cover selected topics from a personal/professional perspective.

Religious holy days sometimes conflict with class schedules. If you miss a class session, assignment, or other project due to the observance of a religious holy day you will be given an opportunity to complete the work missed within a reasonable time after the absence. It is the policy of The University of Texas at Austin that you must notify each of your instructors at least fourteen days prior to the classes scheduled on dates you will be absent to observe a religious holy day, or on the first day of class if the religious holiday falls within the first two weeks of the semester.

### **Class Participation**

Each student is expected to attend each class session and to participate in class discussions and activities. Class sessions will be a mixture of lecture, discussion, and in-class activities. In order to effectively participate in each class session, students should complete all of the assigned readings prior to coming to class and be prepared to discuss/apply the readings during class. Students are also required to bring their textbook and any supplemental materials to class to facilitate discussion and participation in class activities. Being a good participant does not require that you address every question posed. You should, however, try to address questions or comments, posed by the instructor and your class members on a regular basis. Your responses should be thoughtful and always respectful of others, even when you may disagree with their perspective.

### **Canvas**

This course will utilize Canvas, a Web-based course management system in which a password-protected site is created for each course. Canvas will be used to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and possibly to take online quizzes and surveys. You will be responsible for learning how to use and checking the Canvas course site regularly for class work and announcements. For help with Canvas, click on “help” on the course website main page and follow the instructions corresponding to the issue, or call the ITS helpdesk at 512-475-9400. Canvas is available at <http://canvas.utexas.edu>

### **Course Rules/Requirements**

1. Regular and punctual attendance, as described previously.
2. Assigned readings need to be completed in advance of each class session. Students should be prepared to ask any questions that might have arisen from the assigned materials and participate in class discussions and activities derived from the readings.
3. This course will emphasize understanding of the material above memorization. Therefore, when completing assigned readings, each student should attempt to: (a) synthesize the critical issues discussed in each reading, (b) think about how these critical issues relate to your own personal/professional experiences, and (c) think about how these critical issues may impact the work you plan to do in the future.

Course assignments are expected to be completed and turned in on time. **ALL assignments other than ICAs and in-class exams must be submitted electronically in Canvas. All assignments (including the Take-Home Exam) will be considered late and scored as 0 points if not uploaded to Canvas on time (no paper copies accepted).** An assignment will be considered late based on the due date and time specified for each assignment in the syllabus, on the assignment documents, in the ppt or on the course website. Failure to understand how to use Canvas or a computer difficulty is not an excuse for a late assignment. Late assignments may be considered with an excused medical absence (note from doctor/UT Health center required) or there is a clear, documented emergency. You must register with the UT Student Emergency Services as documentation of the emergency; they must email me directly. <http://deanofstudents.utexas.edu/emergency/> If you have no documentation for your absence, your excuse will not be considered. You must contact the instructor or TA by email as soon as possible regarding your medical or emergency situation.

4. In-Class Activities (ICA) **CANNOT** be made up as these occur during class time and require live participation. If students have a documented and or prior approval for missing days, opportunities to make up points will be provided as necessary. Tests **CANNOT** be made up unless test days conflict with religious holidays, you have provided the instructor with a known prior excused absence (e.g., mandatory sports game, planned medical procedure), or have a sudden documented illness or emergency. Please notify the instructor and TA in advance of any known prior conflicts with Test dates to reschedule (e.g., religious holidays, scheduled to play in team sports event if you are an athlete). If you miss an exam due to a documented illness or emergency, your exam will be different questions than provided in class.
5. On all written assignments, students are expected to use person-first language (see RTC/IL, 2013 – Guidelines for Reporting about People with Disabilities available at <http://rtcil.org/products/media/guidelines/language>

### **University of Texas Honor Code**

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

### **Policy on Scholastic Dishonesty**

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information please visit the Student Judicial Services Web site: <http://deanofstudents.utexas.edu/sjs/> If you are suspected of academic dishonesty, I will refer your case directly to the Student Judicial Services office. They will consider the evidence and make a decision.

## **University Safety Policy**

Please read through the following safety recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>

- Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- 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 their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors.
- 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.
- If you notice concerning behaviors in a friend, coworker, or classmate, call the university's anonymous Behavior Concerns Advice Line at **512-232-5050**. If you feel there is imminent danger or threat, call 911; your call will be routed to the correct dispatch office according to your location.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at: [www.utexas.edu/emergency](http://www.utexas.edu/emergency)
- Other important Emergency Information: <http://www.utexas.edu/safety/preparedness/>

## **Important Dates for Fall Semester 2018**

Please see the following website for a complete list of important dates in The University of Texas at Austin Calendar: <https://registrar.utexas.edu/calendars/18-19>

## **University Electronic Mail Notification Policy**

All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice a week. The complete text of this policy and instructions for updating your e-mail address are available at <http://www.utexas.edu/its/policies/emailnotify.html>. In this course e-mail will be used as a means of communication with students. You will be responsible for checking your e-mail regularly for class work and announcements.

## **Students with Disabilities**

Students with disabilities who require accommodations need to get a letter that documents the disability from the Services for Students with Disabilities area of the Office of the Dean of Students (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). This letter should be presented to the instructor at the beginning of the semester and accommodations needed should be discussed at that time. See the following website for more information: <http://ddce.utexas.edu/disability/>

**Course Foci:** Course content, assignments, activities, and assessments are linked to the Council for Exceptional Children and State Board of Educator Certification (SBEC) Standards. The corresponding SBEC standards are in parentheses.

1. Rights and responsibilities of students, parents, teachers and other professionals and school related to exceptional learning needs. CC1K4 (1.9K)
2. Articulate personal philosophy of working with students with diverse needs. CC1S1
3. Educational definitions and issues related to the identification of individuals with disabilities. GC1K1 (1.3k, 1.4k, 5.4k)
4. Principles of normalization and concept of least restrictive environment. GC1K8 (1.7k, 1.1k)
5. Include plans for differentiating instruction in specific lesson plans. CC7S10 (6.2s)
6. Select and use specialized instructional strategies appropriate to the abilities and needs of the individual. GC6S2
7. Prevention and intervention strategies for individuals at risk. GC4K4 (1.3s)
8. Use instructional practices based on knowledge of the child, family, community and the curriculum. EC4S1
9. Modify homework, grading, and testing appropriate to the abilities and needs of the individual.
10. Use knowledge of future education settings to develop learning experiences and select instructional strategies for young children. EC4S2
11. Prepare young children for successful transitions. EC4S3
12. Effects an exceptional condition(s) can have on an individual's life. CC3K1 (4.10k)
13. Differing ways of learning of individuals with exceptional learning needs, including those from culturally diverse backgrounds, and strategies for addressing these differences. CC3K5
14. Relate levels of support to the needs of the individual. GC3S1 (1.7k, 4.2s, 9.7k) 3
15. Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs. CC7S1 (4.3s)
16. Understanding the major demands of learning environments. CC5K1 (6.2k)
17. Basic classroom and behavior management models, principles, and strategies for individuals with exceptional learning needs. CC5K2 (6.1k, 6.2k, 7.3k)
18. Recognition of classroom rules that involve and benefit students with special needs. GC5S6
19. Identification of classroom situations for which procedures are needed.
20. Establish consistent classroom routines. BD5S1
21. Knowledge of a range of prevention and intervention strategies for individuals whose behavior interferes with their learning or the learning of others. BD4K4
22. Emphasis on the use of positive behavior interventions and supports for creating/increasing appropriate behavior.
23. Understand the use of assistive and instructional technologies. GC5S2 (6.17s, 8.6k, 8.3s, 8.6s, 8.7s)
24. National, state or provincial and local accommodations and modifications for accountability assessment. CC8K5
25. Procedures for early identification of young children who may be at risk for disabilities. GC8K4.
26. Roles of general and special educators in working with individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.

CC10K2 (3.3k, 3.4k, 3.5k, 3.1s)

27. Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs. CC10S9 (1.2s, 3.9s)

## **II. Course Requirements and Evaluation**

Your grade will depend on your level of participation and the quality of your work in completing the following assignments (described in the next section below). **All of your assignments (except ICAs and in class exams) MUST be uploaded or entered into Canvas; I will not accept paper copies of assignments.** For some assignments, you will upload Word documents; for other assignments, you will be required to scan original documents as PDFs and upload the PDF as part of your assignments. For some assignments, you may be able to upload a photo of the document to Canvas. Check with the TA or professor as to whether or not a photo will be accepted or if a scan is required. There is a free app, CamScanner, that can convert pictures to PDFs or the Information Technology Office (ITO) in the Sanchez building has computers available to scan documents into PDFs.

[http://www.edb.utexas.edu/education/ito/facilities/comp\\_facilities/](http://www.edb.utexas.edu/education/ito/facilities/comp_facilities/)

Other locations with scanners:

<http://wiki.lib.utexas.edu/hdi/pmwiki.php/Main/FindAScanner>

It is your responsibility to ensure your assignment has been uploaded properly. For each of the assignments below, the numbers in brackets refer to the Course foci previously listed on pg. 6-7.

### **ASSIGNMENTS/REQUIREMENTS**

#### **1. Assistive and Instructional Technology (AIT) Lab Visitation (15 points) [12, 14, 23]**

One scheduled orientation visit to the Assistive and Instructional Technology Lab in SZB 518e is 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.

- You will need to sign-up for a visit to the lab – the sign-up period begins **September 5th, 2018**. See AIT lab orientation document uploaded to Canvas which has the information in the document regarding sign up procedures and other details. The actual orientations begin on **September 12th, 2018** and end on **November 16th, 2018**. I strongly advise that you sign up as soon as you can – this class is not the only class doing these visits so spots fill quickly. Work directly with the AIT lab supervisor (Ashley Bagwell at [afbagwell@utexas.edu](mailto:afbagwell@utexas.edu)) if you encounter problems in signing up.
- During your site visit, you should collect information that is requested on the “AIT Site Visit Form” – use this form to take notes during your visit. Make sure your AIT Site Visit form is **completed and signed**. You will upload this to Canvas by the due date.

#### **2. Service Learning Project (50 points) [1, 5, 6, 7, 8, 9, 13, 14, 15, 16, 17, 22]**

You must complete at least 15 hours of fieldwork in a setting in which you have contact with students or other individuals with disabilities. In most settings, you will provide tutoring and/or mentoring to one or more individuals with disabilities; however, it is possible that you may perform other activities depending on your setting.

- There are 4 assignments related to your Service Learning Project.
  - **Service Learning Agreement (5 points)** – You are responsible for selecting a volunteer placement to complete your 15 hours of volunteer work throughout the semester. You may choose any placement from the approved site list (posted on Canvas). If you prefer to do your volunteer work somewhere else, you need to preapprove your site with us. Once you have selected your placement, you must get the supervisor at your host organization to confirm your placement. For liability reasons, you cannot begin your site visits until this assignment is turned in. You may use the official Service Learning Agreement form (on Canvas), but we will also accept screenshots of an email or other correspondence confirming the site agrees to have you complete your placement there.
  - **Service Hour Log (5 points)** – You must maintain a log including the dates, a brief description of tasks performed on a given date, and the number of hours performed on that date. After you have completed your 15 hours, your supervisor must sign this form, and then you will submit this on Canvas.
  - **SLP Discussion Boards (4 discussion boards x 5 points each = 20 points)** – At 4 times during the semester, you will be broken into groups to participate in group discussion boards. This will be your chance to share your experiences, highs/lows, questions, etc. with your classmates and also get insight from other placements your classmates chose for their site. Detailed instructions will be provided on Canvas.
  - **SLP Reflective Journal (20 points)** – You will be required to write a reflective journal paper that details your experiences at your SLP placement. The prompts for this will be included on Canvas in a rubric. You may submit this as soon as you complete your hours, but you have until the end of the semester to complete your journal. It's highly recommended you take notes on your experience or write parts of the reflective journal throughout the semester.

### **3. In-class activities (ICAs) (20 ICA's x 5 points each = 100 points)**

During the class sessions, you will provide reflections and reactions to various videos, guest speakers, or other material presented in class. You will turn in your handwritten notes or Canvas entries TWICE during the class period: typically, these will be once at the beginning (worth 2.5 points) and once at the end of the class period (worth 2.5 points) for a total of 5 participation points for the day. Thus, if you arrive late or need to leave early on a given class day, you would still be eligible to earn half the points for the portion of class you did attend. Your submissions should include both your name and your UT EID to indicate that it is your work. It is your responsibility to ensure we have your completed in-class activity sheets and turn them in when asked. No ICA sheets will be accepted after we have collected the group's responses at the beginning of class or after exiting class at the end. You must be present in class to receive points for these activities. You can check Canvas to monitor your progress throughout the semester.

**Under no circumstances should a student turn-in the work of another student (as if they were in class). This is considered academic dishonesty and can result in an F in the class and dismissal from the university for both students (i.e., the student who turned in the work of another student when they were absent and the student who was absent requesting for their peer to turn in their work for them).**



#### **4. Mini Projects (2 projects x 15 points each = 30 points)**

At two times throughout the semester you will be assigned a brief mini project to complete. These will include applying knowledge from class in a practical manner. You will complete the projects following the specific rubrics for each project outlined on Canvas.

#### **5. In-Class Tests (20 points each X 4 = 80 pts total)**

You will take four in-class multiple choice exams at different time points in the semester to assess your individual knowledge across the chapter content in the Hallahan et al. textbook or other assigned course readings and class lectures. These will be individual tests, however you will be allowed to use your book and notes for the test. Tests will be in class but completed on Canvas. If you prefer paper tests, you will need to let us know ahead of time so we can have a copy printed for you.

#### **6. Adapted Lesson Plan Project (25 pts total)**

This is a take home project you will complete individually. This project will include various assessment components. You will (a) reflect on/write about your own family systems, (b) write your own teaching philosophy; (c) locate/list and briefly describe resources in your area of teaching or your major area, and (d) finally, you will create a case study around a student with a disability in which you will adapt a lesson plan for this target student.

#### **Bonus Points (15 points)**

You will have opportunities for up to 15 bonus points throughout the semester. You will have up to 9 bonus points for the first 3 classes (3 pts per class for attendance), 3 points for your “About You” document, and 6 points for coming to the second to last class day (12/4) and completing in-class bonus activities.

Assignment / Requirement	Due Date	Point Value
1. Assistive Technology Site Visit	Sign up opens 9/12 AIT Site Visit Form – Due 11/27	15
2. Service Learning Project	Service Learning Agreement – Due 10/2  SLP Discussion Boards – Due 9/11, 10/4, 10/30, 11/29  SLP Hour Log & SLP Reflective Journal – Due 12/7	50
3. In class activities (20 class periods x 5 points each)	In-class; half the points at the beginning of class and half the points at the end of class; no make-ups	100
4. Mini Projects (2 projects x 15 points each)	Mini Project 1 – Due 10/9 Mini Project 2 – Due 11/20	30
5. In-Class Tests (4 tests x 20 points each)	Test 1 – 9/25 Test 2 – 10/16 Test 3 – 11/8 Test 4 – 12/6	80
6. Adapted Lesson Plan Project	Due 12/7	25
<b>Total Points</b>		<b>300</b>
Bonus Points	Class attendance – 8/30, 9/4, and 9/6 (3 pts each)  About You document – 9/4 (3 pts)  Class attendance – 12/4 (6 pts)	15

## Grades

+/- grades *will not* be used; grades will be assigned in the following manner:

A = 300 - 269 points

B = 268 - 239

C = 238 - 209

D = 208- 179

F = 178 or below

## How to Determine Your Grade

Simply add all of the points in Canvas you have earned and compare the total to the grading criteria above. Remember to add in your bonus points if you have earned any in adding up your grade.

### Course Feedback

Feedback is an important part of any kind of learning. Without feedback on how well students understand the material, it is more difficult for students to make significant progress. In this course each of you may give me feedback on your learning in informal and formal ways, such as during assignments, in class activities, and class discussions. Always feel free to write in your ICA entries any feedback/suggestions. I want you to let me know when something we discuss is not clear. This kind of communication will enable me to provide additional information when needed or to explain a concept in different terms.

It is the policy of the College of Education that all organized courses be evaluated using a Course Instructor Survey arranged through the Measurement and Evaluation Center at the end of the semester. You will be given this course evaluation during the last week of the course. Student evaluations remain anonymous; the instructor will not be present during the evaluation and will not see the answer sheets until grades have been officially reported.

### III. Tentative Course Schedule

(The times of delivery & emphasis of course content are subject to change)

Date	Main Topic	Assignments and Readings
<b>Session 1: August 30</b>	<b>Overview of Disability &amp; Special Education</b> Introduction and Overview of Course	All page numbers for chapter readings refer to the loose-leaf text version.  <b>Bonus ICA (3 pts)</b>
<b>Session 2: September 4</b>	<b>History of Disability</b> Guest speakers for SLP	<u>Readings to be Completed by class day:</u> Textbook Ch. 1  <b>About You document Due (3 Bonus pts)</b>  <b>Bonus ICA (3 pts)</b>  AIT sign-up opens TOMORROW; log onto Canvas to access calendar sign-up. See instructions on Canvas in AIT document folder.
<b>Session 3: September 6</b>	<b>Evaluation, Placements, &amp; Inclusion</b> Guest speakers for SLP	<u>Readings to be Completed by class day:</u> Textbook Ch. 2 pg.'s 20-34  <b>Bonus ICA (3 pts)</b>
<b>Session 4: September 11</b>	<b>Current Practices &amp; Roles of Educators</b>	<u>Readings to be Completed by class day:</u> Textbook Ch. 2 pg.'s 34-45  <b>SLP Discussion Board 1 Due</b>
<b>Session 5: September 13</b>	<b>Special Education Law</b>	<u>Readings to be Completed:</u> Readings posted to Canvas

<b>Session 6: September 18</b>	<b>Early Childhood</b>	<u>Readings to be Completed:</u> Readings posted to Canvas
<b>Session 7: September 20</b>	<b>Adulthood</b>	<u>Readings to be Completed:</u> Readings posted to Canvas
<b>Session 8: September 25</b>	<b>Test #1</b> Test covers readings and class lectures from 8/30 – 9/20	
<b>Session 9: September 27</b>	<b>Working with Parents &amp; Families</b>	<u>Readings to be Completed:</u> Textbook Ch. 4
<b>Session 10: October 2</b>	<b>Multicultural &amp; Bilingual Special Education</b>	<u>Readings to be Completed:</u> Textbook Ch. 3  <b>Service Learning Agreement Due</b>
<b>Session 11: October 4</b>	<b>Classroom Strategies</b>	<u>Readings to be Completed:</u> Readings posted to Canvas  <b>SLP Discussion Board 2 Due</b>
<b>Session 12: October 9</b>	<b>1:1 or Small Group Strategies</b>	<u>Readings to be Completed:</u> Readings posted to Canvas  <b>Mini Project 1 Due</b>
<b>Session 13: October 11</b>	<b>Intellectual Disability</b>	<u>Readings to be Completed:</u> Textbook Ch. 5
<b>Session 14: October 16</b>	<b>Test #2</b> Test covers readings and class lectures from 9/27 – 10/11	
<b>Session 15: October 18</b>	<b>Learning Disability</b>	<u>Readings to be Completed:</u> Textbook Ch. 6
<b>Session 16: October 23</b>	<b>ADHD</b>	<u>Readings to be Completed:</u> Textbook Ch. 7
<b>Session 17: October 25</b>	<b>Emotional/Behavioral Disorders</b>	<u>Readings to be Completed:</u> Textbook Ch. 8
<b>Session 18: October 30</b>	<b>Physical Disability &amp; Other Health Impairment</b>	<u>Readings to be Completed:</u> Textbook Ch. 14  <b>SLP Discussion Board 3 Due</b>

<b>Session 19: November 1</b>	<b>Blind &amp; Visual Impairment</b>	<u>Readings to be Completed:</u> Textbook Ch. 12 pg.'s 292 - 305
<b>Session 20: November 6</b>	<b>Blind &amp; Visual Impairment</b>	<u>Readings to be Completed:</u> Textbook Ch. 12 pg.'s 305 - 317
<b>Session 21: November 8</b>	<b>Test #3</b> Test covers readings and class lectures from 10/18 – 11/6	
<b>Session 22: November 13</b>	<b>Autism Spectrum Disorder</b>	<u>Readings to be Completed:</u> Textbook Ch. 9
<b>Session 23: November 15</b>	<b>Deaf &amp; Hearing Impairment</b>	<u>Readings to be Completed:</u> Textbook Ch. 11
<b>Session 24: November 20</b>	<b>Communication Disorders</b>	<u>Readings to be Completed:</u> Textbook Ch. 10  <b>Mini Project 2 Due</b>  <b>Adapted Lesson Plan Project available on Canvas by 11:00am</b>
<b>November 22</b>	<b>NO CLASS</b> <b>Thanksgiving Break</b>	
<b>Session 25: November 27</b>	<b>Gifted &amp; Talented</b>	<u>Readings to be Completed:</u> Textbook Ch. 15  <b>AIT Lab Visit Form Due</b>
<b>Session 26: November 29</b>	<b>Severe &amp; Multiple Disabilities</b>	<u>Readings to be Completed:</u> Textbook Ch. 13  <b>SLP Discussion Board 4 Due</b>
<b>Session 27: December 4</b>	<b>Review &amp; Bonus Day</b>	<b>Bonus ICA (6 pts)</b>
<b>Session 28: December 6</b>	<b>Test #4</b> Test covers readings and class lectures from 11/13 – 11/29	<b>Adapted Lesson Plan Project Due 12/7</b>  <b>SLP Reflective Journal and SLP Service Hour Log Due 12/7</b>
<b>Finals Week</b>	<b>NO CLASS</b> <b>Good luck everyone!</b>	Have a safe and enjoyable winter break!