

ALD 322

Individual Differences

Instructor Info

Jim Patton, Ed.D.

Office: SZB 408A

Phone: 512.740.4082

Email: jpatton91@me.com



Office Hours

Tuesday: 9:00 - 10:30a

Thursday: 2:00 - 4:00p;

8-9p

*online hours to be announced

*other hours - by appointment

Class Session

Thursday: 5:00p to

8:00p (7:45p)

UTC 3.104

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.

Support Personnel:

Paul Steinle [Co-Instructor]

Office: SZB 214

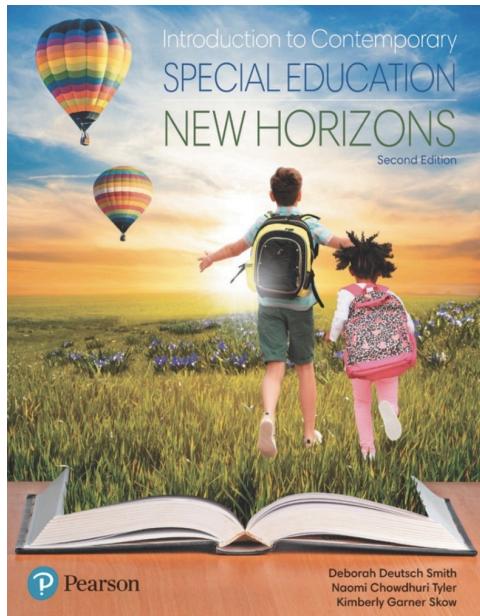
Hours: Tues:1:30-3:30p: Wed: 2-4p

Jordan Dille [Teaching Assistant]

Office: SZB 242H

Hours: TBA

Primary Text:



Required Readings

Students are asked to complete readings for each class session. Most readings will come from the textbook that has been chosen for the course. Some readings will be made available as PDFs. All assigned readings are listed on the schedule.

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

Course Flag

**This course currently carries one flag:
“Cultural Diversity”**

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.



My Teaching Philosophy

Learning occurs best when folks are enjoying what they are doing. I love teaching 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 some lecture, lots of discussion, guest presenters, video & audio clips, and in-class activities. I believe that you will find that each session will go by pretty quickly, as will the semester.

Weeks 2-3:

Historical Perspective
Programs & Services
Diversity & Differences
Cultural Considerations
Responsible Inclusion
Model for Differentiating Instruction

Weeks 4-15:

Areas of Disability:
Physical
Developmental
Cognitive/Learning
Sensory

At-Risk Groups:
[from a school perspective]
Homeless
Refugees
Abuse & Neglect
Parents/Incarcerated
Parents/Serious Illness

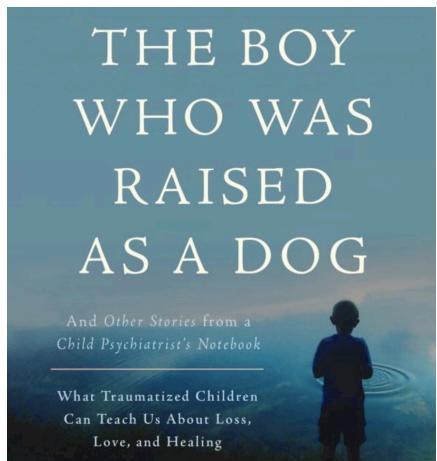
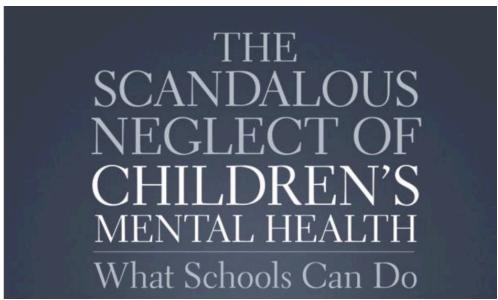
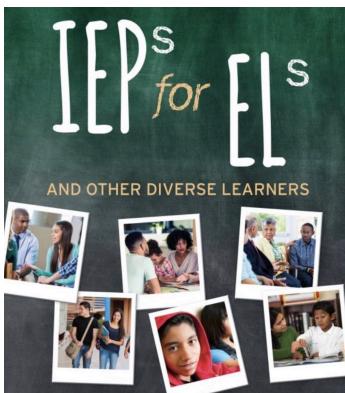
Course Goals

Upon completion of this course, each of you will be able to:



- 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.





Course Requirements — Administrative:

[Attendance](#). Class attendance *per se* will not be considered in grading. However, regular attendance is highly recommended for the following reasons:

- Reading material will be discussed in class.
- In-class discussions will cover material from sources other than readings.
- Guest speakers will cover selected topics presented from a personal/professional perspective.
- Credit for the completion of various in-class activities (ICAs) can only be achieved if one is present in class.

[Assignments](#). Assignments are to be submitted electronically. 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 US and world.

[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. There is no grading penalty for completing the course by the negotiated date.

[Late assignments](#). Late assignments of major course requirements will be accepted; however, one point will be deducted for each school day after the due date of the assignment.

Accommodations

I have tried to design this class using the principle of universal design for learning (UDL) whereby 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 and unique needs that a student might have. I will comply completely with any official directives provided by the Services for Students with Disabilities Office (www.utexas.edu/diversity/ddce/ssd).

Activity make-ups. In-class activities **CANNOT** be made up, unless extraordinary circumstances explain your inability to be in class.

Academic honesty. I expect that all activities performed in this class conform to a standard of personal integrity and honesty. 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. The UT Student Honor Codes reads: "As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity." I want you to attach the following **statement** to all major course requirements that has been individually assigned in this class: "*I have neither given nor received assistance from any other person on this [state the activity].*" After you write this statement, I want you to initial it.

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.

Due Dates

These are the due dates for the major course requirements.

KAs:

- #1: **Feb 21**
- #2: **Apr 04**
- #3: **May 09**

Media Analysis: Mar 14

AIT Lab: Apr 25

SLP: May 09

IP: May 09



Course Requirements — Academic:

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

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.

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

In-Class Activities (ICAs) 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.

Due: during each class period

Outside-of-Class Activities (OCAs): 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.

Due: at 11:59p the night before class

Single Most Important Thing (SMIT): At the end of each class session or within one hour after class, you should submit a one sentence/phrase that captures, in your opinion, the single

Assignment Weighing:

There are 200 points possible for the course. The grade you obtain for this course depends on the TOTAL number of points you earn throughout the term. The point values for each course requirement are provided below.

KA: 75 points
(KA1=25; KA2=25; KA3=25)

SLP: 25 points

AIT: 10 points

Media Analysis: 10 points

Individual Project: 25 points

OCAs: 15 points

ICAs: 25 points

SMITs: 15 points

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): 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.

Individual Project (IP): Each student must complete an individual project that involves completing mini-assignments that relate to the goals of this course. *Guidelines* will be provided to explain this requirement in more detail.

Product: A document file (Word, Pages, PDF) submitted by the due date. Extension rule applies.



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%



Service Learning Project (SLP): Complete at least **15 hours** of fieldwork in the setting in which you are 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 **Jan 31**.

(c) Read the "Service Learning Agreement" (one of the five documents on the website) and submit it via Canvas (SLP module) **Feb 07**. Your field experience supervisor MUST sign this form. Scan this form and post to the SLP.

(d) Generate "personal reflections" of your SLP experience. These reflections should reflect your 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).

(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.

(f) Evaluation criteria: requirements met; effort put into the blog entries.

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). Extension rule applies.

Assistive & Instructional Technology (AIT)

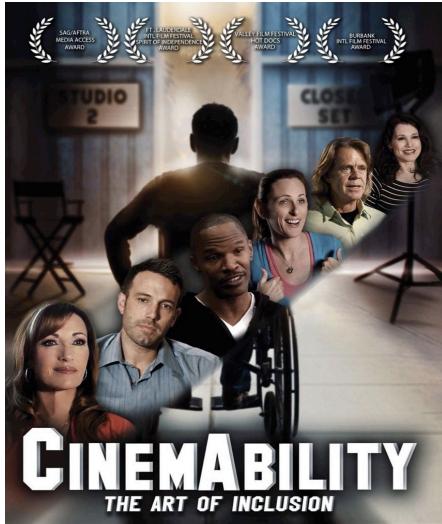
Lab Visitation. Site visits to the AIT Lab in SZB 518e are required to better acquaint students in ALD 322 with the use of assistive technology (AT) across a number of settings in which individuals with special needs work, learn, and live. Specific information about this assignment is provided in the “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). Extension rule applies.

Media Analysis. This activity is designed to get you to analyze how persons with disability or other at risk populations are portrayed in the media . Guidelines for completing this course activity will be provided in the module for this activity on Canvas.

Product: Document that includes the information provided in the guidelines. Extension rule applies



ADDITIONAL ASPECTS OF THE COURSE

Course Feature	Information												
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 threads in the discussion forum named “Topics of Interest” or the discussion forum named “Accessibility Violations.”</p>												
Session Schedule	<table> <tbody> <tr> <td data-bbox="638 766 845 808">5:00 (sharp)</td><td data-bbox="845 766 1581 808">begin class</td></tr> <tr> <td data-bbox="638 808 845 851">5:00 – 5:15</td><td data-bbox="845 808 1581 851">news/course business</td></tr> <tr> <td data-bbox="638 851 845 893">5:15 – 6:25</td><td data-bbox="845 851 1581 893">session – part A</td></tr> <tr> <td data-bbox="638 893 845 935">6:25 – 6:35</td><td data-bbox="845 893 1581 935">break</td></tr> <tr> <td data-bbox="638 935 845 977">6:35 – 7:40</td><td data-bbox="845 935 1581 977">session – part B</td></tr> <tr> <td data-bbox="638 977 845 1020">7:40 – 7:45</td><td data-bbox="845 977 1581 1020">SMIT</td></tr> </tbody> </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
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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.

20jan19

TENTATIVE SCHEDULE OF TOPICS

This schedule may change to meet class needs. You will be notified if this occurs.

DATE	TOPIC	Readings	NOTES/DUE DATES
1	Jan 25	Welcome Introductions Course overview & Business SLP representatives	<i>Smith (Epiphany)</i> organizational reps
2	Jan 31**	Historical & Legal Foundations Programs & Services Intro to IEPs	Ch. 4 Ch. 3 [3.1-3.3; 3.7] Ch. 14 [14.2; 14.11] SLP site selection due g: Lisa S
3	Feb 07	Diversity and Differences Inclusive Education Differentiated Instruction-intro Cultural Considerations Traumatic Brain Injury	Ch. 1 Ch. 2 [2.1-2.5] <i>Patton-1 (di-intro)</i>
4	Feb 14	Physical Disability Health Impairment Accessibility	Ch. 11 <i>Martin</i>
5	Feb 21	Blind & Low Vision KA #1	Ch. 13 g: Lori P
6	Feb 28	Intellectual Disability Family issues Transition	Ch. 9 <i>Prior (Dad perspective)</i> <i>Patton & Dunn (intro to transition)</i> g: Boyce/Amy G g: Priors
7	Mar 07	Learning Disability Response to Intervention (RTI)	Ch. 6 <i>Reiff et al. (LD experiences)</i> Ch. 2 [2.6]
8	Mar 14	Attention Deficit Hyperactivity Disorder	Ch. 7 <i>Mooney & Cole (personal take)</i>
	Mar 21	BREAK	
9	Mar 28	At Risk: Homelessness Parent – incarcerated Child Abuse/Neglect	<i>Smith et al. (at risk)</i> <i>Herman (PTSD)</i> g: Isa A g: TBA
10	Apr 04	Deafness & Hard-of-Hearing KA #2	Ch. 12 g: Lauren K
11	Apr 11	Autism Spectrum Disorder	Ch. 8 g: Jack & Louis S
12	Apr 18	Speech & Language Disorders Giftedness	Ch. 5 Ch. 15 g: Mirza L-N g: Joy K
13	Apr 25	Emotional & Behavior Disorders Mental Health Issues	Ch. 10 Ch. 2 [2.7] <i>Samuels (ebd)</i> <i>Kauffman & Badar</i> AIT visit report due g: Jessica M
14	May 02	At Risk: Refugee students Serious Illness – parent	<i>McCue(chronic illness)</i>
15	May 09	Putting It All Together Concluding Comments/Thoughts KA #3	<i>Hart (Honors Day)</i> IP due SLP due