

Washburn University  
Department of Education

**ED 302: Teaching Exceptional Learners**  
Fall 2006

Instructor: Michael Rettig, Ph.D.  
E-Mail: michael.rettig@washburn.edu

Office: 310 Carnegie  
Phone: 670-1424

Course Description:

The purpose of this course is to acquaint you with the field of special education. An emphasis will be placed on understanding students with specific exceptionalities and in learning about instructional considerations that can be used when working with exceptional students. In addition, you will be expected to demonstrate an understanding of how developments in other areas such as medicine, economics, technology, social/cultural factors, and values/attitudes impact special education.

Dimensions of Reflective Practice:

The course addresses the following dimensions of Reflective Practice of the Department of Education:

Reflection on self as an emerging, developing, and maturing professional.  
Reflection on the context of teaching and learning  
Reflection on student differences  
Reflection on content  
Reflection on methods and materials  
Reflection on assessment as a process for change

Course Objectives:

At the completion of this course students should be able to demonstrate knowledge of:

- \* the relationship of special education to regular education
- \* the types of instructional arrangements for students with exceptionalities
- \* the impact of legislation and litigation on special education
- \* the definitions, causes, and characteristics of different exceptionalities
- \* parental rights and responsibilities in special education
- \* an understanding of the impact of exceptionalities on learning and behavior
- \* the impact of developments in other fields such as medicine, economics, and technology.

Diversity Proficiencies:

Information will be provided to address Knowledge Construction, Content Integration and Prejudice Reduction. We will have discussions of the many ways in which students can differ, how we can foster meaningful learning among students, and how students and families from different backgrounds approach learning and education. Students will be encouraged to think about their own beliefs and values regarding others.

### KSDE Standards:

Information presented in this course corresponds to the following KSDE Professional Education Standards: 1, 2, 3, 4, 6, 10, 12 and 13 and the following Knowledge Indicators:

- 1.2 The educator understands the students' conceptual framework and their misconceptions for an area of knowledge can influence their learning.
- 2.1 The educators understands how learning occurs- how students construct knowledge, acquire skills, and develop critical thinking-and knows how to use instructional strategies that promote learning for all students.
- 2.2 The educators understands that students' physical, social, emotional, moral, and cognitive development influences learning and knows how to address these factors when making instructional decisions.
- 2.3 The educator is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral, and cognitive), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others.
- 3.1 The educator understands and can identify differences in approaches to learning and performance and can design instruction that helps use students' strengths as the basis for growth.
- 3.2 The educator understands that diversity, exceptionality, and limited English proficiency affects learning.
- 3.4 The educator understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.
- 3.5 The educator has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction.
- 3.6 The educator has knowledge of state and federal regulations related to children and youth with exceptionalities.
- 4.3 The educator knows how to enhance learning by using a wide variety of materials, including human and technological resources, primary documents and artifacts, texts, reference books, literature, and other print resources.
- 6.1 The educator understands communication theory, language development, and the role of language in learning.
- 6.2. The educator understands how differences in culture, gender, and exceptionality can affect communication in the classroom.
- 10.2 The educator understands how factors in the students' environment outside of school (e.g. family circumstances, community environments, health, and economic conditions) may influence students's lives and learning.
- 12.3 The educator understands how technology and other instructional tools can be used to enhance instructional practices, enhance professional development, and facilitate professional productivity.
- 13.5 The educator understands how educational policy is formulated and how it affects classroom practices.
- 13.6 The educator understands legal issues that impact all students, classrooms, teachers, administrators, and parents.

### Course Outline:

Aug. 21      Introduction, History

28	History, Laws
Sept. 4	* Labor Day *
11	Service Delivery, Inclusion, Cultural Diversity
18	* Midterm Exam I *
25	Mental Retardation
Oct. 2	Mental Retardation, Traumatic Brain Injury, Communication Disorders
9	Hearing Impairments, Application of Technology
16	* Midterm Exam II *
23	Learning Disabilities, ADHD
30	Physical Disabilities, Applications of Technology
Nov. 6	Visual Impairments
13	* Midterm Exam III *
20	Behavior Disorders, Autism, Classroom Management
27	Gifted * Papers or O & P reports due *
Dec. 4	Parent and Families
11	* Final Exam *

#### Instructional Methods:

Because of the vast amount of information to be covered, this course is primarily lecture-based. Videos will be shown periodically to enhance and supplement our discussions. Questions and discussion are highly encouraged. Some small group work will also be used. Students who may need special assistance, such as that due to the presence of a disability, should contact the instructor as soon as possible.

#### Course Requirements:

- \* Attendance is expected for all class sessions. An excessive number of absences will result in a lower letter grade.
- \* Three midterm examinations worth 100 points each.
- \* One final examination worth 100 points.
- \* One Observation and Participation (O & P) or Topical reflection Paper worth 100 points. Reports can be turned in any time during the semester, but late papers will not be accepted.

Grades will be based on a percentage of the total number of points possible: 90% = A, 80% = B, 70% = C, etc.

### Out of Class Assignment:

You may choose from one of two options for the out of class assignment. One option involves completing an Observation and Participation (O & P) and the second option involves researching and writing a paper on a topic relevant to special education.

The O & P must be conducted in a special education setting. The O & P will consist of 15 hours of participation in the setting and a short 2-3 page (typed and doubled spaced) reflective paper describing your experience. In your paper you should describe who you worked with, where, for how long, and how information in this course related to what you did. In addition, provide some information on the school setting including diversity (e.g. ethnicity of staff/students). Also include the signed evaluation form that is attached.

Please note that past experiences will not count for this assignment. To meet the requirements of this assignment your O & P must be done this semester. Also note that work with relatives is generally not considered to be appropriate for this assignment.

It will be to your advantage to conduct the O & P in the school setting for which you are preparing and to get started as soon as possible. If you need assistance, please contact your instructor.

During the O& P experience you will be expected to present yourself in a professional manner. Supervising staff will be asked to evaluate your performance.

A Topical Paper is a second option for the completion of the out-of-class assignment. The paper should focus on the instruction of students with disabilities in the elementary school setting. The approximate length of this paper is 10 pages (typed and doubled spaced). The paper should be prepared in APA format and contain at least 6 appropriate literature sources. Examples of topics might include teaching reading to a student with learning disabilities, or how to foster inclusion in an elementary classroom. Please speak to your instructor before beginning this option.

### **Select Mission of the University:**

Washburn University shall prepare qualified individuals for careers, further study and life long learning through excellence in teaching and scholarly work. Washburn University shall make a special effort to help individuals reach their full academic potential. *Washburn University Board of Regents, 1999*

### **Academic Misconduct Policy:**

All students are expected to conduct themselves appropriately and ethically in their academic work. Inappropriate and unethical behavior includes (but is not limited to) giving or receiving unauthorized aid on examinations or in the preparation of papers or other assignments, or knowingly misrepresenting the source of academic work. Washburn University's Academic Impropriety Policy describes academically unethical behavior in greater detail and explains the actions that may be taken when such behavior occurs. For guidelines regarding protection of copyright, consult [www.washburn.edu/copyright/students](http://www.washburn.edu/copyright/students). For a complete copy of the Academic Impropriety Policy, contact the office of the Vice President for Academic Affairs, Morgan 262, or go on-line to: [www.washburn.edu/admin/fac-handbook/FHSEC7.htm#VIII](http://www.washburn.edu/admin/fac-handbook/FHSEC7.htm#VIII)

**Disability Services:**

The Student Services Office is responsible for assisting in arranging accommodations and for identifying resources on campus for persons with disabilities. Qualified students with disabilities must register with the office to be eligible for services. The office MUST have appropriate documentation on file in order to provide services. Accommodations may include in-class note takers, test readers and/or scribes, adaptive computer technology, brailled materials. Requests for accommodations should be submitted at least two months before services should begin; however, if you need an accommodation this semester, please contact the Student Services Office immediately.

Location: Student Services, Morgan Hall Room 150

Phone: 785-670-1629 or TDD 785-670-1025

E-Mail: [student-services@washburn.edu](mailto:student-services@washburn.edu)

Students may voluntarily identify themselves to the instructor for a referral to the Student Services Office.

**Center for Undergraduate Studies and Programs (CUSP):**

As a Washburn student, you may experience difficulty with issues such as studying, personal problems, time management, or choice of major, classes, or employment. The Center for Undergraduate Studies and Programs (Office of Academic Advising, Educational Opportunity Program, and Office of Career Counseling, Testing and Assessment) is available to help students either directly through academic advising, mentoring, career counseling, testing and developing learning strategies or by identifying the appropriate University resource. If you feel you need someone with whom to discuss an issue confidentially and free of charge, contact CUSP in Morgan 122, 785-670-1299, [advising@washburn.edu](mailto:advising@washburn.edu).

**Withdrawal Policy:**

During fall and spring semesters, students may withdraw from full semester courses through the second week of class with no recorded grade. From the third through the eleventh week a “W” is recorded for any dropped course. Beginning with the start of the twelfth week, there are NO withdrawals, and a grade will be assigned for the course. For short-term or summer course deadlines, please check the appropriate Semester/Session Course Bulletin Web Site ([www.washburn.edu/schedule](http://www.washburn.edu/schedule))

**Official E-Mail Address:**

Your Washburn University e-mail address will be the official address used by the University for relaying important messages regarding academic and financial information. It may also be used by your instructors to provide specific course information. E-mail messages sent to your Washburn University e-mail address will be considered your official notification for important information. If you prefer to use an alternate e-mail address to receive official University notices, you can access your MyWashburn e-mail account, choose the "Options" tab, and select "Settings", scroll to the bottom of the screen and enter the e-mail address you would like your Washburn emails forwarded to in the “mail forwarding” area. Click on save changes. This will complete the process of forwarding your Washburn e-mail.

**Bibliography**

- Barkley, R. A. (1990). Attention-deficit hyperactivity disorder. New York: The Guilford Press.
- Bigler, E.D. (1990). Traumatic brain injury. Austin, TX: Pro-Ed.
- Bronfenbrenner, U. (1977, July). Toward and experimental ecology of human development. American Psychologist, 513-531.
- Diagnostic and Statistical Manual of Mental Disorders (1994), fourth Edition (DSM-IV), American Psychiatric Association: Washington, D.C.

- Erikson, E. (1963). Childhood and Society. New York: W.W. Norton.
- Fischer, J. & Rettig, M. Dysgraphia: When writing hurts. An electronic publication of the National Association of Elementary School Principals. Nov. 2004.
- Freud, S. (1961). Civilization and its discontents. New York: W.W. Norton.
- Friend, M. & Bursuck, W. (1999). Including students with special needs. Boston: Allyn and Bacon
- Freund, L. & Rich, R. (2005). Teaching students with learning problems in the inclusive classroom. Merrill/Prentice Hall.
- Hallahan, D. & Kauffman, J. (2000). Exceptional learners. (8th edition). Allyn and Bacon.
- Hardman, M., Drew, C. & Egan, M. (1996). Human exceptionality, society, school, and family. Boston: Allyn and Bacon.
- Henley, M., Ramsey, R. & Algozzine, R. (1996). Characteristics of and strategies for teaching students with mild disabilities. Second edition, Allyn and Bacon: Boston.
- Kansas State Plan for Special Education (2000). Kansas State Board of Education.
- Kauffman, J. (2005). Characteristics of emotional and behavioral disorders of children and youth (8th edition). Merrill/Prentice Hall.
- Payne, R. (1996). A framework for understanding poverty. Aha! Process Inc.
- Pitton, D., Warring, D., Frank, K. & Hunter, S. (1993). Multicultural messages: Nonverbal communication in the classroom. (ERIC Document Reproduction Service number ED362519).
- Polloway, E. & Patton, J. (1997). Strategies for teaching learners with special needs. Sixth Edition, Columbus, OH: Merrill Prentice Hall.
- Rettig, M. (1994). The play of young children with visual impairments: Characteristics and interventions. Journal of Visual Impairment and Blindness, 88(5), 410-420.
- Rettig, M. (1994). Play behaviors of young children with autism: Characteristics and Interventions. Focus on Autistic Behavior, 9(5), 1-6.
- Rettig, M. (1995). Play and Cultural Diversity. The Journal of Educational Issues of Language Minority Students, 15, 93-106.
- Rettig, M. (1998). Environmental influences on the play of young children with disabilities. Education and Training in Mental Retardation and Developmental Disabilities, 33(2), 189-194.
- Rettig, M. (2002). Cultural diversity and play from an ecological perspective. Children and Schools 24(3), 189-199.
- Rettig, M. (2005). Using the multiple intelligences to enhance instruction for young children and young children with disabilities. Early Childhood Education Journal, 32(4), 255-259.
- Shoop, M. & Rettig, M. (2003). Developing literacy skills in children with Autism: Strategies for inclusive classrooms. Kansas Journal of Reading, 19, 9-17.
- Smith, D.D. (2001). Introduction to special education. Allyn and Bacon.
- Stainback, W. & Stainback, S. (1996). Controversial issues confronting special education: Divergent Perspectives. Second Edition, Boston: Allyn and Bacon
- Turnbull, R., Turnbull, A. Shank, M., & Smith, S. (2004). Exceptional Lives, Special education in today's schools. Pearson Merrill, Prentice Hall.
- Weiner, L. & Morse, B. (1994). Intervention and the child with FAS. Alcohol Health & Research World, 18(1). 67-73.
- Weyandt, L. (2001). An ADHD primer. Boston: Allyn and Bacon.

Washburn University  
 Department of Education  
 ED 302 Teaching Exceptional Learners  
 Observation and Participation Report

ED 302: Teaching Exceptional Learners is a required course for education majors that focuses on teaching students with exceptionalities. As part of the course requirements, students are required to complete a 15-hour observation and participation (O & P). The intent of this O & P experience is to give Washburn education majors experience working with elementary-aged students with disabilities in typical school settings. It is hoped that the O & P will give our students an opportunity to observe an experienced teacher and more importantly to give our students an opportunity to interact and work with students with disabilities. Our past experiences have shown this to be a valuable experience for our students as it more fully prepares them for working with all students when they graduate.

Student Name: \_\_\_\_\_ Semester: \_\_\_\_\_

School: \_\_\_\_\_ Grade Level: \_\_\_\_\_

Scale: 4 = excellent, 3 = good, 2 = needs improvement, 1 = not acceptable

4                      3                      2                      1

Demonstrates professional behavior with all students and staff				
Participates in appropriate teacher duties				
Shows interest and caring for all students				
Communicates well with students and staff				
Demonstrates an understanding of the learning needs of students with exceptionalities				

\_\_\_\_\_  
Signature of Supervisor

\_\_\_\_\_  
Date

This form should be completed and signed by a supervising teacher and submitted with the O & P written summary.