

Washburn University
ED 302B Teaching Exceptional Learners
Carnegie Room 304, Tuesday/Thursday 9:30-10:45 a.m.

Dr. Gloria A. Dye, Associate Professor
Office: Carnegie Building Room 302
Phone: 785-670-1432
Email: gloria.dye@washburn.edu

Office Hours
Monday 4:00-5:00 p.m.
Tuesday/Thursday 8:30-9:30 & 10:45-11:30 a.m.
Tuesday 4:30-5:00 p.m. Or By Appointment

Syllabus-Fall 2006

Course Description: A survey of the characteristics and educational needs of all types of exceptional learners, with particular emphasis given to those students included in the regular classroom. Examines PL 105-17, and Kansas Plan for instructing exceptional learners in the school environment. Instructional strategies and appropriate resources for various exceptionalities are explored in detail. (Secondary emphasis) Prerequisite: ED 200 & Admission to the Teacher Education Program. Three semester hours of credit.

Course Objectives, Philosophy & Dimensions of Reflection: This course is designed to broaden the awareness of prospective secondary general education teachers about the needs of students who are at-risk and students who are exceptional learners. It is imperative that the prospective teacher demonstrates the ability to work collegially, collaboratively and provide multiple approaches to learning and create instructional opportunities that are equitable & based on developmental levels. They also must be able to adapt & modify instruction for diverse learners, primarily those with exceptionalities. This will be accomplished in this course through the **context of teaching and learning** by careful teaching, discussions, and technology-driven presentations. The context of **self-reflection** will occur through assignments, field-based work and in-class discussions. The opportunities for understanding and appreciating exceptionalities and student differences will occur throughout this course during class presentations, discussions, field-based observations, and assignments. In order to better prepare prospective teachers as reflective practitioners as stated by Washburn's Reflective Educator Philosophy, the departmental conceptual framework & professional competencies will be addressed through the following 2001 Kansas State Department of Education Standards.

Diversity Proficiency: Diversity is inherent within this course. Specifically a class session on Families, Diversity and Multicultural Issues will be presented on **November 28**. **Knowledge construction** will occur as we focus on student differences within each exceptionality. **Content integration** will occur as we examine learning environments which are structured to address the needs of each student with disabilities. This will occur throughout the course with a specific session on **November 2** which features classroom photos of various types of organizational settings and structures. **Prejudice reduction** will be addressed as each candidate **observes students in content-areas classrooms** and provides a **reflective observation paper** for each session. DVDs of parents of students with disabilities will be featured throughout the course, with specific information presented on **October 5**. These diversity concepts will be presented throughout the course as we focus on the specific needs of students with disabilities.

Knowledge:

- 3.2 **The educator understands the diversity and exceptionality that affects learning.**
- 3.6 The educator has knowledge of state and federal regulations related to children and youth with exceptionalities.
- 6.2 The educator understands how differences in culture, gender & exceptionality affect communication in the classroom.

Performance:

- 3.3 The educator makes appropriate provisions for individual students who have particular learning differences or needs.
- 3.4 The educator can identify when and how to use appropriate services or resources to meet diverse learning needs.
- 3.8 The educator is able to recognize learning problems and collaborate with appropriate special services personnel.
- 10.5 The educator talks with and listens to all students, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.

Disability Support

It is the policy of Washburn University to accommodate students with disabilities, pursuant to federal law, state law, and the University's commitment to equal educational opportunities. Any student with a disability who needs accommodation should inform the instructor at the beginning of the course. Students with disabilities should also contact the Services for Students with Disabilities Office for access to such services as note-takers, readers, library assistance, recorders, tapes and other necessary accommodations. Location: Morgan Hall, room 150 Phone: 785-670-1629, 785-670-1025(TDD)

FALL 2006 CLASS SCHEDULE

All chapters listed below can be found in the required Smith, et al (2006) text.

Date	Topic & Assignments
August	22 Orientation/Introductions/Course Syllabus & Reflective Educator
	24 History of Special Education
	29 Chapter 1 Laws, IDEA, Section 504 & ADA
	31 Timeline Assignment Due on Key Laws & Historic Events
September	5 Chapter 4 IEP & Programmatic Needs
	7 How Difficult Can This Be?
	12 Chapter 6 Learning Disabilities & Dyslexia
	14 Textbook & Timeline Assignments Due on LD & Dyslexia
	19 Chapter 5 Attention Deficit Disorders
	21 Chapter 7 Behavior Disorders, Textbook & Timeline Assignments Due on BD
	26 Chapter 8 Mental Retardation, Textbook & Timeline Assignments Due on MR
	28 Preparation for the Midterm Exam
October	3 Midterm Exam
	5 Parent Perspectives/Classroom Perspectives/Teacher Tips
	10 Lesson Plan Modifications- Bring Lesson Plan to class
	12 Chapter 9 Visual Impairments, Textbook & Timeline Assignment Due on VI
	17 Chapter 9 Hearing Impairments, Textbook & Timeline Assignments Due on HI
	19 Fall Break-No Class
	24 Lesson Plan Modifications Assignment Due & Discuss Modifications
	26 Chapter 10 Autism & Traumatic Brain Injury, Textbook Assignments on Autism & TBI are Due
	31 Chapter 10 Orthopedic (Physical) Impairments
	November
	7 Field-based Classroom Observation #1
	9 Field-based Classroom Observation #2
	14 Chapter 13 At Risk, Textbook Assignment on At-Risk Due Classroom Observation Reflection Entry #1 & 2 Due
	16 Field-based Classroom Observation #3
	21 Chapter 12 Gifted, Textbook & Timeline Assignments Due on Gifted Classroom Observation Reflection Entry #3 Due
	23 Happy Thanksgiving!
	28 Chapter 3 Working with Families, Diversity and Multicultural Issues
	30 Field-based Classroom Observation #4
December	5 Chapter 2 Inclusion Classroom Observation Reflection Entry #4 Due
	7 Review & Preparation for Final Exam

FINAL EXAM Wednesday, December 13 @ 9:00 a.m.

Required Text:

Smith, T.E., Polloway, E.A, Patton, J.R. & Dowdy, C.A. (2006). Teaching Students with Special Needs in Inclusive Settings. (4th Ed.). MA: Pearson/Allyn and Bacon.

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. 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

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

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.

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)

Student Support

Students at times experience difficulty with issues such as studying, personal problems, time management, classes or employment. The Center for Learning and Student Success (CLASS) is available to help students with counseling, testing, learning assistance, career services, and academic advising. To discuss issues confidentially and free of charge contact: CLASS, Morgan 122, 670-1299. www.washburn.edu/services/class

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.

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 a complete copy of the Academic Impropriety Policy, contact the office of the Vice President for Academic Affairs, Morgan 270, or go on-line to: www.washburn.edu/admin/fac-handbook/FHSEC7.htm#VIII

EXPLANATION OF ASSIGNMENTS

All assignments are expected to be typed or word-processed unless otherwise indicated. All assignments are expected on the due date. *A loss of points will result from a late assignment.*

Textbook Activity/WebLinks

10 points

Select a topic from the ones listed below. For each topic select 3 areas from the 4-5 areas (*Personal Spotlight, Diversity Forum, Inclusion Strategies, Technology Today and Rights & Responsibilities*) listed in the Textbook Activities found at the textbook companion website: ablongman.com/sppd4e

For each selected area, please identify and respond to 1 question in the space provided at the online website. Print your responses & turn them in on the date specified below. Analyze and reflect upon the questions you selected and be prepared to discuss your reflections with the class on the date listed below. This information will be explained in greater detail in class on **Tuesday, August 22**. Be sure you also include your Web Links sites with brief information about each site (see "Additional Information To Assist You" at end of syllabus for details).

<u>Textbook Activity Chapter</u>	<u>Paper & Discussion Due Date</u>
Chapter 6 Learning Disabilities	September 14
Chapter 7 Behavior Disorders	September 21
Chapter 8 Mental Retardation	September 26
Chapter 10 Visual Impairment	October 12
Chapter 10 Hearing Impairment	October 17
Chapter 10 Autism	October 26
Chapter 14 Classroom Organization	November 2
Chapter 16 Secondary Schools	November 2
Chapter 13 At-Risk	November 14
Chapter 12 Gifted	November 21

Interactive Timeline

10 points

Select one of the interactive timeline topics listed below. For each topic select three dates from the Interactive Timeline found at the ablongman.com/sppd4e website. List your date & topic and give a synopsis of what you discovered from the information presented in the timeline. Reflect upon the information and address how by reading and thinking about this information it informs your teaching and is beneficial to you as a general education teacher.

<u>Interactive Timeline Topics</u>	<u>Paper & Discussion Due Date</u>
Key Laws & Court Cases.....	August 31
Learning Disabilities & Dyslexia.....	September 14
Behavior Disorders.....	September 21
Mental Retardation.....	September 26
Visual Impairment.....	October 12
Hearing Impairment.....	October 17
Gifted.....	November 21

All responses should be word-processed and ready to submit on the due date listed above. Please also be prepared to briefly discuss the timeline events/people in class.

Lesson Plan Modifications

10 points

Select a lesson plan from a topic in your discipline (you can find these on-line). Some on-line sites include:

Bring the plan to class and be prepared to discuss it in a group on **October 10**. In class we will discuss how to modify your lesson plans to address the needs of students with exceptionalities. In groups of 2 you will develop modifications for students with the following exceptionalities: Learning Disabilities, Attention Deficit Disorders, Behavior Disorders, Mental Retardation, Hearing Impairments, Visual Impairments, and Physical Impairments. Submission of this assignment is due on **October 24**. **Please be prepared to discuss and briefly present your plan in class on this date as well.**

Classroom Observation Reflection Logs

20 points

In November, you will **observe students in classrooms at a Topeka-area school** from 9:40-10:45 a.m. In a log format, please reflect upon the following questions **after each interaction** with the students and/or teachers. Please submit a typed or word-processed **reflection entry** the Tuesday following each observation.

Observation Dates

Due Dates

- November 7 observation log is due on **Tuesday, November 14**
- November 9 observation log is due on **Tuesday, November 14**.
- November 16 observation log is due on **Tuesday, November 21**.
- November 30 observation log is due on **Tuesday, December 5**

During these sessions you will have opportunities to observe teachers in the classroom teaching. Some of you will observe co-teaching settings.

Please reflect upon and respond to the following questions in your log.

Classroom

- *Describe the classroom you observed.
(include the teacher's role, co-teaching setting, para present, students, organization of class, etc.)
- *Describe the diversity you experienced. (exceptionalities, gender, ethnicity, needs, etc.)

Management

- *Explain the behavior management system. (include rules, consequences, procedures)
- *How was the classroom structured? (Was there a different structure each time?)
- *Desk arrangement? Materials arrangement? Equipment accessibility?
- *Did problems arise? How were they handled?
- *Other management issues?

Instruction

- *How was instruction delivered in class? What specific procedures or strategies did you observe?
- *What accommodations were used or made available?

Reflections

- *How did this experience impact you?
- *Describe any interactions you had with students.
- *Address any additional positive experiences or concerns.

Mid Term Exam

20 points

A mid term exam will be administered in class on **October 3**.

This exam will cover the material to date. A class on **September 28** will assist students in preparing for the exam.

Final Exam

30 points

The final exam will be an application of information learned throughout the course of the semester.

Students will be asked to reflect upon their experiences throughout the semester and appropriately respond to the questions. A class on **December 7** will assist students in preparing for the exam. Students are expected to do their own

thinking during exams. Copying responses from others is not tolerated and will result in a loss of points. The final exam is scheduled on **Wednesday, December 13 at 9:00 a.m.**

Attendance & Participation

Attendance and participation are critical elements to the understanding of the information presented in class and in your experience with the students from the local Topeka school. Students are expected to come to class and participate in class discussions, assignments, and exams. It is known that emergencies do occasionally arise. To accommodate for those emergencies students will lose no points for their first two absences; each absence thereafter will result in a loss of **2 points per absence** from their final grade. **Excessive tardies** will also result in a loss of points from your final grade.

Grading

Total Points Possible For This Course

100 points

A=90-100 B=80-89 C=70-79 D=60-69 F=59 or Below

Your grade will be determined in the following manner:

Total Points Earned = Your Score for this class
100 Points

ADDITIONAL INFORMATION TO ASSIST YOU WITH THE FOLLOWING ASSIGNMENTS:

Interactive Timeline Assignment

1. Log onto the ablongman.com/sppd4e website.
2. You will see a screen that shows a photograph of our text and some additional written information.
3. At the top of the screen you will see a drop down menu. Select “Jump To” and scroll down and you will see the “Interactive Timeline.”
4. Click on the Interactive Timeline link and you will be prompted with a “Click Here” selection. Click on that link and you will view the timeline. Notice you can pre-select the timeline to give you only the topic you select (at the top of the screen). I will demonstrate these steps in class on August 22.

Textbook Activities/WebLinks Assignment

1. Log onto the ablongman.com/sppd4e website.
2. You will see a screen that shows a photograph of our text and some additional written information.
3. At the top of the screen you will see a drop down menu. Select “Jump To” and scroll down and you will see the Chapters & Topics listed.
4. Click on a chapter/topic that you want to explore.
5. A list will appear on the left side of the screen. Scroll down and click on “Textbook Activity.” (*Please note “Web Links” here.)
6. You will see 4-5 areas listed at the “Textbook Activity” screen.
7. Select 3 areas from the 4-5 choices.
8. For each area select 1 question and respond in the space provided.
9. Print each response and hand it in on the due date listed on the syllabus.
10. *Go back to point #5 and find “Web Links” on the left side of the screen. Find 3 web links that are interesting to you. Note those websites on your paper with a few reflective comments about the site. Be prepared to give the class a “brief tour” of each site.
11. I will demonstrate how to maneuver @ the site on Tuesday, August 22.