Midwestern State University

Gordon T. & Ellen West College of Education

SPED 3613.101/102: Exceptional Individuals

Dr. Emily N. Rutherford

Spring 2019

Tuesday/ Thursday 8:00-9:30

FE 202

Office FE 106

Office Hours Tuesday/ Thursday 9:30-12:30

Wednesday 8:00-12:00

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**Required Text**

Hallahan, D.P, Kauffman, J.M., & Pullen. P.C. (2012) Exceptional Learners: An Introduction to Special Education, 13th Edition. Pearson.

**Course/Catalog Description**

Prerequisites: Sixty or more semester hours

A study of the etiology and concepts relating to exceptional individuals.

**Services for Students with Disabilities**

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the

Americans with Disabilities Act (ADA) of 1990, Midwestern State University makes reasonable adjustments in its policies, practices, services, and facilities to ensure equal opportunity for qualified persons with disabilities to participate in all educational programs and activities. A student/employee who seeks accommodations on the basis of disability must register with Disability Support Services, Clark Student Center Room 168. Documentation of disability from a competent professional is required. The Director of Disability Support Services serves as the ADA Coordinator and may be contacted at (940) 397-4140, TDD (940) 397-4515, or 3410 Taft Blvd., Clark Student Center Room 168. The web address is [Services for Students with Disabilities](http://students.mwsu.edu/disability/).

**Concealed Carry Statements for the West College of Education University**

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016.  Areas excluded from concealed carry are appropriately marked, in accordance with state law.  For more information regarding campus carry, please refer to the University’s webpage at:  http://mwsu.edu/campus-carry/.

**Concealed Carry at Professional Development Schools:**

Although MSU follows the requirements of concealed carry on its campus, this does not negate nor supersede state laws regarding the carrying of firearms on K-12 public school campuses. You may not carry a firearm on a K-12 campus. Some public schools campuses have authorized specific personnel to carry a concealed handgun. This does not apply to you.

**Conceptual Framework Overview**

The outcomes for graduates of professional programs are based upon knowledge and skills

**Conceptual Framework**

* **Learner Development** – understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences
* **Learning Differences** – understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards
* **Learning Environment** – work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
* **Content Knowledge** – understand central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content
* **Application of Content** – understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
* **Assessment** – understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide teacher’s and learner’s decision making
* **Planning for Instruction** – plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community
* **Instructional Strategies** – understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways**Professional Learning and Ethical Practice** – engage in ongoing professional learning and use evidence to continuall**y** evaluatehis or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner
* **Leadership and Collaboration** – seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Objectives**

The candidate will meet the following *Texas Educator* Standards for special educators. These are aligned with the Council for Exceptional Children (CEC) knowledge and skills standards as they apply to students with disabilities.

**Course Requirements**

Dyslexia Online Assessment:

Students will complete an online dyslexia training and upload to TK20.

Movie Reviews (2)

Students will view two movies in which the subject (or significant character) is a person with disabilities. Students will write a report highlighting factors related to personal and educational implications, levels of support needed, individual needs, rapport establishment, and barriers to accessibility and acceptance. Students will prepare one report for each movie, and share with others in the class.

Fat City Reflective Paper

Students will watch the F.A.T. City Workshop video. A reflective piece will be prepared in class.

Lesson Modification Assignment

Students will identify and describe specific instructional modifications to meet the needs of different types of learners in the classroom. Based on a lesson plan provided, they will complete a predetermined chart to demonstrate they would modify that lesson to meet the needs of different types of student populations.

Accommodation Project

Students will create a document of their choosing listing 6 accommodations for each exceptionality discussed in this course. Ideally, students will use this document as a resource in their future careers.

Course Calendar (tentative)

| ***Week of*** | ***Topics / Activities*** | ***Assignments/Important Dates*** |
| --- | --- | --- |
| 01/15/19 | Course overview and requirements Acronym Soup  |   |
| 01/22/19 | Exceptionality and Special Education Current Practices Multicultural and Bilingual Aspects, Parents and Families Intellectual Disabilities | Chapter 1,2, 3, 4 & 5 Outside Materials will be provided for co-teaching |
| 01/29/19 | Group presentations / Co-Teaching  | Outside Materials will be provided for co-teaching |
| 02/05/19 | Learning Disabilities Attention Deficit Hyperactivity Disorder | Chapter 6Chapter 7**Dyslexia Online Assessment due 02/10 by midnight**  |
| 02/12/19 | FAT City  | **FAT City Due 02/14 in class** |
| 02/19/19 | Emotional or Behavioral Disorders | Chapter 8 |
| 02/26/19 | Movie 1Review for Midterm  |   |
| 03/05/19 | **Midterm Exam**  | **Movie Review 1 Due to drop box 03/05/19 by midnight** |
| 03/12/19 | Autism Spectrum DisordersGifted and Talented | Chapter 9Chapter 15 |
| 03/19/19 | **Spring Break!** |  |
| 03/26/19 | Communication Disorders & Deaf or Hard of Hearing | Chapter 10 & 11 |
| 04/02/19 |  Blindness, Low Incidence  | Chapter 12 & 13 |
| 04/09/19 | Blindness or Low Vision & Physical Disabilities/OHI | Chapter 14 **Lesson Modification Plan Due by 04/15 before midnight**  |
| 04/16/19 | Movie 2 | **Holiday Break 04/18 – No class** |
| 04/23/19 | Catch up  |  **Movie Review 2 Due** **to drop box 04/23/19 by midnight** |
| 04/30/19 | Wrap-UpReview for Final Exam |  **Accommodation/Modification/Strategies Project Due****04/30/19 by noon** |
| 05/07/19 | Final Exams | **Thursday May 9th** **8:00 – 10:00 am**  |

**Assignments and Exams**

Dyslexia Online Assignment-25

Movie Review (2 x 25)- 50

Fat City-25

Lesson Modification Plan-50

Accommodation/Modification/Strategies Project-50

Midterm Exam-100

Final Exam-100

Total = 400

**Grading for the Course**

Conversion

100-90% = A

89-80%= B

79-70% = C

69-60% = D

< 60%= F

**Classroom Policies**

Students are expected to assist in maintaining a classroom environment which is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any form of distraction—this includes, but is not limited to, pagers and cell phones. Electronic communications devices will be turned off anytime the class member is in the school building—in our classroom or in a field experience classroom. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class and a Professional Fitness Form will be filed for review with the college. If the instructor must file a Fitness Alert Form for any reason, including failure to demonstrate appropriate teaching dispositions, the student may receive an instructor drop with an "F" for the course.

**Attendance Policy**

**Absence Policy** - Professional teachers are dependable, reliable, and responsible. Therefore, candidates are expected to be on time and in attendance at **every** class, and to stay for the **entire** class. Tardiness, leaving early, and excessive absences (3) are considered evidence of lack of dependability, and are taken seriously. **Candidates will receive a grade of F on the third absence. If a candidate is taking ‘blocked’ courses that are taught at a Professional Development School, requiring field experience, the candidate will be dropped with an F from those classes as well.**

**Instructor Drop.** An instructor may drop a student any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The instructor must give the student a verbal or written warning prior to dropping the student from the class. An instructor’s drop of a student takes precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of a long semester, the first 6 weeks of a 10 week summer term, or the 11th class day of a 4 or 5 week summer term consisting of 20 days. After these periods the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date.

 **Other Class Policies**:

Candidates are expected to be prepared for class by reading assigned material and being able to engage in meaningful discussion content.

1. Assignments **will not be accepted** after the beginning of class on the date that they are due. Students should complete written assignments well in advance of the due date so they do not have difficulties at the last moment that prevent them from submitting work on time. Proof of emergencies (e.g. doctors note must be presented and discussed during a meeting with the instructor. There are no assignment options; therefore, all students are expected to complete all assignments. Failure to complete an assignment, even if you have sufficient points to attain the grade you are seeking, will result in a 10 % reduction in points for the overall course; therefore, be diligent and complete all assignments in an exemplary manner.
2. **Written Work** – Should be completed in a professional style. Correct spelling and grammar are critical writing skills that teachers must employ.
3. **Be Prepared** – Read assignments and complete assigned work before coming to class.
4. **Adhering to professional ethics** – When using professional sources in your writing, cite sources you have used or ideas you have adapted when completing assignments. Use of copyrighted materials must adhere to legal and ethical guidelines.
5. **Speech Screening** – If you have not been screened and released by WCOE’s Language Specialist, you will not be allowed to student teach. If you have not previously been screened, please contact Cheryl Gilley, 397-4983, to set up an appointment. Screening is not conducted during the summer months.

**Plagiarism Statement**

“By enrolling in this course, the candidate expressly grants MSU a ‘limited right’ in all intellectual property created by the candidate for the purpose of this course. The ‘limited right’ shall include but shall not be limited to the right to reproduce the candidate’s work product in order to verify originality, authenticity, and educational purposes.” from Student Handbook. Plagiarism or falsifying assignments could result in a grade of F, a Fitness Alert, and possible expulsion from the special education program.

**Movie Review Rubric: Movie including a Person with a Disability**

\*Each movie review should be 2-3 pages (double-spaces, TNR-12point font)

I am Sam Movie Review

The movie “I am Sam” is a heartfelt story about a man named Sam with an intellectual and developmental disability (IDD), his beautiful daughter (of average intelligence), and an attorney (played by Michelle Pfeiffer). Several issues involving individuals with IDDs were explored throughout the film. The following movie review will discuss the (a) differences between Sam and people without disabilities, (b) similarities between Sam and people without disabilities, (c) effects the disability had on the Sam’s life, and (d) types of barriers to acceptance Sam encountered, (e) educational implications, (f) ways that rapport was established with Sam.

**Differences**

 Many differences existed between Sam and his non-disabled peers. Provide 2 generalizations. Provide 2 specific examples. **(**Transitional sentence) Although Sam experienced the aforementioned differences, he also shared various similarities with his non-disabled peers.

**Similarities**

 Sam was similar to other people in the movie by (provide 2 generalizations). Furthermore, Sam (provide 2 specific examples). Transition to the next section of paper.

**Effects Disability had on Sam’s Life**

 Sam’s life was profoundly impacted by his disability. (Provide 2 generalizations and 2 specific examples for each). Transition to next section.

**Barriers**

 Unfortunately, several barriers existed in Sam’s life. Primarily the judicial system was a barrier for Sam. (Provide a detailed explanation). Finances were another barrier to acquire legal representation Sam had to endure (detailed explanation). Another barrier Sam faced was the protective child care system. In this case…. (Detailed explanation). Sam had to deal with discrimination, stereotypes and prejudgments on the basis of his disability. (Provide detailed explanation here).

 Write a brief conclusion wrapping up major points and what you learned or took away from viewing this film (3 or more sentences).

**Rubric for Accommodations Notebook for SPED 3613**

The Accommodations Notebook is designed to travel with you to Blocks II and III, and eventually on to your student teaching.

* Submit the notebook in class by the due date. All notebooks turned in late will result in a letter grade reduction for each day late.
* The disabilities that should be included are: Intellectual disability, Visual Impairment, Speech and Language Impairment, Specific Learning Disability, Other Health Impairment, Traumatic Brain Injury, Multiple Disability, Autism Spectrum Disorder, Emotional Disturbance, Hearing Impairment, Deaf-Blindness, Orthopedic Impairment, and Developmental Delay
* Each disability has 6 total accommodations, including those provided in class, plus additional accommodations found by the student.
* Each notebook will include a title page, be divided into sections using dividers, and be placed in a three ring binder or similar folder.

| Each notebook will include a fact sheet for the following categories: dyslexia, dyspraxia, dysgraphia, dyscalculia, dysphasia. Grade of A | Grade of B | Unacceptable- F |
| --- | --- | --- |
| *Titled: Accommodations Notebook*Include student name  |  | Title is wrong, is missing, etc. |
| Table of Contents lists each disability and the sections/pages on which its accommodations are found. |  | Table of Contents missing or incorrectly identifies sections. |
| For each disability include:* [Nichcy](http://www.nichcy.org/) fact sheet
* 3 accommodations presented in class
* plus a minimum of 3 additional accommodations appropriate to the specific disability are included.
	+ Each must include **1-2 sentences** describing **how-to** implement accommodation
	+ Each must include **If Then** statement (see example)
	+ An illustration of the accommodation
 | For each of the disabilities covered in class, the 3 accommodations presented in class are included and 2 additional accommodations are included.  | One or more disabilities covered in class missing, and/or fewer than 2 additional accommodations provided; accommodations for one disability is copied and used for another disability. |
| Create fact sheets for the following categories: (1)dyslexia, (2)dyspraxia, (3)dysgraphia, (4)dyscalculia, (5)dysphasiaInclude:* Definition
* Characteristics of
* Prevalence/how common?
* Educational consideration/how the disability impacts learning?
 |  | Pages are unattractive or are not accommodation-specific. |
| Manual is professional, attractive, and worthy of showing to the candidate’s cooperating teacher, to other teachers, to parents, etc.  | Manual is professional but not especially attractive, i.e. would not inspire others to say, “Wow. This is beautiful.” | Manual is not professional. |
| Notebook is submitted on the due date. |  |  |

Sample Accommodations Manual Page; can be either Power Point or Microsoft Word.

Orthopedic Impairment

**IF** a student cannot hold a book,

**THEN** provide a book stand.

A student who has an orthopedic impairment may be unable to hold a book. The disability may be due to cerebral palsy, myelomeningiocele, paralysis, malformations of the hand or arm, amputation, low energy, or even temporary injury. Book holders accommodate students who are unable to hold a book. Book holders are considered low-tech Assistive Technology. They come in a variety of styles that accommodate various needs. The right book holder will allow a student to access the curriculum.

