

**Midwestern State University**  
**Gordon T. & Ellen West College of Education**  
SPED 5013 Exceptional Individuals

Dr. Dennis Cavitt

Fall 2020

Office BH 309

Office Hours M & W Face-to-Face- 1:00-4:00 Virtual: Tuesday 1-4 & Thursday 9:30-11:30

Virtual Office Hours See links and Codes Below:

(Tuesday: <https://msutexas-edu.zoom.us/j/93277068115?pwd=T0cyMFZaY1BTdXFzSXBSQzVoOVVDUT09> Passcode: 932440)

(Thursday: <https://msutexas-edu.zoom.us/j/98863891516?pwd=NkkyUDZyUm1NZIE4c1hoaEc3dFNFZz09> Passcode: 789815)

Office: 940--397-4139

[dennis.cavitt@msutexas.edu](mailto:dennis.cavitt@msutexas.edu)

**Required Texts**

Draper, S. M. (2010). *Out of My Mind*. NY: Simon & Schuster Children's Publishing Division

Mcleskey, J., Maheady, L., Billingsley, B. Brownell, M., Lewis, T. (2018). *High Level Practices for Inclusive Classrooms*. NY: Routledge. ISBN: 9781138039186

Sousa, D. A. (2016). *How the Special Needs Brain Learns*. 3<sup>rd</sup> Edition. Thousand Oaks, CA.: Corwin.

Vaughn, S. R., Bos, C. S. & Schumm, J. S. (2018). *Teaching students who are exceptional, diverse, and at risk in the General Education Classroom*, 7<sup>th</sup> edition. Upper Saddle River, NJ: Pearson.

**Recommended Texts**

Howard, T. C. (2019). *Why race and culture matter in schools: Closing the achievement gap in America's classrooms*, 2<sup>nd</sup> Ed. Teachers College Press

**Course/Catalog Description**

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 <http://students.mwsu.edu/disability/>.

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

Senate Bill 11 passed by the 84<sup>th</sup> 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 continually evaluate his 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.

<b>Professional Knowledge , Roles, &amp; Responsibilities Cluster</b>		
	Comp#	Cluster & Competency
<b>Professional Knowledge , Roles, &amp; Responsibilities Cluster</b>		
Lecture, hands-on activity	IGC1K3	Major legislation and current issues related to knowledge and practice
Lecture, activity	IGC1K5	Continuum of placement and services available for individuals with disabilities
Lecture, activity, Acc. Manuel	IGC9K1,2	Disability services, networks, organizations, & publications
Acc. Manuel	ICC9510	Access information on exceptionalities

Lecture, activity	ICC1051	Maintain confidentiality
Lecture, Readings	IGC10K2	SPED teacher's Collaborative/Consultative role
Lectures, Readings	ICC10K3	Concerns of families of students w/disabilities & ways to address concerns
<b>Social/Emotional Environment Cluster</b>		
FAT City Workshop, Movie Review	IGC3K1	Barriers to accessibility & acceptance
Lecture	ICC9K2	Importance of teacher's role modeling
Lecture, Movie Review	ICC5S7	Establish and maintain rapport w/students with disabilities
FAT City Workshop, Movie review	IGC5K2	Adapt physical environment to promote learning for students with disabilities
Lecture	ICC5S12	Design, establish, & manage routines
<b>Planning and Instruction Cluster</b>		
Lecture, Activity, FAT City Workshop	ICC5K1	Demands of learning environments
Lecture	IGC4K4	Prevention & intervention strategies for at-risk learners
FAT CITY Workshop, Lecture, Movie Reviews	IGC351	Relate levels of support to individual needs
Lecture	IGC4K1	Sources of specialized materials, curricula, & resources
Lecture, Acc. Manuel	IGC451	Use research-supported methods
Lecture, Acc. Manuel	IGC7S2	Select and use specialized strategies appropriate to individual needs and abilities
Lecture, Acc. Manuel	IG4S7	Use appropriate adaptations & technology
<b>Disability Cluster</b>		
Lecture Final	ICC2K5	Similarities & differences between students with and without special needs

Lecture	ICC2K6	Similarities & differences among students with special needs
Lecture	ICC3K5	Differing ways of learning among students with special needs
Lecture	IGC3K1	Impact of disabilities on auditory & information processing skills
Lecture, Movie Review	ICC3K1	Effects a disability can have on a person's life
Lecture, Movie Review	ICC2K2	Educational implications of disabilities
Readings, HLP Readings	ICC2K7	Effects of medication on individuals
<b>Human Diversity Cluster</b>		
Lecture, , FAT City Workshop Video,	HD	Learn and respond appropriately to diverse needs in shaping the campus culture
FAT City Workshop Video Review. HLP Readings	HD	Develop a vision of learning that promotes the success of all students based on relevant knowledge and theories, including but not limited to an understanding of the diversity of learners and learners' needs, and schools and interactive, social, and cultural systems.

**Course Structure and Assignments:**

***Split Students*** This course has been planned as a split students course for Fall 2020. The class will meet in its regularly scheduled room all scheduled days, but only some of the students can be physically in the class every class day to allow sufficient social distancing. You will be assigned to one physical class day/week and will access course materials virtually on the other days.

- **Module 1**-Legal and Ethical Foundations of Special Education
- **Module 2**- Multi Systems of Support (MSS), Response to Intervention (RTI), Universal Design for Learning (UDL), The Referral Process, Cultural Issues.
- **Module 3**-High Incidence Disabilities: Speech Language Impairment (SLI), Specific Learning Disability (SLD), Other Health Impairment (OHI), Emotional Disturbance (ED)

- **Module 4-Developmental Disabilities Intellectual Disability (ID) & Autism Spectrum Disorders (AU)**
- **Module 5-**
  - *Lower Incidence Disabilities/Students with Gifts and Talents: Visual Impairment (VI), Auditory Impairment (AI) Orthopedic Impairment (OI), Multiple Disabilities (MD), Deaf Blind (DB), Noncategorical Early Childhood (AKA Developmental Disability) (NCEC).*
  - **Putting it all Together-Differentiated Instructional Strategies and interventions for all levels (Functional application of the students IEP) & Disability Categories.**

**SPED 3613 Course Assignments/Evaluation Methods (You will be evaluated through the following activities. Descriptions of the various assignments are found in the Course D2L site:**

**Course Structure and Assignments:**  
**Online Discussions:**

**Flipgrid Introduction of Self (10 pts)**

Introducing and “meeting” fellow classmates within an online course is an important part of establishing an effective online learning community. We will be using FLIPGRID in this course. Let us know information about you so that we can start becoming a learning community. You will need to include the following information in your introduction:

- You will need to include the following in your introduction:
  - Your name, your current position and why you are pursuing this degree/certification. In other words what does the future hold for you after you complete this degree/certificate.
  - Tell a little about your family.
  - What was the last book or movie you read/watched for fun.
  - Finally, What do you want to get from this class.

**ACCESSING FLIPGRID Introduction:**

- Watch the following video: [instruction video](https://vimeo.com/293033551) or copy and paste the following:  
<https://vimeo.com/293033551>
  - DOWNLOAD Flipgrid from the App store or Google Play
  - Click on the following link: <https://flipgrid.com/cavitt4221>

**Discussions- We will be using D2L Discussions for all of the “Out of My Mind” discussions and other scheduled discussions. These are the discussion prompts for the Out of my Mind discussions:**

**Out of My Mind Book Discussions:**

**Question 1:**

In a world that does not work for her, what seems to cause the biggest frustrations for Melody? In your discussion include how her parents learned to communicate with Melody and how they

helped her overcome everyday problems. Finally discuss Mrs. V's role that she plays in Melody's development. Why was she a necessary addition to Melody's life?

**Question 2:**

How does Melody feel about school? How does she fit in with her classmates and what makes her different from the rest of the children in H-5? What would be Melody's ideal school situation?

**Question 3:**

Discuss Melody's teachers since she began going to school. What does this say about her school system, or about attitudes at her school about teaching children with special needs? How does the inclusion program change Melody's school experiences? Describe both positive and negative results of the program.

**Question 4:**

How does Melody's computer change her life, her outlook on life, and her potential? Why does she name it Elvira? Include in your discussion, the effect of Catherine on Melody's education. Reflect on how Catherine's being a student teacher alters your thoughts on what effect you can have as a student teacher on students.

**Question 5:**

Describe Melody's feelings before the trip to the airport, while she is there, and after she gets home. How would you have coped with the same situation?

**Question 6:**

Thinking of your current and/or future practice, how has or will this book inform your teaching and/or service to the profession?

On-line discussions will occur Throughout the semester. You will find everything you need for your discussion by accessing the Discussion Assignment in D2L. Please do not wait to post your discussion at the last minute. Discussion activities have shown to be more meaningful and beneficial when a) they are focused, and b) everyone participates in a timely manner.

Log in regularly, to respond to comments. Your job for the week that you are assigned as moderator is to 1.) Locate and send me the article to post and 2.) Log in regularly, at least daily, to respond to comments, keep the discussion going.

Participants: Watch posted responses and then post a minimum of three quality response posts during the discussion period. You may also post more if you wish.

*As with any proposed schedule, circumstances may require altering reading and/or assignment schedules. The schedule may be altered at the discretion of the instructor.*

**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 full grade reduction after 3<sup>rd</sup> absence and again on the 6<sup>th</sup> absence after the 9<sup>th</sup> absence the student will be given a failing grade and dropped from the course.**

**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. **Late Assignment Policy: The official policy is that NO late assignments will be accepted during this class, However, with Prior approval,** Late assignments are accepted at the discretion of this professor. If an assignment has been approved to be submitted late it will be subjected to a penalty: The maximum grade for the assignment will be 70% of the assignment points. **It must be turned in no** later than 7 days after the initial submission date. After that date you will receive a 0 for the assignment.
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.

**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 education program.

**Course Calendar, Modules & Assignments**

**SPED 5013 Exceptional Individuals**

**Module 1:**

**Legal and Ethical Foundations**

**08/22/20– 09/05/20**

**All assignments for Module 1 are due no later than Saturday, September 5<sup>th</sup> by 11:59 PM.**

Reading Assignments:

*Teaching students who are exceptional, diverse, and at risk in the General Education Classroom*, 7<sup>th</sup> edition (VBS is the book designation)  
Chapter 1 Reading Reflection. (5 points each)

*High Leverage Practices for Inclusive Classrooms*  
Chapter 3- *Collaborate with Families to Support Student Learning and Secure Needed Services*. (10 points).

Video and Reflection (Instructions for access in D2L Assignment description.):  
ARD Man Video and reflection (40 Points)

Discussions:

Flipgrid personal Introduction  
Out of My Mind Book Discussion 1  
Out of My Mind Book Discussion 2

Online Assignments

- Online IRIS Vanderbilt What Do You See? Perceptions of Disability. (30 Points)
- Disability History Articles (100 Points):
  - [https://www.nps.gov/articles/series.htm?id=88713887-1DD8-B71B-0B40487E6097176E&utm\\_source=article&utm\\_medium=website&utm\\_campaign=experience\\_more](https://www.nps.gov/articles/series.htm?id=88713887-1DD8-B71B-0B40487E6097176E&utm_source=article&utm_medium=website&utm_campaign=experience_more)

Tests:

Module 1 Test (100 points)

**Module 2:**

**Multi Systems of Support (MSS), Response to Intervention (RTI), Universal Design for Learning (UDL), The Referral Process, Cultural Issues**

**09/06/20-09/26/20**

**All assignments for Module 2 are due no later than Saturday, September 26<sup>th</sup> by 11:59 PM.**

Online Assignments

Online IRIS Vanderbilt RTI Assignment (130 points)  
Online IRIS Vanderbilt Universal Design for Learning (UDL) Module. (50 points)

Reading Assignments:

*Teaching students who are exceptional, diverse, and at risk in the General Education Classroom*, 7<sup>th</sup> edition.

Chapters 2, 3, & 4 Reading Reflections (5 points each).

*How the Special Needs Brain Learns*. 3<sup>rd</sup> Edition. (SB is the book designation)

Chapters 1 & 2 Reading Reflections (5 points each)

*High Leverage Practices for Inclusive Classrooms*

*Chapter 4- Using Multiple Sources of Information to Support Student Learning and Secure Needed Services.*

Discussion:

Read the NEA/NASP Article and respond to the following discussion prompt: After reading the article what issues of disproportionality will you try to correct and why, in your current or future practice?

Tests

Module 2 test (100 Points)

**Module 3:**

**Understanding Disability Conditions: High Incidence Disabilities: Speech Language Impairment (SLI), Specific Learning Disability (SLD), Other Health Impairment (OHI), Emotional Disturbance (ED)**

**09/27/20– 10/24/20**

**All assignments for Module 3 are due no later than Saturday, October 24<sup>th</sup> by 11:59 PM.**

Reading Assignments:

*Teaching students who are exceptional, diverse, and at risk in the General Education Classroom*, 7<sup>th</sup> edition.

Chapters 5, 6, 7, & 8 Reading Reflections. (5 points each).

*How the Special Needs Brain Learns*. 3<sup>rd</sup> Edition.

Chapters 3, 5, 6, 7, & 8 Reading Reflections. (5 points each)

*High Leverage Practices for Inclusive Classrooms*

*Chapter 9- Teaching Social Skills*

Video and Reflection (Instructions for access in D2L Assignment description.):

*How Difficult Can This Be. The FAT City Video and reflection. (40 points)*

*When the Chips are Down Video and Reflection (40 points)*

Discussion:

Out of My Mind Book Discussion 3

Out of My Mind Book Discussion 4

Psychological Processes Assignment (100 Points):

The IDEA definition of a Specific Learning Disability (SLD) is a disorder in one or more of the **basic psychological processes** involved in understanding or in using language that is spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations.

Basic psychological processes are not limited to individuals with a SLD. They are also found with students identified with other of the disabilities identified as High Incidence Disability.

This Activity will help you identify what those basic psychological processes are and how they are manifested in the educational setting.

You will need create document that includes the following for each psychological Process listed below:

1. Thoroughly Define each process,
2. Provide examples,
3. Describe how each process is involved in learning and how a problem with the process manifests in the educational setting, and
4. Provide a reference of where you obtained the information.

1. **Fluid Intelligence/Fluid Reasoning-**
2. **Crystallized Intelligence-**
3. **Language use Process-**
4. **General Memory & Learning-**
5. **Broad Retrieval Ability:**
6. **Processing Speed/Cognitive Speed/Correct Decision Speed:**
7. **Sensory Motor (Action/Output):**
8. **Visual Perception**
9. **Auditory Perception:**
10. **Quantitative Knowledge:**
11. **Attention Process:**

Online Assignments

Online Dyslexia Training- **This is a REQUIRED Assignment.** You MUST Complete this requirement. Failure to do so will result in you receiving an Incomplete or the best grade of D in the course. You will need to upload your completed certificate. (25 points)

Online IRIS Module: Working with your School Nurse (40 Points)

Tests

Module 3 Test (100 Points)

**Module 4:**  
**Understanding Disability Conditions: Developmental Disabilities: Intellectual Disabilities (ID) and Autism Spectrum Disorder (AU)**  
**10/25/20 – 11/14/20**

**All assignments for Module 4 are due no later than Saturday, November 14<sup>th</sup> by 11:59 PM.**

Reading Assignments:

*Teaching students who are exceptional, diverse, and at risk in the General Education Classroom*, 7<sup>th</sup> edition

Chapters 9 & 10 Reading Reflections. (5 points each).

*How the Special Needs Brain Learns*. 3<sup>rd</sup> Edition.

Chapter 9 Reading Reflections. (5 points)

*High Leverage Practices for Inclusive Classrooms*

*Chapter 15-Provide Scaffold Supports*

Video and Reflection (Instructions for access in D2L Assignment description.):

Educating Peter and Reflection (40 points)

Discussion:

Out of My Mind Book Discussion 5

Out of My Mind Book Discussion 6

Online Assignments

IRIS Vanderbilt: Autism Spectrum Disorders Part 1-An Overview for Educators.  
(60 Points)

Tests

Module 4 Test

**Module 5 & Putting it all Together:**  
**Understanding Disability Conditions: Lower Incidence Disabilities: Visual Impairment (VI), Auditory Impairment (AI) Orthopedic Impairment (OI), Multiple Disabilities (MD), Deaf Blind (DB), Noncategorical Early Childhood (AKA Developmental Disability) (NCEC). Gifted and Talented.**  
**11/15/20 – 12/05/20**

**All assignments for Module 5 & Putting it all together are due no later than Saturday, December 5<sup>th</sup> by 11:59 PM.**

Reading Assignments:

*Teaching students who are exceptional, diverse, and at risk in the General Education Classroom, 7<sup>th</sup> edition*

*Chapter 12 Reading Reflections. (5 points)*

***High Leverage Practices for Inclusive Classrooms*** (Read the chapter indicated and watch the associated video in order to complete the assignment)

*Chapter 12: Systematically Design Instruction Toward a Specific Learning Goal*

*Video: <https://highleveragepractices.org/701-2-4-3/>*

*Chapter 16: Use Explicit Instruction*

*Video: <https://highleveragepractices.org/701-2/>*

*Chapter 18: Use Strategies to Promote Active Student Engagement*

*Video: <https://highleveragepractices.org/701-2-5/>*

*Chapter 20: Provide Intensive Instruction*

*Video: <https://highleveragepractices.org/701-2-4-3-2/>*

*Chapter 22: Provide Positive and Corrective Feedback*

*Video: <https://highleveragepractices.org/701-2-3/>*

Texas State Plan for the Education of Gifted/Talented Students.

No quiz-there is a written reflection regarding the document. See D2L for more Instructions. (10 points).

Understanding the NCEC/Developmental Delay Disability Condition:

Read the short article found at the following link:

<https://simplyideadotorg.wordpress.com/2014/10/11/non-categorical-early-childhood-ncec/>

Create a minimum of a half page reflection that discusses what you learned from the article and/or what prior learning was reinforced and how you will use that information in your current and future practice. (5 points)

Video and Reflection (Instructions for access in D2L Assignment description.):

*Including Samuel Video Reflection (40 points)*

Discussions:

You will be engaging in a series of discussions based on reading selections from Tyrone C. Howard's book "Why Race and Culture Matter in Schools"

Discussion 7: Culture and Culture Responsive Pedagogy

Discussion 8: The Role of Race in Learning and Developing Cultural Competence and Racial Awareness in Classroom Teachers.

Online Assignments

Watch the YouTube Video: *Identification of Gifted Students from Diverse Backgrounds at the following Link: <https://www.youtube.com/watch?v=NM5BZgYGKdU>* Once you completed watching the video, you will need to write a reflection that identifies and describes at least 5 items that you learned from the video and how you will use that information in your future

practice. (10 points)

**Putting it All Together:**

**Putting it all Together: HLP's and Differentiated Instruction.**

**04/12/20 – 05/08/20**

**All assignments for Module 5/Putting it all Together are due no later than Friday December 5<sup>th</sup> by 11:59 PM.**

**Jigsaw Group Reading Assignments:**

*Teaching students who are exceptional, diverse, and at risk in the General Education Classroom, 7<sup>th</sup> edition (VBS)*

*Chapter 12: Differentiating Instruction and Assessment for All Learners*

*Chapter 13: Promoting Content Learning through the Teaching and Learning Connection*

*Chapter 14: Facilitating Reading*

*Chapter 15: Facilitating Writing*

*Chapter 16: Helping All Students Succeed in Mathematics.*

*How the Special Needs Brain Learns. 3<sup>rd</sup> Edition. (SB)*

*Chapter 10: Putting it all Together*

**Online Reading Assignment: Bullying & Harassment of Students with Disabilities**

<https://www.pacer.org/bullying/resources/students-with-disabilities/>

After reviewing the information at this website, you will need to create a minimum of a 500-word reflection regarding what you learned regarding bullying and harassment of students with disabilities.

**Other Assignments:**

- Accommodated Lesson Plan Assignment: This is a **REQUIRED Assignment. You MUST Complete this requirement. Failure to do so will result in you receiving an Incomplete or the best grade of D in the course.** (12 Points)

**Final (Due NO Later than December 10th by 5 PM):**

Final (This is a case-based assessment. You will review the cases and do the following:

The Final Exam for SPED 5013 is a case study process. You have been given 10 case studies. You will do the following with each case:

- Identify the Primary Disability or if you do not identify a specific disability you will need to write no disability and why you think that. (5 points per case)
- List the Characteristics that align to the disability that you identified in the particular case. (5 points per case)
- Identify if there is a secondary or Co-morbid category (5 points per case)
- List the characteristics of each Co-morbid disability you identified. (5 points per case)
- Identify and list the accommodations and modifications that would be appropriate for the particular case study. (5 points per case)

## Cavitt-SPED 5013 Exceptional individuals Fall 2020

This is set up like an essay test, each case will be a test question. I recommend that you complete this on a separate document and then copy and paste your responses into the test. Each case is worth 25 points.

Total points for the Final are 250.

**Final (Due NO Later than December 5<sup>th</sup> by 5 PM):**

*As with any proposed schedule, circumstances may require altering reading and/or assignment schedules. The schedule may be altered at the discretion of the instructor.*