

## **SPED 3623 Exceptional Learners**

### **COURSE SYLLABUS**

### **INSTRUCTOR INFORMATION**

Instructor: Dr. Stephanie Scott  
Office Location: virtual  
Office Hours: Online Monday-Friday 8am to 9pm  
University Email Address: stephanie.scott@msutexas.edu  
Preferred Form of Communication: email  
Communication Response Time: 24 to 48 hours

### **COURSE INFORMATION**

Materials – Instructor provided textbooks, Readings, Supplementary Readings  
Textbooks - Numerous links and files will be provided within the course.

### **Course Description**

SPED 3623 – Prerequisites: Sixty or more semester hours  
A study of the etiology and concepts relating to exceptional individuals.

### **Competency List**

This course will build mastery of the following competencies:

SPED 3623 Exceptional Individuals	
<b>PPR Standards</b>	<b>Assignments</b>
<b>Standard 1 – Instructional Planning and Delivery: Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data driven, differentiated instruction</b>	Accommodated Lesson Plan  Video Reflections

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that engages students, makes appropriate use of technology and makes learning relevant.	Module Assessments Mini modules - IRIS
C. Teachers design lessons to meet needs of diverse learners, adapting when appropriate.	
<b>Standard 2 – Knowledge of Students and Student Learning: Teachers work to ensure high levels of learning, social emotional development and achievement outcomes for all students, taking into consideration each students educational and developmental backgrounds and focusing on each needs.</b>	Accommodated Lesson Plan Video Reflections Module Assessments Mini modules - IRIS
B. Teacher acquire, analyze and use background information to engage students in learning.	
C. Teachers facilitate each students’ learning by employing evidence-based practices and concepts related to learning and social-emotional development.	
<b>Science of Teaching Reading</b>	<b>Assignments</b>
<b>Domain 1 – Reading Pedagogy</b>	Accommodated Lesson Plan Module Assessments
Competency 1 – Foundations of the Science of Teaching Reading	
K. Demonstrate understanding of importance of different classroom instruction to address the assessed needs of all students including understanding the importance of being proactive in remediating students’ identified reading needs and/or gaps in prior learning.	
M. Demonstrate knowledge of tiered instructional models used in Texas classrooms. (RTI, research based interventions, progress monitoring, etc.)	
O. Demonstrate knowledge of distinguishing characteristics of dyslexia and dysgraphia and demonstrate familiarity with evidence-based instructional strategies and best practices for general education EC-3 to support literacy development in delayed students reading and spelling.	
<b>Domain 3 – Reading Development – Comprehension</b>	Accommodated Lesson Plan Module Assessments
Competency 9 – Vocabulary Development	

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F. Demonstrate knowledge of distinctions between various tiers in RTI and importance of explicitly of teaching all students new tier 2 & 3 words that are key to understanding a concept.	
G. Demonstrate knowledge of criteria for selecting words for explicit word study and apply knowledge of strategies for providing students multiple opportunities.	
M. Demonstrate knowledge of research-based strategies and best practices for differentiated instruction in vocabulary development in order to address needs of all students.	
<b>Domain 4 – Analysis and Response</b>	Accommodated Lesson Plan  Module Assessments  Mini-modules - IRIS
Competency 13 – Analysis and Response C. Demonstrate the ability to select and accurately describe an appropriate, effective instructional strategy or intervention to address a students’ identified need in foundational reading skills.	
<b>EC-3 Standards</b>	<b>Assignments</b>
<b>Domain 1 – Child Development</b>	Disability Folder  Video Reflections  Module Assessments
Competency 1 – Foundations of Child Development C. Demonstrate knowledge of exceptionalities, including common health conditions and factors relation to over and under representation of specific student populations in special education and Gifted and Talented and use this knowledge to promote child development, learning, social and emotional resilience.	
Competency 2 – Early Learning Process E. Demonstrate knowledge of methods for identifying students readiness for learning and understanding how development in one area may affect students’ learning in another.	
Competency 3 – Family Engagement C. Demonstrate knowledge of evidence-based practices that support families in meeting their children’s learning benchmarks and provide families with tools to enhance and extend children’s learning at home.	

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<p><b>Domain 2 – Instructional Setting</b></p>	<p>Accommodated Lesson Plan</p> <p>Video Reflections</p> <p>Disability Folder</p> <p>Module Assessments</p> <p>Mini modules - IRIS</p>
<p>Competency 4 – Social skills, emotional development and behavior</p> <p>B. Apply knowledge of strategies and principles for teaching and using problem-solving and conflict resolution skills and for providing individual and school-wide positive behavior interventions and supports including monitoring progress, making modifications and adaptations as needed.</p>	
<p><b>Domain 3 – Educating All Learners</b></p>	<p>Accommodated Lesson Plan</p> <p>Module Assessments</p>
<p>Competency 6 – Differentiation, Strategies in Planning and Practice</p> <p>A. Demonstrate knowledge of the principles of Universal Design for Learning and how to apply UDL guidelines to incorporate the flexibility necessary to maximize learning opportunities for all students.</p>	
<p>E. Demonstrate knowledge of how to identify, select and implement appropriate and effective accommodations for students with 504 plans or IEP's including collaborating with</p>	
<p>other professionals.</p> <p>F. Demonstrate knowledge of the various categories of disabilities as outlined in IDEA including Child Find obligations.</p>	
<p><b>Domain 4 – Data Driven Practice</b></p>	<p>Accommodated Lesson Plan</p> <p>Video Reflections</p> <p>Module Assessments</p> <p>Mini modules - IRIS</p>
<p>Competency 9 – Progress Monitoring</p> <p>A. Demonstrate knowledge of foundational elements of RTI and the ability to apply this knowledge to different tiered instruction based on data.</p>	

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<p>B. Interpret and use information from informal and formal assessments, including multiple measures to inform decisions and plan and evaluate student learning.</p> <p>C. Interpret assessments results to enhance knowledge of students; evaluate and monitor development, learning and progress; establish goals and plan differentiation and continuously adjust.</p>	
<p>D. Demonstrate knowledge of a variety of types of systematic observation and documentation and the ability to use these processes and procedures to gain insight.</p>	

## Student Learning Outcomes

Upon completion of this course, the student will be able to:

LO1: identify important historical events leading to how we provide special education in our schools today

LO2: be familiar with special education terms, definitions and legal framework

LO3: be familiar with the Council for Exceptional Children Code of Ethics and disability etiquette

LO4: identify and implement the three-tier approach to RTI

LO5: be familiar with various forms of documentation

LO6: make appropriate data driven decisions regarding student learning

LO7: be familiar with the UDL and how to appropriately implement it

LO8: be familiar with principles and guidelines of ARD meetings

LO9: be familiar with the construction and implementation of IEP's

LO10: identify characteristics of learning disabilities, speech and language, dyslexia and associated disabilities, intellectual disabilities, emotional and behavioral disabilities, attention deficient disorders, various low incidence disabilities, students at-risk, students on the autism spectrum, students with gifts and talents and appropriate classroom adaptations

LO11: understand the role the school nurse plays in educating children and effectively communicating and providing for all students

## COURSE REQUIREMENTS

### Minimal Technical Skills Needed

Must be able to use Microsoft and Google Suites.

### Instructional Methods

This is an online Competency Based Education (CBE) course. Learning activities include assorted reading and videos, quizzes, pretest, and project based assessments that require you to apply your leaning. All assignments are graded on a 100 point scale unless otherwise noted.

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## **Pretest**

The Pretest for this course assesses your knowledge of the legal and ethical foundations of special education, qualifying and special education services, learning and language based disabilities, high incidence disabilities, and low incidence disabilities. The Pretest also assesses your knowledge of effectively applying these theories in the early childhood classroom.

The purpose of the pretest is to provide a baseline understanding of your knowledge in this competency. The pretest is required for the course.

## **Disability Folder**

Throughout the length of the course, students will complete a detailed “cue sheet” for a minimum of 10 different disabilities. The “cue sheet” format will be provided by the instructor. The purpose of this assignment is for you to have a quick reference for classroom activities and adaptations for various disabilities when you enter the classroom. Each “cue sheet” will include the name of the disability, the definition of the disability, characteristics of the disability, causes of the disability, classroom modifications and accommodations appropriate for the disability, specific classroom activities appropriate for the disability, and vocabulary associated with the disability. We will explore many disabilities throughout the length of this course and you are welcome to use this information; however, you will need to supplement the information to complete the “cue sheets”. Each “cue sheet” is worth 40 points. The assignment is worth 400 total points.

<b>Disability Folder – Each cue sheet</b>	
Name of disability and accurate definition	2 point
Characteristics of disability – accurate and at least 5	10 points
Causes of disability – accurate and at least 2	4 points
Modifications/Accommodations appropriate for disability – accurate and at least 5	10 points
Classroom Activities appropriate for disability – accurate and at least 5	10 points
Vocabulary associated with disability – accurate and at least 2	4 points

## **Accommodated Lesson Plan**

The purpose of this assessment is to evaluate your ability to identify and describe specific instructional modifications/accommodations to meet the needs of different types of learner’s preferences in the classroom.

- 1.) **Go to the Teaching Tolerance website** to choose a lesson plan.  
<https://www.tolerance.org/classroom-resources/lessons>  
Use the drop down menus to narrow the plans down. You **MUST** choose a reading lesson plan and the grade level should be between PK-3<sup>rd</sup> grade.
- 2.) **Review the Lesson Modification Plan Grading Rubric**
- 3.) **Based on the lesson plan, please complete the following chart to demonstrate how you would modify that lesson to meet the needs of**

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**different types of student populations.** You should base your answers on research-based strategies that have been identified as being effective with each particular learner group. You should describe in detail how you would use the strategies you identify as modifications to demonstrate your understanding of implementation.

**4.) Include rationale for your modification choices.** Your rationale should include references to specific studies or professional resources that support the use of the modification/strategy for each group.

You should cite the resource in your rationale with a short citation in parenthesis with author last name and data such as (Smith, 2018). Please provide reference listings for the sources in the space provided after the chart. You should only use professional education resources to support your rationale and not unreliable online sources such as Wikipedia.

<b>Modifications and Rationale</b>				
<b>Copy the URL for your chosen lesson plan:</b>				
<b>Learner Group</b>	<b>Modifications (Strategies) (3 points each)</b>	<b>Rationale (3 points each)</b>		
Students from low SES backgrounds				
Visual preference learners				
Auditory preference learners				
Kinesthetic preference learners				
Tactile preference learners				
Students with visual impairments				
Students with auditory impairments				
Students with physical (mobility) impairments				
Students with learning disabilities				
Students with ADD/HD				
Students with autism				

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Students with emotional/behavioral impairments				
Students with gifts and talents				

<p><b>Reference Listings – 2 points each (list all sources alphabetically)</b></p> <p>Please list references in APA format using the following guidelines for online sources:</p> <p>Author, A.A., &amp; Author, B.B.(Date of publication). Title of article. <i>Title of Journal (if applicable), volume number (if applicable), page number (if applicable) or <a href="http://URL">http://URL</a></i></p> <p>Please list references in APA format using the following guideline for hard copy book sources:</p> <p>Author, A.A., &amp; Author, B.B. (Date of publications). Title of Book. Publisher Name: City.</p>
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**Video Reflections**

You will watch the following videos and submit a reflection for each. Each reflection will be worth 25 points for a total (4 videos) equaling 100 points. Reflections should include:

1. What do you think the purpose of the video was? (5 points)
2. List, describe and provide a summary reflection for five major points you learned from the video. (5 points each summary= 25 points)
3. How will you apply the information you learned to your future practice in the classroom? (10 points)

Videos included in this assignment are:

1. “ARD Man”
2. How difficult can this be? The F.A.T. City Workshop
3. Educating Peter
4. Child of Rage

**IRIS Mini-modules- [www.iris.peabody.vanderbilt.edu](http://www.iris.peabody.vanderbilt.edu)**

Throughout the length of the course you will be asked to complete various IRIS modules. These are designed with research based strategies in mind. Each module is worth 100 points. Be sure to upload your document by the individual due dates. The modules are as follows:

**Working with Your School Nurse**

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Go to the IRIS Center website: Working with your school nurse module at the following link: <http://iris.peabody.vanderbilt.edu/module/nur02-schoolnurse>  
Or you can access the IRIS website by going to [www.iris.peabody.vanderbilt.edu](http://www.iris.peabody.vanderbilt.edu)

Once the page loads, click on the Resources link at the top of the page. Select IRIS Resource Locator link. Click on the Related Service box under topics on the left of the page. Once the Related Services page loads you will see a link entitled Modules (6). Click on the arrow to see the different Modules. Select the “Working with your school nurse”.

Once the module opens you will need to do the following:

Sequentially work through each section 1 through 5. You will need to create a document where you either answer a factual questions from the material or provide a reflective response to a questions. Below are the questions:

1. In the Challenge section watch the video about Dylan Sanger. Once finished watching the video answer the 3 questions in the Initial Thoughts section:
  - a. Do you think Ms. Worley’s and Ms. Valen’s reasons for being upset were valid? Explain.
  - b. What is Ms. Valen’s role as a school nurse?
  - c. With whom should Ms. Valens collaborate? Why?
2. Work through each of the pages in the Perspective and Resources Section
3. Once you have completed the previous section, revisit your initial thoughts section and see if your responses changed.
4. Finally, answer the following questions:
  - a. Describe how the school nurse serves all students within the school environment.
  - b. Describe how the school nurse can assist students with disabilities who have healthcare needs. Name and describe the three major reasons for the increase in demand for school nurses, especially in regards to students with disabilities.
  - c. What role does the school nurse play in the IEP process? Why is it important that the school nurse attend IEP meetings?
  - d. Why is it important for the school nurse to collaborate with families of students with disabilities? With school personnel? With community professionals?

### **Data Based Individualization**

Go to the IRIS Center website: Data based individualization module at the following link: <https://iris.peabody.vanderbilt.edu/module/dbi2/>

Or you can access the IRIS website by going to [www.iris.peabody.vanderbilt.edu](http://www.iris.peabody.vanderbilt.edu)

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Once the page loads, click on the Resources link at the top of the page. Select IRIS Resource Locator link. Click on the Assessment box under topics on the left of the page. Once the Assessment page loads you will see a link entitled Modules (11). Click on the arrow to see the different Modules. Select the “Intensive Intervention (Part 2) Collecting and Analyzing Data for Data-Based Individualization”.

Once the module opens you will need to do the following:

Sequentially work through each section 1 through 5. You will need to create a document where you either answer a factual questions from the material or provide a reflective response to a questions. Below are the questions:

1. In the Challenge section watch the video about Natalia. Once finished watching the video answer the 2 questions in the Initial Thoughts section:
  - a. What is data-based individualization?
  - b. How can school personnel intensify and individualize instruction?
2. Work through each of the pages in the Perspectives and Resources section.
3. Once you have completed the previous section, revisit your Initial thoughts section and see if your responses changed.
4. Finally, answer the following questions:
  - a. Explain the 5 steps of data-based decision making and their purpose
  - b. Once the teacher has identified a progress monitoring measure, he or she is ready to begin evaluating the student’s performance. Explain the 5 steps required for effectiveness.
  - c. Click on the CASE STUDY titled “RTI, data-based decision making”  
Complete the following assignments:
    - i. Case Study Level A – Case 1
    - ii. Case Study Level B – Case 1
    - iii. Case Study Level C – Case 1

### **Autism Spectrum Disorder (Part 1)**

Go to the IRIS Center website: Autism Spectrum Disorder (Part 1) module at the following link: <https://iris.peabody.vanderbilt.edu/module/asd1/>

Or you can access the IRIS website by going to [www.iris.peabody.vanderbilt.edu](http://www.iris.peabody.vanderbilt.edu)

Once the page loads, click on the Resources link at the top of the page. Select IRIS Resource Locator link. Click on the Disability box under topics on the left of the page. Once the Disability page loads you will see a link entitled Modules (8). Click on the arrow to see the different Modules. Select the “Autism Spectrum Disorder (Part 1)”.

Once the module opens you will need to do the following:

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Sequentially work through each section 1 through 5. You will need to create a document where you either answer a factual questions from the material or provide a reflective response to a questions. Below are the questions:

1. In the Challenge section watch the video about Drew, Jaquese, David, and Michelle. Once finished watching the video answer the 2 questions in the Initial Thoughts section:
  - a. What is autism spectrum disorder and what are the characteristics associated with it?
  - b. What should teachers consider when working with autism spectrum disorder?
2. Work through each of the pages in the Perspectives and Resources section.
3. Once you have completed the previous section, revisit your Initial thoughts section and see if your responses changed.
4. Finally, answer the following questions:
  - a. Explain the early warning signs of ASD.
  - b. Explain the difference between a medical diagnosis of ASD and an educational determination of autism.
  - c. Explain some of the various factors that might affect family members of students with ASD.
  - d. Explain at least 5 strategies that teachers can use when working with students with ASD.

### **Autism Spectrum Disorder (Part 2)**

Go to the IRIS Center website: Autism Spectrum Disorder (Part 1) module at the following link: <https://iris.peabody.vanderbilt.edu/module/asd2/>

Or you can access the IRIS website by going to [www.iris.peabody.vanderbilt.edu](http://www.iris.peabody.vanderbilt.edu)

Once the page loads, click on the Resources link at the top of the page. Select IRIS Resource Locator link. Click on the Disability box under topics on the left of the page. Once the Disability page loads you will see a link entitled Modules (8). Click on the arrow to see the different Modules. Select the “Autism Spectrum Disorder (Part 2)”.

Once the module opens you will need to do the following:

Sequentially work through each section 1 through 5. You will need to create a document where you either answer a factual questions from the material or provide a reflective response to a questions. Below are the questions:

1. In the Challenge section watch the video about Drew, Jaquese, David, and Michelle. Once finished watching the video answer the 2 questions in the Initial Thoughts section:
  - a. What do educators need to know about EBP’s for children with autism?

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- b. What specific strategies can improve outcomes for children with ASD?
2. What should teachers consider when working with autism spectrum disorder?
3. Work through each of the pages in the Perspectives and Resources section.
4. Once you have completed the previous section, revisit your Initial thoughts section and see if your responses changed.
5. Finally, answer the following questions:
  - a. Explain the defining characteristics of ASD.
  - b. Explain the 4 steps educators can use to make an informed decision when selecting and EBD.
  - c. Explain the 5 evidence-based practices that are referred to as foundational strategies.
  - d. Explain the difference between focused interventions and comprehensive treatment programs.

## **Module Assessments**

The Module Assessments are an assessment of your knowledge of the material required for the successful completion of this course. A score of 80 points or higher is required to demonstrate competency.

If you score less than 80 points on any module, you will have an opportunity to review the material and re-take the Module Assessment. You may take the Module Assessments up to three times. If you have not passed the module in three attempts, you will work with a Faculty Coach to determine another method of fulfilling the program requirements in this subject. In order to demonstrate competency, a score of 80 points or higher is required.

Each assessment will consist of multiple choice questions, true/false questions and short answer questions. It is a great opportunity to review what you learned in each module. Each assessment will be worth 100 points and be able to be taken no more than 3 times each. You must make at least an 80 on each module quiz in order to successfully complete the course.

## **Student Responsibilities or Tips for Success in the Course**

To be successful in this course, plan to spend at least 90 hours to read/listen to online content, complete assignments, and study the course material.

## **GRADING**

Final grades in this course will be based on the following scale:

### **Education Majors**

A = 90%-100%

### **All Other Majors**

A = 90%-100%

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B = 80%-89%  
F = 70%-79% or Below”

B = 80%-89%  
C = 70%-79%  
D = 60%-69%  
F = Below 60%

## **TECHNOLOGY REQUIREMENTS**

### **LMS**


All course sections offered by MSU have a corresponding course shell in the D2L Online Learning Management System (LMS). Below are technical requirements and associated system check.

[D2L Technical Requirements](#)

### **ACCESS AND NAVIGATION**

You will need your user name and password to log into the course. If you do not know your user name or have forgotten your password, contact [helpdesk@mwsu.edu](mailto:helpdesk@mwsu.edu). For more information on the MSU's IT services, see [Information Technology](#).

### **COMMUNICATION AND SUPPORT**

If you have any questions or are having difficulties with the course material, please contact your  Instructor Coach.

#### **Technical Support**

If you are new to D2L or if you are having technical difficulty with any part of D2L, please contact [Distance Education](#). Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

#### **Interaction with Instructor Statement**

Expect responses to email within **24-48** hours and feedback on your final project within **48** hours.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures/Policies**

In order to demonstrate competency you must achieve 80% or higher on each required module assessment and course assignments.

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## **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

## **University Specific Procedures**

### **Student Conduct**

Students are expected to uphold and abide by certain standards of conduct that form the basis of the Student Code of Conduct. These standards are embodied within a set of core values that include integrity, social justice, respect, community, and responsibility. When members of the MSU community fail to exemplify these values, campus conduct proceedings are used to assert and uphold the Student Code of Conduct. The Code of Student Conduct is described in detail in the [Student Handbook](#).

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

### **COVID**

Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVID-19 and has the greatest possibility of avoiding serious illness if infected in all age groups. Although MSU Texas is not mandating vaccinations, we highly encourage eligible members of our community to get a vaccination. If you have questions or concerns about the vaccine, please contact your primary care physician or health care professional. Given the recent rise in cases, individuals are strongly encouraged to wear facial coverings when indoors among groups of people, regardless of vaccination status. Although MSU Texas is not currently requiring facial coverings, they have been an effective strategy in slowing the spread.

### **Electronic Network Access**

Students using the university network facilities and services will indemnify and hold harmless the university against any and all actions or claims of infringement of intellectual property rights arising from the use of a network-based service or facility provided by the university. Network access is provided by password control. All passwords are managed and controlled by Information Systems. See [Student Handbook](#) for specific policies on electronic network access.

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## **Profile Directory for MSU**

MSU is pleased to announce the release the new and improved Profile Directory for the MSU Texas website.

After a closed beta test period, our new Profile Directory is designed to meet the needs of both faculty and staff. Changes have been implemented from the suggestions of our beta yest group. We will continue to release updates to improve on the new directory.

Users will login to the new directory at <http://directory.msutexas.edu>. One of the most significant changes is the single sign-on feature. Users will now use their current MSU Texas network login and password.

Please login to your account to confirm your information is correct. We have made every attempt to import your information from the old system though it may not be 100% accurate, as there were several inconsistencies in the old system. The Webmaster's Office will help where needed to correct any issues you may bot be able to change.

Users will be able to report issues inside the new directory when logged in to the system. If you are not able to use the In-App report, please email [webmasterhelp@msutexas.edu](mailto:webmasterhelp@msutexas.edu).

## **Academic Dishonesty**

Students at MSU are expected to maintain high standards of integrity and honesty in their scholastic work. For more details and the definition of academic dishonesty see the [Student Handbook](#).

## **Students with Disabilities-- ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. It is the policy of Midwestern State University that no otherwise qualified person, on the basis of disability, be excluded from participation in, be denied the befits of, or be subject to discrimination under any education program, activity, or employment of the university. If you have a disability requiring an accommodation, please contact:

### **Office of Student Disability Resources and Services**

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Physical location: Clark Student Center, Room 168  
 Phone: (940) 397-4140

### Nondiscrimination Notice

MSU will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### Campus Concealed Carry Statement

MSU is committed to providing a safe and secure learning, working, and living environment for students, faculty, staff, and visitors, and to respecting the right of individuals who are licensed to carry a handgun where permitted by law. Individuals who are licensed to carry may do so on MSU’s campus premises except in locations and at activities that are prohibited. The carrying of any handgun by an unlicensed person or the open carry of a handgun is not permitted in any place on MSU’s campus premises. For more information on Carrying Concealed Handguns, see the [Student Handbook](#).

### COURSE OUTLINE

<b>COURSE OUTLINE/CALENDAR</b>		
<b>Module Topic</b>	<b>Materials to Read and Review</b>	<b>Assignments</b>
<b>PRETEST</b>	<b>NO REVIEW NEEDED</b>	<b>COMPLETE ON FIRST DAY</b>
<b>M1:            Legal and Ethical Foundations of Special Education</b> 1. History of Special Education 2. Laws and Definitions 3. Ethical principles	<b>Reading assignments:</b>  <b>History of Special Education - Lesson 1</b> 1. “Timeline of Disabilities” 2. Celebrating the 40 <sup>th</sup> anniversary of IDEA  <b>Laws and Definitions – Lesson 2</b> 1. Definitions 2. Special Education– legal framework 3. What is Inclusion	<b>Module 1 Assessment</b>

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	<ol style="list-style-type: none"> <li>4. Inclusion in Texas</li> <li>5. What is Manifestation Destination</li> <li>6. Difference between 504 and Special Education</li> </ol> <p><b>Ethical Principles – Lesson 3</b></p> <ol style="list-style-type: none"> <li>1. Council for Exceptional Children Code of Ethics</li> <li>2. What is Child Find <b>PRINT</b> Technical Assistance Child Find &amp; Evaluation (TEA)</li> <li>3. “Disability Etiquette 101”</li> </ol>	
<p><b>M2: Qualifying and Special Education Services</b></p> <ol style="list-style-type: none"> <li>1. Response to Intervention</li> <li>2. Documentation Evaluation Assessment</li> <li>3. Universal Design for Learning</li> <li>4. ARD’s and IEP’s</li> </ol>	<p><b>Reading assignments:</b></p> <p><b>Response to Intervention (RTI)/MTSS Lesson 1</b></p> <ol style="list-style-type: none"> <li>1. Three Tier Intervention</li> <li>2. What is RTI and MTSS</li> <li>3. Essential components of RTI/MTSS</li> <li>4. Effective Strategies for tiers 1,2,3</li> <li>5. Resources for RI/MTSS (Livebinder examples)</li> </ol> <p><b>Documentation, Evaluation, Assessments Lesson 2</b></p> <ol style="list-style-type: none"> <li>1. What is Evaluation</li> <li>2. But, how do students actually QUALIFY for SPECIAL EDUCATION?</li> <li>3. IRIS mini module – intensive intervention (part 2) – Collecting &amp; Analyzing data for data-based individualization</li> </ol> <p><b>Universal Design for Learning - Lesson 3</b></p> <ol style="list-style-type: none"> <li>1. What is UDL</li> <li>2. 7/10 Split – Bowling and Education</li> <li>3. UDL Principles and Video</li> <li>4. UDL Techtoolkit (Resources)</li> <li>5. Accommodations vs. Modifications</li> <li>6. Accommodated Lesson Plan</li> </ol>	<p><b>Video Reflection– ARD Man</b></p> <p><b>IRIS mini module - Intense Intervention (Part 2)</b></p> <p><b>Module 2 Assessment</b></p>

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	<p><b>ARDS and IEPS</b></p> <ol style="list-style-type: none"> <li>1. Technical Assistance: Individualized Education Program (IEP) Development - PRINT</li> <li>2. Video simulations – you tube – Ch2 IEP team, Ch3 What’s included in the IEP, Ch4 Getting ready for the IEP, Ch5 The IEP meeting</li> <li>3. Video – “ARD man” - reflection</li> </ol>	
<p><b>M3: Learning and Language Based Disabilities</b></p> <ol style="list-style-type: none"> <li>1. Learning Disabilities</li> <li>2. Speech and Language Disabilities</li> <li>3. Dyslexia and Associated Disabilities</li> </ol>	<p><b>Reading assignments:</b></p> <p><b>Learning Disabilities</b></p> <ol style="list-style-type: none"> <li>1. What is a Specific Learning Disability?</li> <li>2. Overview of Specific Learning Disability</li> <li>3. Video – How difficult can it be? F.A.T. City Workshop – reflection</li> <li>4. Disability Folder – Begin Assignment</li> </ol> <p><b>Speech and Language Disabilities</b></p> <ol style="list-style-type: none"> <li>1. Speech and Language Disabilities overview</li> <li>2. What is a language learning disability?</li> <li>3. Speech therapy in schools</li> </ol> <p><b>Dyslexia and Associated Disabilities</b></p> <ol style="list-style-type: none"> <li>1. What is dyslexia</li> <li>2. Explore these resources</li> <li>3. TEA Handbook</li> <li>4. Overcoming Dyslexia – Piper Otterbein video – Video Reflection</li> </ol>	<p><b>Module 3 Assessment</b></p> <p><b>Video Reflection – How difficult can it be? F.A.T. City workshop</b></p> <p><b>Disability Folder (begin)</b></p> <p><b>Video Reflection -Overcoming Dyslexia – Piper Otterbein</b></p>

	<b>Reading Assignments:</b>	<b>Assignments:</b>
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<p><b>M4: High Incidence Disabilities</b></p> <ol style="list-style-type: none"> <li>1. Intellectual Disabilities</li> <li>2. Emotional and Behavioral Disabilities</li> <li>3. Attention Deficient Disorders</li> <li>4. Other Health Disabilities</li> </ol>	<p><b>Intellectual Disabilities</b></p> <ol style="list-style-type: none"> <li>1. What is an Intellectual Disability?</li> <li>2. Video – Education Peter – reflection</li> <li>3. Article – Center for Parent Information and Resource</li> </ol> <p><b>Emotional and Behavioral Disabilities</b></p> <ol style="list-style-type: none"> <li>1. Emotional and Behavioral disabilities</li> <li>2. Video – Child of Rage - reflection</li> </ol> <p><b>Attention Deficient Disorders</b></p> <ol style="list-style-type: none"> <li>1. What is ADD/HD</li> <li>2. Strategies for Students</li> <li>3. Tools for the Classroom</li> </ol> <p><b>Other Health Disabilities</b></p> <ol style="list-style-type: none"> <li>1. What is Other Health Impairments?</li> <li>2. IRIS – mini modules – Working with your school nurse</li> </ol>	<p><b>Video Reflection Educating Peter</b></p> <p><b>Video Reflection Child of Rage</b></p> <p><b>IRIS mini module – Working with your school nurse</b></p> <p><b>Continue working on Disability Folder</b></p>
<p><b>M5: Autism, At-risk, GT</b></p> <ol style="list-style-type: none"> <li>1. Autism</li> <li>2. Low Incidence Disabilities</li> <li>3. At-risk Students</li> <li>4. Students with Gifts and Talents</li> </ol>	<p><b>Reading Assignments:</b></p> <p><b>Autism</b></p> <ol style="list-style-type: none"> <li>1. What is Autism</li> <li>2. Autism tools and resources</li> <li>3. What does Autism look like?</li> <li>4. IRIS mini module (part 1)</li> <li>5. IRIS mini module (part 2)</li> </ol> <p><b>Low Incidence Disabilities</b></p> <ol style="list-style-type: none"> <li>1. Overview of low-incidence disabilities</li> <li>2. Inclusion resources for low-incidence disabilities</li> <li>3. Curriculum for low-incidence disabilities</li> </ol> <p><b>At-risk Students</b></p> <ol style="list-style-type: none"> <li>1. What is At-risk</li> <li>2. Helping At-risk students succeed</li> <li>3. Compensatory education</li> </ol> <p><b>Students with Gifts and Talents</b></p> <ol style="list-style-type: none"> <li>1. What is Gifted and Talented</li> <li>2. TEA – Gifted and Talented FAQ’s</li> <li>3. Twice Exceptional</li> </ol>	<p><b>Assignments:</b></p> <p><b>IRIS mini module – Autism (part 1)</b></p> <p><b>IRIS mini module – Autism (part 2)</b></p> <p><b>Module 5 Assessment</b></p> <p><b>Continue working on Disability Folder</b></p>

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