

Midwestern State University
Gordon T. & Ellen West College of Education

SPED 5013 Exceptional Individuals Online

Dr. Dennis Cavitt

Summer II-2021

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Office Hours: Online

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Required Texts

Sousa, D. A. (2016). *How The Special Needs Brain Learns*. 3rd Edition. Thousand Oaks, CA.: Corwin Press.

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

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

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 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.

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 – This is an online course, attendance will be recorded as a student logs into D2L. Students **MUST** log in to D2L for the course a minimum of 2 times per week. **If a student does not log in 2 times in 2 weeks, the candidates will receive a full grade reduction.**

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:** Late assignments are accepted at the discretion of this professor. If an assignment is accepted late it will be subjected to a penalty where the maximum grade for the assignment will be 70% of the assignment points. If you are allowed to submit your assignment late, 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.
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.

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.

Professional Knowledge , Roles, & Responsibilities Cluster		
	Comp#	Cluster & Competency
Professional Knowledge , Roles, & Responsibilities Cluster		
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

Guest Lecture	IGC10K2	SPED teacher's Collaborative/Consultative role
Lectures, Guest Lecture	ICC10K3	Concerns of families of students w/disabilities & ways to address concerns
Social/Emotional Environment Cluster		
FAT City Workshop, Lecture, 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, Lecture	IGC5K2	Adapt physical environment to promote learning for students with disabilities
Lecture	ICC5S12	Design, establish, & manage routines
Planning and Instruction Cluster		
Lecture, Activity, FAT City Workshop	ICC5K1	Demands of learning environments
Lecture	IGC4K4	Prevention & intervention strategies for at-risk learners
FAT CITY Workshop, Lecture, Movie Review	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
Disability Cluster		
Lecture	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
Article	ICC2K7	Effects of medication on individuals
Human Diversity Cluster		
Lecture, FAT City Workshop Video	HD	Learn and respond appropriately to diverse needs in shaping the campus culture
FAT City Workshop, Lecture, Law Portfolio	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:

SPED 5013 Course Assignments/Evaluation Methods (You will be evaluated through the following activities. Descriptions of the various assignments are found in the Course D2L site:

**SPED 5013 Exceptional Individuals Online
Week 1: Module 1: Legal and Ethical Foundations & RTI
June 1st-5th, 2021**

Reading Assignments:

Teaching students who are exceptional, diverse, and at risk in the General Education Classroom, 7th edition

Chapters 1 & 2 and the corresponding quiz. (5 points each)

How The Special Needs Brain Learns. 3rd Edition.

Chapters 1 & 2 and the corresponding quiz. (5 points each)

High Leverage Practices for Inclusive Classrooms

Chapter 3- Collaborate with Families to Support Student Learning and Secure Needed Services.

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

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

ARD Man Video and reflection (40 Points)

Discussion:

Introduction

Out of My Mind Book Discussion 1 (5 points)

Out of My Mind Book Discussion (5 points)

Online Assignments

- Online IRIS Vanderbilt What Do You See? Perceptions of Disability. (30 Points)
- Online IRIS Vanderbilt RTI Module 1 (20 points)
- Online IRIS Vanderbilt Universal Design for Learning (UDL) Module. (50 points)

Test:

Module 1 Test (100 points)

All work must be completed in order for you to move on to Module 2. Must be completed by June 5th by 11:59 PM. Any work completed after the due date will result in a 30% Grade consequence.

SPED 5013 Exceptional Individuals Online

Week 2: Module 2: Understanding Disability Conditions: High Incidence Disabilities: Speech Language Impairment (SLI), Specific Learning Disability (SLD), Other Health Impairment (OHI), Emotional Disturbance (ED)

June 6th-12th, 2021

Reading Assignments:

Teaching students who are exceptional, diverse, and at risk in the General Education Classroom, 7th edition

Chapters 3, 4, 5, 6, 7, & 8

How the Special Needs Brain Learns. 3rd Edition.

Chapters 3, 5, 6, 7, & 8

High Leverage Practices for Inclusive Classrooms

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

Assignment: written reflection regarding the chapter. See D2L for more instructions. (10 points).

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:

Disproportionality Discussion

Out of My Mind Book Discussion 3 (5 points)

Out of My Mind Book Discussion 4 (5 points)

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 Research Paper 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 references. Must follow APA 7th edition.

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:**

The Psychological Processes research paper will be due NO LATER than July 1st 2021 by 11:59 PM. I am assigning it during Module 2 in order for you to have sufficient time to complete the assignment successfully.

Online Assignments

Online Dyslexia Training- This is a TEA REQUIRED Assignment **for all students seeking any TEA Certification**. However, All students MUST Complete this requirement. Failure to do so will result in Incomplete for the course. You will have to complete the assignment in order to have the Incomplete removed from your transcript. If you do not, the incomplete will turn into an F. (25 points)

Legal Framework Assignment (40 Points)

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Week 3: Module 3: Understanding Disability Conditions: Developmental Disabilities: Intellectual Disabilities (ID) and Autism Spectrum Disorder (AU)

June 13th-19th, 2021

Reading Assignments:

Teaching students who are exceptional, diverse, and at risk in the General Education Classroom, 7th edition
Chapters 9 & 10

How the Special Needs Brain Learns. 3rd Edition.
Chapter 9

High Leverage Practices for Inclusive Classrooms
Chapter 9- *Teaching Social Skills*

Assignment: written reflection regarding the chapter. See D2L for more instructions. (10 points).

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

Educating Peter and Reflection (40 points)

Discussion:

Out of My Mind Book Discussion 5 (5 points)

Out of My Mind Book Discussion 6 (5 points)

Online Assignments

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

Legal Framework Assignment (20 points)

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Week 4: Module 4: 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), Traumatic Brain Injury (TBI), & Gifted and Talented.

June 20th-June 26th, 2021

Reading Assignments:

Teaching students who are exceptional, diverse, and at risk in the General Education Classroom, 7th edition
Chapter 11

High Leverage Practices for Inclusive Classrooms
Chapter 15-Provide Scaffold Supports

Assignment: written reflection regarding the chapter. See D2L for more instructions. (10 points).

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

Assignment: written reflection regarding the document. See D2L for more instructions. (10 points).

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

Assignment: written reflection regarding the document. See D2L for more instructions. (10 points).

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

Including Samuel (40 points)

Discussion:

Out of My Mind Book Discussion 7 (5 points)

Out of My Mind Book Discussion 8 (5 Points)

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)

Understanding NCEC Assignment: 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)

Legal Framework Assignment (70 points).

Test:

Disability Conditions Test. Covers Modules 2, 3, & 4. (100 points)

SPED 5013 Exceptional Individuals Online
Week 5: Module 5: Putting it all Together: HLP's and Differentiated Instruction.
June 27th-July 1st, 2021

Reading Assignments:

Teaching students who are exceptional, diverse, and at risk in the General Education Classroom, 7th edition

Chapter 12: Differentiating Instruction and Assessment for All Learners

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

How the Special Needs Brain Learns. 3rd Edition.

Chapter 10: Putting it all Together

Discussions:

The Role of Race in Learning
Culture

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/>

Assignment: Once you have read the chapter and watched the video you will write a reflection regarding the chapter and video. See D2L for more instructions. (10 points each).

Accommodated Lesson Plan:

Test:

Final (This is a case-based assessment. You will review the case 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)

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 Case Study portion are 250.

The Final is due no later than July 1st by 11:59 PM.

Late Assignment Policy: Late assignments are accepted at the discretion of this professor. If an assignment is accepted late it will be subjected to a penalty where the maximum grade for the assignment will be 70% of the assignment points. If you are allowed to submit your assignment late, 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.

