



Course Syllabus:
Exceptional Individuals-Graduate Online
Midwestern State University
Gordon T. & Ellen West College of Education
SPED 5013 Section X10
Fall 2021

Contact Information

Instructor: Dr. Dennis Cavitt

Office: BH 309

Office hours: M 1:00-3:00 P.M., Tuesday 9-11:30 A.M., Wednesday 11-12. Other times can be specifically scheduled as needed.

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Instructor Response Policy

I will read and respond to your email within 24 hours unless it is the weekend or holidays. If you send me an email during the weekend or a holiday, I will respond to you no later than on the first business day post the weekend or holiday.

Textbook & Instructional Materials

Sousa, D. A. (2016). *How the Special Needs Brain Learns*. 3rd Edition. Corwin Press.

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

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

Important!!! This is a required item!!!

Instead of a Primary Textbook, in this course, we will use materials available from CEC. You are Required to obtain the CEC University Package (reduced rates as low as \$59) by visiting exceptionalchildren.org/get-involved/group-membership/universitycollege-classroom-package.

Once you click on the link, you will need to scroll down to the students button where you get the discount code. This will provide you access to the various webinars and articles that we will use in this course.

Course Description

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

Course Objectives/Learning Outcomes/Course Competencies

Specific learning objectives for the course derive from the Student Services Certificate Standards (Educational diagnostician), The Council for Exceptional Children Advanced Preparation Standards and Advanced Specialty Set: Educational Diagnostician Specialist, and the Texas SBEC standards/Test Frameworks. This course provides Graduate students with a knowledge base of the environment in which they may serve as an educational Diagnostician. Satisfactory completion of the course will document that students have demonstrated the ability to:

Identify and select appropriate assessment strategies and tools to assist in determining student learning. The educational diagnostician understands and applies knowledge of the purpose, philosophy and legal foundations of evaluation and special education.

1. Understand and apply knowledge of the purpose, philosophy and legal foundations of evaluation and special education. (TEXES Educational Diagnostician Standards Domain I, , etc.)
 - a. Recognizes and applies knowledge of the cognitive, academic, communicative, physical, social and emotional characteristics of individuals with disabilities, including those with different levels of severity and with multiple disabilities. (TEXES Educational Diagnostician Standards Domain I, Competency 001A,)
 - b. to access information on the cognitive, academic, communicative, physical, social and emotional characteristics of individuals with various disabilities. (TEXES Educational Diagnostician Standards Domain I, Competency 001B,)
 - c. Analyze the educational implications of various disabilities. (TEXES Educational Diagnostician Standards Domain I, Competency 001D,)
2. understand and apply knowledge of ethnic, cultural, linguistic and socioeconomic diversity and the significance of individual diversity for evaluation, planning and instruction.
 - a. Demonstrate knowledge of issues related to the identification of disabilities in individuals from ethnically, culturally, linguistically and/or socioeconomically diverse backgrounds.
 - b. Recognize how the ethnic, cultural and environmental background of students and their families, including linguistic and socioeconomic diversity, may affect evaluation, planning and instruction.
 - c. Demonstrate awareness of issues related to the representation in special education of populations that are culturally and linguistically diverse.
3. understand and apply knowledge of professional practices, roles and responsibilities and the philosophical, legal and ethical foundations of evaluation related to special education.
 - a. Apply knowledge of state and federal laws, rules and regulations related to the roles and activities of the educational diagnostician, including the assessment and evaluation of individuals with educational needs.
 - b. Demonstrate knowledge of the rights and responsibilities of parents/guardians, schools, students, teachers and other professionals in relation to individual learning needs.
 - c. Know organizations and publications relevant to the field of educational diagnosis and demonstrates awareness of the importance of engaging in activities that foster professional competence and benefit individuals with exceptional learning needs, their families and/or colleagues.
4. Understand how the Special education specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels. (CEC Advanced Preparation Standards 2.0)

5. demonstrate understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities. (CEC Advanced Preparation Standards 2.3)
6. Demonstrates how the Special education specialists use foundational knowledge of the field and professional ethical principles and practice standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.
7. Demonstrate high professional expectations and ethical practice, and create supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families.

See Appendix A for a complete list of standards/competencies
Student Handbook

Refer to: [Student Handbook-2019-20](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

Grading/Assessment

Course Grade- List all graded assignments (for all certification courses at least one assessed performance-based assignment is required) with their point value and or percentage of total grade.

Letter Grade Scale indicate the overall points or % to letter grade scale for example 1270 to 1137=A.

Table 1: Points allocated to each assignment – You can change table information but will need to use table Tool if you add more columns or rows. Do not leave any blanks in table. Follow instructions listed under Course Schedule.

Assignments/Tests	Points
HLP Readings 9x10 points	90
Video Reflections 5x40 points	200
Discussions 9x5 points	45
IRIS Assignments	270
CEC Recorded Webinars	140
Legal Framework Assignments	130
Psych Process Research Paper	100
Dyslexia Training	25
TX State Plan for Gifted	10
NCEC	5
Identification of gifted from diverse backgrounds	10
Accommodated Lesson Plan	12
Module Tests	400
Final	350
Total points	1787

Table 2: Total points for final grade.

Grade	Points
A	1608 and above
B	1430 to 1607
C	1251 to 1429
D	1072 to 1250
F	Less than 1071

Exams

Module tests are a combination of T/F, Multiple Choice, and Short Answer questions. Each test is worth 100 points which is about 4% of the total grade. The tests are not timed.

Final Exam

Final (Due NO Later than December 9th 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)

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 35 points.

Total points for the Final are 350.

Final (Due NO Later than December 9th by 5 PM)

Final Exam

Final exam details should be provided. Include point values or percentage of the overall grade, method of assessment, whether or not it will be timed, and date for final. This will appear on the Course Schedule in more detail.

Extra Credit

I do not offer extra credit in this course.

Late Work

The official policy for this class is that NO late work is accepted. However, I do understand that life events can throw you a curve ball. Therefore, if you see that you will be having difficulty turning your work in by the deadline, you MUST contact me and I will determine what extension will be provided. Often it is an additional 5 days and there will be a late grade consequence. The consequence is that the best grade you can receive would be 70% of the maximum points (i.e. if an assignment is worth 10 points, the maximum grade you could receive is 7 points). If you do not submit the assignment by the extended time you will receive a 0 for the assignment.

Make Up Work/Tests

Make up work is determined by a case by case basis.

Important Dates

Last day for term schedule changes: August 26th

Deadline to file for graduation: October 4th

Last Day to drop with a grade of “W:” October 25th at 4 PM.

Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance

You are expected to attend all mandatory meetings of the classes (since this class is online, all meetings will be held through Zoom. If you have a conflict with any meetings, you will need to contact me prior to the event. All meetings will be recorded and links will be provided for you to watch the meeting. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. In those classes where attendance is considered as part of the grade, the instructor should so inform students of the specifics in writing at the beginning of the semester in a syllabus or separate attendance policy statement. An instructor who has an attendance policy must keep records on a daily basis. The instructor must give the student a verbal or written warning prior to being dropped from the class. Instructor's records will stand as evidence of absences. A student with excessive absences may be dropped from a course by the instructor. Any individual faculty member or college has the authority to establish an attendance policy, providing the policy is in accordance with the General University Policies.

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ***Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world which is connected to the internet. Contact me immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Instructor Class Policies

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule:
Legal and Ethical Foundations
August 23rd-September 4th

All assignments for Module 1 are due no later than Saturday, September 4th by 11:59 PM.

Reading Assignments: (All reading assignments with the exception of the HLP readings will be assessed during the module test).

Read the article posted in D2L titled “**Historical and Legal Issues in the Field of Exceptional Individuals**” This is an article written by me for your class.

Read the following article found in D2L: **From RTI to MTSS.**

Read the articles from Teaching Exceptional Children Journal: [A Primer of Special Education Law](#) and [An Updated Primer of Special Education law](#) (Remember that to access this article you will need to become a member of CEC. See the first page of the syllabus for becoming a member via the University program. After reading the article you will need to take the corresponding quiz. The above links will take you to the journal page. Scroll down and you will see Access Options. You will see CEC Member Access and a link that says Sign in. Click on it and it will take you to the login page through CEC and once you sign in you will have access.

How the Special Needs Brain Learns. 3rd Edition.

Chapters 1 & 2

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).

Recorded Lecture:

Watch the recorded lecture for Module 1 found in D2L.

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

ARD Man Video and reflection (40 Points)

Discussions:

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)
- CEC Webinars: (Remember that to access this webinar for free you will need to become a member of CEC. See the first page of the syllabus for becoming a member via the University program.
 - You will need to watch the following CEC webinar:
[The IEP Process: Essential Strategies for Special Education Teachers](#) Once you have completed the recorded webinar, you will need to create a 500 word minimum

reflection of what you learned and how you will use the information in your current and/or future practice. (10 points)

- Additionally you will need to select 2 of the following webinars and for each create a 500 word minimum reflection of what you learned and how you will use the information in your current and/or future practice. (10 points each):
 - [Supreme Court Decision and Implications for Developing IEPs](#)
 - [How the Supreme Court May Change Your Practice](#)
 - [Working Collaboratively with Diverse Families in the IEP Process](#)
 - [What Principals Need to Know to Avoid Special Education Litigation](#)

Tests:

Module 1 Test (100 points)

Total Points for Module 1= 220

Module 2:

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

September 5th-25th

All assignments for Module 2 are due no later than Saturday, September 25th by 11:59 PM.

Online Assignments

Online IRIS Vanderbilt RTI Assignment (130 points)

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

From CEC:

- [Lesson Planning for All Learners Using Universal Design for Learning](#)
Once you view the recorded Webinar, create a 500 word minimum reflection of what you learned and how you will use the information in your current and/or future practice. (10 points)

Reading Assignments:

Read the following Articles from Teaching Exceptional Children Journal online at CEC:

- [Responsiveness to Intervention 1997 to 2007](#)
- [Responsiveness-To-Intervention: A Blueprint for Practitioners, Policymakers, and Parents](#)
- [The Taxonomy of Intervention Intensity](#)

Read the Article in D2L on Multi-Tiered System of Supports:

From RTI to MTSS.

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).

Recorded Lecture:

Watch the recorded lecture for Module 2 found in D2L.

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? (5 Points).

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)

September 26th – October 23rd

All assignments for Module 3 are due no later than Saturday, October 23rd by 11:59 PM.

Reading Assignments:

Articles/Chapters in D2L:

- Specific Learning Disabilities and the Processing Block.

High Leverage Practices for Inclusive Classrooms

Chapter 5 Interpreting and communicating assessment information with stakeholders to collaboratively design and implement educational programs.

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:

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 Disabilities.

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**

Online Assignments

Online Dyslexia Training- **This is a TEA 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)

From CEC:

- [Managing Challenging Behavior 1.0: Do These Things First](#)
- [Managing Challenging Behavior 2.0: What to Do When the Basics Aren't Enough](#)
- [Executive Function Deficits: Evidence-based Practices to Help All Learners Access Core Curriculum](#)
- [Behavioral strategies to promote success for students with exceptionalities](#)

Once you have viewed the recorded Webinars, create 500 word minimum reflections for each over what you learned and how you will use the information in your current and/or future practice. (10 points each total 40 points)

Legal Framework Assignment (40 Points)

Tests

Module 3 Test (100 Points)

Module 4:

**Understanding Disability Conditions: Developmental Disabilities: Intellectual Disabilities (ID) and Autism Spectrum Disorder (AU)
October 24th – November 13th**

All assignments for Module 4 are due no later than Saturday, November 13th by 11:59 PM.

Reading Assignments:

Article/Chapters in D2L.

How the Special Needs Brain Learns. 3rd Edition.

Chapter 9

High Leverage Practices for Inclusive Classrooms

Chapter 15-Provide Scaffold Supports

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

Legal Framework Assignment (20 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
- 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.

November 14th – December 4th

All assignments for Module 5 & Putting it all together Modules are due no later than Saturday, December 4th by 11:59 PM.

Watch the recorded Module 5 lecture found in D2L.

Reading Assignments:
Article/Chapter in D2L

Read the following Articles from Teaching Exceptional Children Journal online at CEC:

- [Creating learning opportunities for students with severe disabilities in inclusive classrooms.](#)
- [Using task analysis to support inclusion and assessment in the classroom.](#)
- [Literacy acquisition for students with severe disabilities: Making it happen through assistive technology.](#)

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 50 points total).

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)

From CEC:

- [Explicit Instruction, Part 1: Exploring the foundations of explicit instruction](#)
- [Explicit Instruction, Part 2: Anatomy of a prototypical explicit instruction lesson.](#)
- [From philosophy to practice: enacting authentic school inclusion](#)

Once you have viewed the recorded Webinars, create 500 word minimum reflections for each over what you learned and how you will use the information in your current and/or future practice. (10 points each total 30 points)

Legal Framework Assignment (70 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 5th by 11:59 PM.

Reading Assignments:

How the Special Needs Brain Learns. 3rd 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. (10 Points)

Online Assignments:

From CEC:

Select 3 from the following:

- [Calculation and Word problem interventions for elementary students with mathematics difficulty.](#)
- [Effective Intervention for reading difficulties.](#)
- [Improving the writing of students with disabilities: An explicit instruction framework.](#)
- [How to design and deliver effective math intervention.](#)
- [Bullying and suicide: Preventive measures for schools.](#)
- [Collaborating with colleagues and co-teaching like a pro.](#)
- [Stress detectives and safe harbors: Helping children feel secure.](#)

Once you have viewed the recorded Webinars, create 500 word minimum reflections for each over what you learned and how you will use the information in your current and/or future practice. (10 points each total 30 points)

Assignments:

- Accommodated Lesson Plan Assignment: This is a **TEA 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 9th 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)

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 35 points.

Total points for the Final are 350.

Final (Due NO Later than December 9th 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.

References/Scientifically-Based Research/Additional Readings:

- Brown-Chidsey, R. & Bickford, R. (2016). *Practical handbook of multi-tiered systems of support: Building academic and behavioral success in schools*. Guilford Press.
- Byrnes, J. P. (2021). *Cognitive development for academic achievement: Building skills and motivation*. Guilford Press.
- Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR). (2021, August, 1). *High leverage practices in special education*. CEEDAR Education. <https://ceedar.education.ufl.edu/high-leverage-practices/>.
- Council for Exceptional children (2021, August, 1). *Professional preparation standards*. CEC. <https://exceptionalchildren.org/professional-preparation-standards>.
- Education Service Center Region 18. (2021, August, 1). Legal framework for the child-centered special education process. ESC18. <http://framework.esc18.net/display/Webforms/ESC18-FW-LandingPage.aspx>.
- Ferris, S. J. (2014). "Revoicing: A Tool to Engage All Learners in Academic Conversations." *The reading teacher*, 67(5), pp. 353–357. International Literacy Association, Inc.
- Fletcher, J., Lyon, R., Fuchs, L., & Barnes, M. A. (2019). *Learning disabilities: From identification to intervention*. (2nd Ed.) Guilford Press.
- Howard, T. C. (2019). *Why race and culture matter in schools: Closing the achievement gap in America's classrooms*, (2nd Ed.) Teachers College Press.
- International Dyslexia Association. (2018). *Knowledge and practice standards for teachers of reading*, (2nd Ed.). International Dyslexia Association. <https://app.box.com/s/21gdk2k1p3bnagdfz1xy0v98j5ytl1wk>.
- Longmore, P. K. & Umansky, L. (Eds.) (2001). *The new disability history: American perspectives*. New York University Press.
- Mather, N., Goldstein, S., & Exlund, K. (2019) *Learning disabilities and challenging behaviors: Using the building blocks model to guide intervention and classroom management*. (3rd Ed.). Brookes Publishing.

McLeskey, J., Barringer, M., Billingsley, B., Brownell, M., Jackson, D. Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017). *High-leverage practices in special education*. CEC & CEEDAR Center.

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Appendix A: Standards/Competencies

Initial Practice based Professional Standards for Special Education 2020

Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines:

Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities.

Component 1.1: Candidates practice within ethical guidelines and legal policies and procedures.

Component 1.2: Candidates advocate for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with diverse social, cultural, and linguistic backgrounds.

Component 1.3: Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; and professional standards, research, and contemporary practices.

Standard 2: Understanding and Addressing Each Individual's Developmental and Learning Needs:

Candidates use their understanding of human growth and development, the multiple influences on development, individual differences, diversity, including exceptionalities, and families and

communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual's strengths and needs.

Component 2.1: Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities.

Component 2.2: Candidates use their knowledge and understanding of diverse factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments.

Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge:

Candidates apply their understanding of the academic subject matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for learners with exceptionalities.

Component 3.1: Candidates apply their understanding of academic subject matter content of the general curriculum to inform their programmatic and instructional decisions for individuals with exceptionalities.

Component 3.2: Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and implemented to achieve mastery of curricular standards and individualized goals and objectives.

Standard 4: Using Assessment to Understand the Learner and the Learning Environment for Databased Decision Making:

Candidates assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students' eligibility determination, communicate students' progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.

Component 4.1: Candidates collaboratively develop, select, administer, analyze, and interpret multiple measures of student learning, behavior, and the classroom environment to evaluate and support classroom and school-based systems of intervention for students with and without exceptionalities.

Component 4.2: Candidates develop, select, administer, and interpret multiple, formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable to contribute to eligibility determination for special education services.

Component 4.3: Candidates assess, collaboratively analyze, interpret, and communicate students' progress toward measurable outcomes using technology as appropriate, to inform both short- and long-term planning, and make ongoing adjustments to instruction.

Standard 5: Supporting Learning Using Effective Instruction Candidates use knowledge of individuals' development, learning needs, and assessment data to inform decisions about effective instruction:

Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual. Candidates use whole

group instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-/cognitive strategies to support and self-regulate learning.

Component 5.1: Candidates use findings from multiple assessments, including student self-assessment, that are responsive to cultural and linguistic diversity and specialized as needed, to identify what students know and are able to do. They then interpret the assessment data to appropriately plan and guide instruction to meet rigorous academic and non-academic content and goals for each individual.

Component 5.2: Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning.

Component 5.3: Candidates use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning.

Component 5.4: Candidates use flexible grouping to support the use of instruction that is adapted to meet the needs of each individual and group.

Component 5.5: Candidates organize and manage focused, intensive small group instruction to meet the learning needs of each individual.

Component 5.6: Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.

Standard 6: Supporting Social, Emotional, and Behavioral Growth:

Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development. **Component 6.1:**

Candidates use effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities. **Component 6.2:** Candidates use a range of preventive and responsive practices documented as effective to support individuals' social, emotional, and educational well-being.

Component 6.3: Candidates systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments.

Standard 7: Collaborating with Team Members:

Candidates apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals within the school, other educational settings, and the community to plan programs and access services for individuals with exceptionalities and their families.

Component 7.1: Candidates utilize communication, group facilitation, and problem-solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students' instructional and behavioral needs.

Component 7.2: Candidates collaborate, communicate, and coordinate with families, paraprofessionals, and other professionals within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their families.

Component 7.3: Candidates collaborate, communicate, and coordinate with professionals and agencies within the community to identify and access services, resources, and supports to meet the identified needs of individuals with exceptionalities and their families.

Component 7.4: Candidates work with and mentor paraprofessionals in the paraprofessionals' role of supporting the education of individuals with exceptionalities and their families.

CEC Advanced Preparation Standards

Advanced Preparation Standard 1: Assessment:

1.0 Special education specialists use valid and reliable assessment practices to minimize bias. **Key Elements:**

1.1 Special education specialists minimize bias in assessment.

1.2 Special education specialists design and implement assessments to evaluate the effectiveness of practices and programs.

Advanced Preparation Standard 2: Curricular Content Knowledge:

2.0 Special education specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels. **Key Elements:**

2.1 Special education specialists align educational standards to provide access to challenging curriculum to meet the needs of individuals with exceptionalities.

2.2 Special educators continuously broaden and deepen their professional knowledge and expand their expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content.

2.3 Special education specialists use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities.

Advanced Preparation Standard 3: Programs, Services, and Outcomes

3.0 Special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.

Key Elements:

3.1 Special education specialists design and implement evaluation activities to improve programs, supports, and services for individuals with exceptionalities.

3.2 Special education specialists use understanding of cultural, social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with exceptionalities.

3.3 Special education specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities.

3.4 Special education specialists use instructional and assistive technologies to improve programs, supports, and services for individuals with exceptionalities.

3.5 Special education specialists evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with exceptionalities.

Advanced Preparation Standard 4: Research and Inquiry:

4.0 Special education specialists conduct, evaluate, and use inquiry to guide professional practice.

Key Elements

4.1 Special education specialists evaluate research and inquiry to identify effective practices.

4.2 Special education specialists use their knowledge of the professional literature to improve practices with individuals with exceptionalities and their families.

4.3 Special education specialists foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry.

Advanced Preparation Standard 5: Leadership and Policy:

5.0 Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices, and create positive and productive work environments.

Key Elements:

- 5.1 Special education specialists model respect and ethical practice for all individuals and encourage challenging expectations for individuals with exceptionalities.
- 5.2 Special education specialists support and use linguistically and culturally responsive practices.
- 5.3 Special education specialists create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with exceptionalities and their families.
- 5.4 Special education specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities.
- 5.5 Special education specialists advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with exceptionalities.

Advanced Preparation Standard 6: Professional and Ethical Practice:

6.0 Special education specialists use foundational knowledge of the field and professional ethical principles and practice standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.

Key Elements:

- 6.1 A comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues informs special education specialist leadership.
- 6.2 Special education specialists model high professional expectations and ethical practice, and create supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families.
- 6.3 Special education specialists model and promote respect for all individuals and facilitate ethical professional practice.
- 6.4 Special education specialists actively participate in professional development and professional learning communities to increase professional knowledge and expertise.
- 6.5 Special education specialists plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels.
- 6.6 Special education specialists actively facilitate and participate in the preparation and induction of prospective special educators.
- 6.7 Special education specialists actively promote the advancement of the profession

Advanced Preparation Standard 7: Collaboration:

7.0 Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.

Key Elements:

- 7.1 Special education specialists use culturally responsive practices to enhance collaboration.
- 7.2 Special education specialists use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities.
- 7.3 Special education specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving programs, services, and outcomes for individuals with exceptionalities.