

**Salish Kootenai College**  
**Teaching and Assessing Exceptional Learners**  
**EDUC 276**  
**Fall 2013**

**COURSE INFORMATION**

- A. Number: EDUC 276
- B. Title: Teaching and Assessing Exceptional Learners
- C. Credits: 5
- D. This course is offered Fall Quarter - 2012
- E. Location: Education Building Room 120

**INSTRUCTOR INFORMATION**

- A. Instructor: Cindy O'Dell
- B. Office: Education Building Room 103
- C. Office Hours: Mondays 1:00-4:00 p.m., Tuesdays 9:00a.m.-12:00 p.m.
- D. Telephone: Office: 275-4752
- E. Email: cindy\_odell@skc.edu

**REQUIRED MATERIALS**

- A. Smith, D. and Tyler, N. (2014). *Introduction to Contemporary Special Education*. Upper Saddle River, NJ: Pearson.
- B. Handouts from the instructor

**COURSE DESCRIPTION**

Teaching and Assessing Strategies for Exceptional Learners is designed to provide an overview of various types of learners with special needs including children with disabilities, gifted learners, and children at risk. Information will include topics on public laws relating to individuals with disabilities, identification and assessment of children, inclusion, coordinating with various agencies and specialists, and planning, delivering and documenting educational services.

**CREDIT HOURS**

Following the SKC Credit Hour policy, to meet the identified objectives of this course, this 5 credit course, delivered over a 10 week term will approximate: 5 hours/week classroom or direct faculty instruction for a total of 50 hours of seat time.

In addition out-of-class student work will approximate a minimum of 10 hours each week.

**RELATION TO THE CONCEPTUAL FRAMEWORK**

To be an effective teacher with students with disabilities, one needs to look at all areas of student diversity. Students have their strengths and weaknesses. You will be constructing your philosophy of inclusion through exercises and experiences in this course, so that you may take a leadership role in meeting the needs of students of diverse backgrounds and abilities in your classroom.

**The Conceptual Framework:** Instruction and curriculum in the professional education programs are guided by central principles and beliefs that respect and reflect the rich, holistic perspectives of the Salish, Pend d'Oreille and Kootenai people.

- A. Culturally responsive instruction and curriculum will lead education to its promise of opportunity and equity.

- B. Learning communities foster the construction of knowledge.
- C. Reflective practice leads to professional development.
- D. The unique contribution, learning style and ability of each learner brings an opportunity for the learning community to become enriched.
- E. Effective communication, critical thinking, cultural understanding and citizenship are essential to effective teaching.

## **COURSE RATIONALE**

Today students with all levels of abilities are included in all classes. No longer are all children in a given community similar in background and experience. Thus, every teacher will need to adapt to those differences. Students with disabilities are included in all classrooms. Teachers will be a part of the special education team for those students in their classroom that are identified with disabilities. This class prepares you to meet the challenges and opportunities of being an active participant in the school life of students with disabilities.

## **OTHER COURSE INFORMATION**

Attendance expectations: Although no attendance points will be given, you will be expected to be in class at all times. There will be many activities and assignments that you will not be able to make up due to the nature of the assignment. This is a professional education course and you are training to be a teacher. Teachers are required to be in school at all times. By being consistent with attendance, you are beginning to act and think like a teacher. This is professional responsibility. Poor attendance will result in missed information, missed assignments and tests, and possible failure of the course.

Students are expected to be on time for class and to stay until the designated time set for dismissal. If a student must leave early he/she must inform the instructor at the beginning of class.

Students **must** keep cell phones in the off or silenced position during class. Please no texting during class.

## **Academic Honor Code**

All course work shall follow the guidelines of the Academic Honor Code as set forth by the SKC Student Handbook. Do your own work; allow other students to do their own work.

**Plagiarism** involves the taking of someone else's words, ideas, or writings and presenting them as your own. Avoid plagiarism, and always acknowledge the ideas of others and cite your sources of information. Violation of the Academic Honor Code may result in failure of the assignment, the course, or possible expulsion from school.

## **Course Responsibilities**

Knowledge of the course content, class lectures, assignments, and syllabus content are the responsibility of the student regardless of absenteeism. Syllabus content and calendars are tentative; instructors will notify you of any changes in writing.

## **INSTRUCTIONAL METHODOLOGIES**

The methodologies of instruction in this course will follow a constructivist format and use techniques of inquiry, construction of knowledge, discussions, lecture, and independent practice as well as other instructional practices. There may be guest speakers and/or videos and movies. **Students are responsible for coming prepared to class.**

## **REASONABLE ACCOMMODATIONS**

Reasonable accommodations are provided for eligible students with identified disabilities. The College complies with the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Students may contact the College's Disability Officer, Stanley Fleming ([stanley\\_fleming@skc.edu](mailto:stanley_fleming@skc.edu), 406.275.4968) or consult the SKC web page for Students with Disabilities for more information.

## **CULTURAL RELEVANCY**

This course is founded on the diversity of abilities and learning capabilities of students with disabilities as defined by IDEA 2004. Those disabilities will also be discussed in terms of ethnicity, gender, rural vs. urban, socio-economic status, and race. Sensitivity to various forms of diversity will be the key to developing positive attitudes and dispositions within the course. Cultural relevancy is addressed in this course through the teaching methods and strategies modeled and utilized by the instructor.

### Candidate Objectives:

1. Candidates will examine how children with special needs have been typically educated within their cultural group;
2. Candidates will participate in discussions, activities and reflective writings about cultural relevancy in course topics;
3. Candidates will apply information from the course in their work with individuals from similar and diverse cultures in order to enhance communication, relationship building, and teaching strategies.

## **CRITICAL THINKING**

This course will encourage critical thinking skills by having students apply and critique information.

### Candidate Objectives:

1. Candidates will analyze the process of including all children in their care;
2. Candidates will create modifications of lesson plans to individualize for children's needs;
3. Candidates will apply information learned in class to improve their work with parents, children and other professionals;
4. Candidates will participate in group activities and discussions that utilize critical thinking skills such as problem solving skills, self-evaluation techniques and cultural issues.

## **CITIZENSHIP**

Salish Kootenai College defines citizenship as informed and committed participation in the life of one's community at the local, national, and global level. We believe citizens recognize and address community issues, respect the rights of others, and work toward community improvement through service.

### Candidate Objectives:

1. The candidate shows sensitivity to cultural diversity and seeks to understand the perspectives of others.
2. The candidate has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction.

## **COMMUNICATION**

Salish Kootenai College defines communication as an exchange and interpretation of information through a variety of context appropriate modalities to enhance understanding and build respectful human connections.

### Candidate Objectives:

1. The candidate communicates in ways that demonstrate sensitivity to differences (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation).
2. The candidate defines terminology in the field of special education.
3. The candidate communicates clearly with students, colleagues and professionals.

## **STANDARDS OF EFFECTIVE PRACTICE**

### *Early Childhood*

## **NAEYC STANDARDS SUPPORTED IN THIS COURSE**

**Standard 1. Promoting child development and learning:** Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning to create environments that are healthy, respectful, supportive, and challenging for all children.

**Standard 2. Building family and community relationships:** Candidates know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

**Standard 4. Using developmentally effective approaches to connect with children and families:**

Candidates understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as foundation for their work with young children and families. Students know, understand, and use a wide variety of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

**Standard 5. Using content knowledge to build meaningful curriculum:** Candidates use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in an early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources that deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curricula and promote comprehensive developmental and learning outcomes for every young child.

**Standard 6. Becoming a professional:** Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

## **InTASC STANDARDS SUPPORTED IN THIS COURSE**

<b>InTASC Principle 2. Learning Differences:</b> Candidates use an understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
<b>InTASC Principle 3. Learning Environments:</b> Candidates 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.
<b>InTASC Principle 7. Planning for Instruction:</b> Candidates 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 context.
<b>InTASC Principle 9. Professional Learning and Ethical Practice:</b> Candidates engage in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
<b>InTASC Principle 10. Leadership and Collaboration:</b> Candidates 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.

## **CEC STANDARDS (Council for Exceptional Children) SUPPORTED IN THIS COURSE**

<b>Standard 1. Learner Development and Individual Learning Differences:</b> Candidates understand how exceptionalities can interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
<b>Standard 2. Learning Environments:</b> Candidates create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
<b>Standard 3. Curricular Content Knowledge:</b> Candidates use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
<b>Standard 5. Instructional Planning and Strategies:</b> Candidates select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
<b>Standard 6: Professional Learning and Ethical Practice:</b> Candidates use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
<b>Standard 7. Collaboration:</b> Candidates collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

## **COURSE OBJECTIVES**

Upon completion of the course, candidates will:

1. Develop a working understanding of the history of special education, the current laws that govern it (IDEA, Section 504, and ADA), and how curriculum standards affect special education students.

2. Demonstrate a working knowledge of the characteristics of the major disability categories as written in IDEA and how socio-economic status, gender, culture, language and risk factors affect students with special needs.
3. Develop lesson plans based on students' learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for both individuals and groups of learners.
4. Develop environmental, curricular and management strategies that will assist students with learning differences in all areas.
5. Apply knowledge of the processes (CST, IEP, Transitions, etc.) that are outlined in IDEA to insure that all students identified with disabilities have their individual rights met.
6. Utilize positive communication techniques with parents of students with special needs, fellow teachers, administrators, and students.
7. Utilize effective technology with the curriculum to meet the needs of students with learning differences.
8. Describe how personal experiences and assumptions can directly influence relationships with students with disabilities and their families.

Course Objectives and Standards/Framework Overview					
Objectives	CAEP	CEC	In-TASC	NAEYC	Conceptual Framework
1. Develop a working understanding of the history of special education, the current laws that govern it (IDEA, Section 504, and ADA), and how curriculum standards affect special education students.	1	1	2	1, 4	A, D
2. Demonstrate a working knowledge of the characteristics of the major disability categories as written in IDEA and how socio-economic status, gender, culture, language, and risk factors affect students with special needs.	1	1	2	1, 4, 5	A, D
3. Develop lesson plans based on students' learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for both individuals and groups of learners.	1	3, 5	7	4, 5	A, D
4. Develop environmental, curricular and management strategies that will assist students with learning differences in all areas.	1	2, 3, 5	3, 7	1, 4	A, D
5. Apply knowledge of the processes (CST, IEP, Transitions, etc.) that are outlined in IDEA to insure that all students identified with disabilities have their individual rights met.	1	3, 5	7	4	A, D
6. Utilize positive communication techniques with parents of students with special needs, fellow teachers, administrators, and	1	7	10	2	E

students.					
7. Utilize effective technology with the curriculum to meet the needs of students with learning differences.	1	5	5	4, 5	E
8. Describe how personal experiences and assumptions can directly influence relationships with students with disabilities and their families.	1	6	9	6	C



### **COURSE CONTENT**

- Exceptionalities
- Specific Disabilities
- Theories of intelligence and learning
- Brain development
- Special Education
- History of Special Education
- Legal Issues
- Laws and Legislation
- Requirements
- Inclusion
- Obstacles and Opportunities
- IEP
- Collaboration
- Differentiated Instruction
- Task Analysis
- Direct Instruction
- Abuse and Neglect
- Bullying
- Teacher's responsibility in reporting abuse and neglect
- Professionalism
- Professional organizations
- Classroom organization
- Creating Positive Learning Environments
- Strategies for teaching
- Behavior Management
- Promoting positive behavior change
- Response to Intervention
- Resources

## **ASSIGNMENTS AND GRADING**

An Incomplete grade ("I") is NOT an option with the exemption of an extreme emergency or the death of a family member. In either case, the instructor must be notified within 48 hours.

### **1. Case Study and Special Education File 50 points**

- Each candidate will develop a case study about a fictional student with a disability.
- The case study must describe this student's learning needs, strengths and family/community life
- A special education process file for the student will include an IEP or IFSP, a modified evaluation report, and Parent Involvement strategies
- This case study will be included in the TEP portfolio

### **2. Assessment using IRIS modules 75 points**

- 5 assessments that cover the content in 5 IRIS modules each worth 15 points

### **3. Lesson plan using differentiated instruction 25 points**

- You will develop a lesson plan that follows the guidelines of differentiated instruction.
- Use the lesson plan format for your program as found in your Student Handbook.
- Your lesson plan will be based on the needs of the student in your case study
- This lesson plan will be included in the TEP portfolio.

### **4. A short review, critique, and presentation of a non-fiction book on a special needs topic and a creative representation 150 points**

- Present your book review and creative project to the class from a book you select dealing with children with special needs. These presentations can be role-play presentations, art or creative expressions or another type of presentation in which the major concepts of the research are portrayed to the class. For this project, you must provide the class with a handout of the major points and at least 3 discussion questions and your reference sources (journal article, book, magazine essay, internet source). You will be graded according to the following criteria:
  - The handout contained the major points, 3 discussion questions and source citation: 25 points
  - The presentation was clear, organized and well presented: 25 points
  - The presentation gave accurate information covering the research: 25 points
  - The presentation and project was creative and original: 25 points
  - The book review was a one-page well written essay on your opinions (positive and negative, if any) about the book, including how it impacted your future teaching: 50 points

### **5. A position paper on Inclusion 50 points**

- This essay will be a position paper regarding your position about including students with disabilities in the general education classroom.

### **6. 5 examples of differentiation 50 points**

## **EVALUATION**



Case Study and Special Education File	= 50 pts	400-360 = A
Assessments in 5 IRIS modules (15 x 5)	= 75 pts	359-320 = B
Differentiated Lesson plan	= 25 pts	319-280 = C
Book report and presentation	=150 pts	279-240 = D
Inclusion Paper	= 50 pts	Below 239 = F
Differentiated examples and presentations	= 50 pts	
Total points:	400 PTS	

## 9. Class Schedule/Week at a Glance

Week	Topic	Objective	Readings	Assessment
1	Course Overview Attitudes and biases What is inclusion? Intro to IRIS Special Education Laws and History	1, 8	Chapter 1	- Self-Assessment - In class IRIS Module: <i>What do you see? Perceptions of Disability</i> - Philosophy of Inclusion Essay
2	Supporting All Learners Evidence-Based Practices Cultural and Linguistic Diversity	1, 2, 8	Chapters 2 and 3	- IRIS Modules: <i>Universal Design for Learning; Cultural and Linguistic Differences</i>
3	Planning and Services Special Education Processes IEPs and IFSPs Partnering with families Introduction to Case Studies	1. 2. 5, 6	Chapter 4 Handout: The Cycle of Acceptance	- IRIS Module <i>Partnering with Families</i> -Case Study and IEP/IFSP Process*
4	Speech and Language Impairments and Services Technology supports in special education	2, 7	Chapter 5	Internet Site Reviews
5	Learning Disabilities and RTI Differentiated Instruction	2, 3, 4	Chapter 6	- IRIS Module: <i>Differentiated Instruction</i> ; -Differentiated Lesson Plan*
6	ADHD and Emotional/Behavioral Disorders Disorders and Services	2, 3, 4	Chapters 7 and 8	- In class IRIS Case Study: <i>Encouraging Appropriate Behavior</i>
7	Intellectual and Physical Disabilities Disorders and Services	2, 3, 4	Chapters 9 and 10	- Examples of differentiation

8	Hearing and Vision Disorders and Services	2, 3, 4	Chapters 11 and 12	- IRIS Modules: <i>Instructional Accommodations and Serving Students with Visual Impairments</i>
9	Autism Spectrum Disorders Gifted Education	2, 3, 4	Chapters 13, 14, and 15	Gifted Student Panel Review
10	Book Review Presentations Course Summary	2, 6, 8		- Self Assessment review - Book review and presentation

- These assessments are to be scored and included the TEP Portfolio

## BIBLIOGRAPHY

- Bos, C.S. and Vaughn, S. 2006, *Strategies for Teaching Students with Learning and Behavior Problems*. 6<sup>th</sup> Edition, Allyn and Bacon, Boston, MA.
- Gallagher, D.J., Heshusius, L, Iano, R.P., and Skrtic, T.M., 2004, *Challenging Orthodoxy in Special Education: Dissenting Voices*. Love Publishing, Denver, CO.
- Gardner, H. 1993, *Multiple Intelligences: The Theory in Practice*. BasicBooks, New York, NY.
- Lewis, R.B. and Doorlag, D.H., 2006, *Teaching Special Students in General Education Classrooms*. 7<sup>th</sup> Edition, Merrill-Prentice Hall, Upper Saddle River, New Jersey.
- Payne, R.K., 2001, *A Framework for Understanding Poverty*. aha! Process, Inc. Highlands, TX.
- Perkins, D. 1992, *Smart Schools: Better Thinking and Learning for Every Child*. The Free Press, New York, NY.
- Renzulli, J.S., Leppien, J.H., and Hays, T.S., 2000, *The Multiple Menu Model: A Practical Guide for Developing differentiated Curriculum*. Creative Learning Press, Inc., Mansfield Center, CT.
- Skrtic, T.M., Harris, K.R., and Shriner, J.G., 2005, *Special Education Policy and Practice*. Love Publishing, Denver. Co.
- Tomlinson, C.A. 1999, *The Differentiated Classroom: Responding to the Needs of All Learners*. Association for Supervision and Curriculum Development, Alexandria, VA
- Tomlinson, C.A. 2001, *How to Differentiate Instruction in Mixed-Ability Classrooms*. 2<sup>nd</sup> Edition, Association for Supervision and Curriculum Development, Alexandria, VA

Wong, H.K. and Wong, R.T., 1998, *The First Days of School*. Harry K. Wong Publications, Inc.  
Mountain View, CA.

## Assignments and Schedule

<b>Class Period</b>	<b>Topic</b>	<b>Assignments</b>
October 2 <sup>nd</sup> Tuesday	Course Syllabus and introductions Attitudes and biases	
October 4 <sup>th</sup> Thursday	What is inclusion?	
October 9 <sup>th</sup> Tuesday	Intro to IRIS Special Education Laws and History	
October 11 <sup>th</sup> Thursday	Special Education Processes Partnering with families	<b>DUE: Inclusion Paper</b>
October 16 <sup>th</sup> Tuesday	Case Studies	
October 18 <sup>th</sup> Thursday	Presentation by Michelle and Scott Williamson: People First Language, ADA and other laws	<b>DUE: IRIS Assessment 1: Module: Collaborating with Families</b>
October 23 <sup>rd</sup> Tuesday	Case Studies, continued	
October 25 <sup>th</sup> Thursday	Differentiation- learning centers	<b>DUE: IRIS Assessment 2: Module: Cultural &amp; Linguistic Differences</b>
October 30 <sup>th</sup> Tuesday	Universal Design Planning for Individual Needs	
November 1 <sup>st</sup> Thursday	UDL and differentiation	
November 6 <sup>th</sup> Tuesday	Gifted Education – Tamara Fisher	
November 8 <sup>th</sup> Thursday	RTI – Cass Rocco	
November 13 <sup>th</sup> Tuesday	Differentiation video and lesson planning	<b>DUE: Case Study: Special Education process file</b>
November 15 <sup>th</sup> Thursday	Diversity in Special Education Vikki Howard	

November 20 <sup>th</sup> Tuesday	Special education collaboration, - Jenifer Cline	<b>DUE: IRIS Assessment 3: Your choice of which module!</b>
November 22 <sup>nd</sup> Thursday	<b>Thanksgiving! No class</b>	
November 27 <sup>th</sup> Tuesday	Technology- Terri Barclay	<b>DUE: Written Book Review</b>
November 29 <sup>th</sup> Thursday	Speech and early literacy	
December 4 <sup>th</sup> Tuesday	Book presentations	<b>DUE: Differentiated Lesson Plan</b>
December 6 <sup>th</sup> Thursday	Book Presentations	<b>All work is due!</b>