



FAYETTEVILLE STATE UNIVERSITY
SCHOOL OF EDUCATION

Department of Middle Grades, Secondary and Special Education

1. LOCATOR INFORMATION

Semester	Fall 2009
Credit Hours	3
Course Number and Name	SPED 320-Educating Exceptional Children
Course Location & Meeting Time	Online
Office Hours	E-mail instructor for an appointment
Instructor	Dr. Cathy B Kosterman
Office Location	GL Butler 249
Office Telephone	910-672-1184 Cell: 910-987-2036,
E-mail: ckosterman@uncfsu.edu	please only call cell from M-F, 12-6pm, thank you.

2. COURSE DESCRIPTION *This course is fully online and is conducted in Blackboard from a Fayetteville State University server link site.*

This is a foundational course which provides a survey of abilities and disabilities and basic characteristics of students who categorically, have been determined to be “exceptional”. The exceptionalities are defined by significant deviations in academic performance. The course will provide a sound foundational framework of historical, legal, social, psychological, medical and pedagogical concepts that shaped what is collectively known today as “special education”. Focus will be on defining the areas of exceptionalities and exploring the impact of instructional programs and services designed to meet the unique educational needs of the exceptional child.

3. TEXTBOOK

Kirk, S., Gallagher, J., Anastasiow, N., & Coleman, M. (2006). Educating exceptional children. Boston: Houghton Mifflin Company, Boston. 12th Edition. ISBN 0-618-473-890

Other readings as assigned.

4. FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

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6. Disabled Student Services:

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910 672 – 1203.

7. SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK

The conceptual framework of the School of Education is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in P-12 schools. It defines the educator as a *Facilitator of Learning*, one who seeks to make the learning process accessible and one who enables learning to take place successfully. This presupposes that the educator is reflective and serves as a catalyst, stimulator, and motivator of the teaching for learning process. The conceptual framework defines the unit's vision which underscores the school's purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological, and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the music program. The themes of our conceptual framework are: (1) caring dispositions and ethical

responsibility; (2) communication; (3) knowledgeable and reflective educators; (4) research and leadership; (5) respect for diversity and individual worth; (6) technological competence and educational applications; and (7) working with families and communities.

8. STANDARDS

Professional

1. Teachers demonstrate leadership.	# 9 Professional and Ethical Practice; # 10 Collaboration # 1 Knowledge, Skills, Dispositions
2. Teachers establish a respectful environment for a diverse population of students.	# 5 Learning Environments and Social Interactions; # 1 Knowledge, Skills, Dispositions
3. Teachers know the content they teach.	#3 Individual Learning Differences #4 Instructional Strategies; # 1 Knowledge, Skills, Dispositions
4. Teachers facilitate learning for their students.	# 6 Communications #1 Foundations; # 1 Knowledge, Skills, Dispositions; #4 Diversity
5. Teachers reflect on their practice.	# 9 Professional and Ethical Practice # 1 Knowledge, Skills, Dispositions

Special Education: General Curriculum

Standard 1: Special Education: General Curriculum teacher candidates know the policies, process and procedures for providing special education services.

Special Education: General Curriculum teacher candidates have a thorough understanding of the Policies Governing Services for Children with Disabilities. Through this knowledge of the process of referral, evaluation, and development of the individualized education program (IEP), teachers provide appropriate individualized education in the least restrictive environment.

- Know the Policies Governing Services for Children with Disabilities
- Understand the placement process from referral to delivery of services
- Know the typical characteristics of students in each disability category.
- Understand and facilitate effective planning for transitions (preschool, school, postsecondary/adult).

Standard 2: Special Education: General Curriculum teacher candidates have the knowledge and skills to use a variety of assessment techniques to plan and implement instruction, monitor student progress, and document learning.

Special Education: General Curriculum teacher candidates use a variety of assessment

strategies and sources to determine students' prior knowledge, skills, interests and learning styles. They plan appropriate instruction, evaluate progress toward learning goals and inform families and professional service providers. Teacher candidates view assessment as an integral part of the teaching/learning cycle, in which assessment drives instruction, and evaluation of learner outcomes informs further instruction. Teacher candidates use regular, frequent, valid, and reliable outcome measures to evaluate and respond to the progress of individual students toward annual goals and to differentiate instruction in a tiered model.

- Evaluate reliability, validity, and the technical soundness to select measures used in assessing students for eligibility, instructional decisions, and progress monitoring.
- Demonstrate instructional decisions using grade-level benchmarks, CBM, and progress monitoring data in a tiered model for differentiation of instruction.
- Assess students' reading performance by obtaining measures of phonemic awareness, letter-sound association skills, word identification skills, fluency, vocabulary and comprehension.
- Assess students' written language performance by gaining measures of fine motor skills, mechanics of writing, writing fluency and written expression.
- Assess students' mathematics performance through analysis of error patterns and an understanding of the components of number sense (quantity/magnitude, form of a number, base ten, equality, numeration, algebraic and geometric equation and proportional reasoning).
- Use age appropriate transition assessments for students ages 14 and above.

Standard 3: Special Education: General Curriculum teacher candidates have a broad working knowledge of research-validated instructional and behavioral strategies to facilitate learning across the curriculum for K-12 students.

Special Education: General Curriculum teacher candidates utilize research-validated instructional and behavioral strategies to facilitate learning across the various disciplines. Cognitive and behavioral techniques support the use of best practices for all students. Research-validated techniques support innovative integration of standards-based content with appropriate use of technology.

- Demonstrate how to teach social skills using explicit and systematic instruction.
- Demonstrate competency to design a self-management program and instruct students on implementation of program.
- Know research-validated cognitive learning strategies.
- Know research-validated meta-cognitive learning strategies.
- Demonstrate the principles of Universal Design for Learning through the use of multiple means of representation, expression, and engagement across the curriculum.
- Plan and facilitate comprehensive transition services.

Standard 4: Special Education: General Curriculum teacher candidates have the knowledge and skills to use systematic, explicit, multi-sensory methods to teach communication skills, reading, written expression, and mathematics.

Special Education: General Curriculum teacher candidates provide a comprehensive series of daily instructional lessons in communication skills, reading, written language and math that are systemic, explicit and multi-sensory.

- Understand the essential components of the English language (phonetics and phonology, sound production, morphology and orthography, semantics and syntax and pragmatics) and the impact of language on learning.

- Understand the critical components of comprehensive reading instruction (phonemic awareness, letter-sound associations, word identification, spelling, reading fluency, vocabulary, reading comprehension).

- Understand and provide instruction in the essential components of math instruction (quantity/magnitude, form of a number, base ten, equality, numeration, algebraic and geometric application and proportional reasoning).

- Understand and provide instruction in the essential components of written language instruction (composition and conventions).

Standard 5: Special Education: General Curriculum teacher candidates have the knowledge and skills to teach students to use behaviors that promote success in the learning environment, which include the development of social competence.

Special Education: General Curriculum teacher candidates use effective strategies that promote a positive learning environment. They also use small-group and individualized strategies that enable students with behavior problems to develop academic and social competence. Teacher candidates use individualized behavior management strategies for those with more severe behavior problems.

- Know how to establish rules and procedures that convey behavioral expectations.

- Demonstrate how to teach social skills using explicit and systematic instruction.

- Demonstrate competency to conduct and analyze a functional behavior assessment.

- Demonstrate competency to use functional behavioral assessment results to develop a positive behavior support plan based on research-validated interventions.

- Know how to implement individualized positive behavior support strategies based on functional behavior assessment results for students with significant behavior problems.

Standard 6: Special Education: General Curriculum teacher candidates collaborate and consult with families, general education teachers and other professionals to further the academic and social development of students.

Special Education: General Curriculum teacher candidates recognize how accessing resources and collaborating with families, schools, and the community can impact student success. Communicating and building trusting partnerships with families, including those from culturally and linguistically diverse backgrounds, are essential elements that must be implemented. Teacher candidates partner with families to gather critical information to assess student progress and design instruction. Inclusive education and other collaborative teaching models assist with providing access to the general curriculum.

• Demonstrate effective communication strategies
• Establish effective interagency collaboration with adult service providers
• Model evidence based variations of co-teaching
• Collaborate and consult with interpreters, transliterators and other related / adult service providers.
• Maintain confidentiality
• Provide effective paraeducator supervision

9. GENERAL REQUIREMENTS

COURSE CONTENT

Educating the Exceptional Child
 Exceptional Children and Their Environment
 Early Intervention: Priorities and Programs
 Children Who Are Gifted and Talented
 Children with Mental Retardation and Developmental Disabilities
 Children with Learning Disabilities
 Children with Emotional and Behavior Problems
 Children with Communication Disorders in Speech and Language
 Children Who Are Deaf or Hard of Hearing
 Children with Visual Impairments
 Children with Multiple and Severe Disabilities
 Children with Physical Disabilities and Health Impairments Perspectives on
 Special Education
 Terminology and Resources

REQUIREMENTS (Specified in Course Documents and Assignments sections of course;
 due dates specific in Course Information/Course Schedule section of course)

Chapter Focus Questions/or Review Packets

ACE Tests

Electronic Media Projects (Web page design, PowerPoint)

Electronic Discussion Boards

Teacher Interview

Reflection Papers(2) Professional Ethical Behavior

Disabilities Paper

Individualized Education Plan (IEP) Review

Movie reviews

10. EVALUATION CRITERIA

Grading system or scale: Final course grades will be assigned on the basis of total points earned during the semester. The following is a list of the major course activities all worth 100 points each on a 100 point scale. Final grades are assigned as follows:

A= 90-100% of points, B= 89-80% of points, C= 79-70% of points; D=69-60, F=59 and Below.

NOTE: Students who cannot complete the course requirements in a timely manner are expected to withdraw themselves according to the dates in the University calendar of the campus on which they registered. Failure to do so may result in an F grade assignments and removal from graduate school.

No Incomplete grades will be given except for emergencies occurring near the end of the course semester. Failure to complete requirements throughout the semester does not constitute an emergency and requires withdrawal. No grade will **be assigned unless all requirements are completed.**

11. COURSE OUTLINE (with Assignment Schedule)

Date	Topic	Assignment Due
Aug 21	Professional Ethics	
Aug 28	Educating the Exceptional Child Historical Perspectives	Ethics Agreement
Oct 2	Early Intervention: Priorities and Programs	ACE Tests Chapters 1-3
Oct 9	High Incidence Disabilities Overview	Unit I (Chapters 1-3)
Oct 9	LD	
Oct 23	Cognitively Impaired (MR)	Focus Questions Discussions Board
Oct. 30	Emotionally disturbed	Professional Ethics Paper
Nov 6	Children with Autism Spectrum Disorders	IEP Review
Nov 13	Communication & Speech Disorders	
Nov 13	Gifted & Talented	Unit 2 (chapters 4-8)
Nov 20	Deaf & Hearing Impaired	Multiple Intelligence Test
Nov 20	Blind & Visually Impaired	
Nov 29	Physical Disabilities	Movie Review
Dec 1	Multiple & Severe Handicaps	Focus Questions Discussion board
Dec. 3	Accommodations& Modifications	ACE Tests (Chapters 4-7)
Dec 4	Assistive Technology/	Disabilities Paper
Dec 4	Inclusion & Transition	Unit 3 (Chapters 9-12)
Dec 5	Bringing in all together	Power Point Activity

Dec 9	Final Exam
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12. TEACHING STRATEGIES

This asynchronous Blackboard based online course will involve: extensive readings of text and online materials, on campus meetings for orientation, online mini-lectures, student-instructor interaction, discussion boards, internet research, student individual projects and assignments.

13. REFERENCES (Suggested Readings, Internet and/or Multi-media Resources)

[IDEA 2004 News, Information and Resources](#)

Special Education & Rehabilitative Services' subtopics: Legislation and **Regulations**

<http://www.ed.gov/offices/OSERS/IDEA/>

[Auditory Integration](#)

Sensory and Auditory Improvements

www.IdeaTrainingCenter.com

[Learning Disabilities](#)

Learning Disabilities Resource Review **Learning** Disability Options

www.info.com/LearningDisabilities

Instructing Students with Disabilities in Inclusion Settings

Office of Special Education Programs, US Department of Education,

I. Context/Environment, (Scroll document for Section 2: Providing Access to the General Education Curriculum for Students with Disabilities)

<http://www.ed.gov/about/reports/annual/osep/1999/ch1.doc>

Special Education Resources on the Internet

<http://seriweb.com/>

(A mega-site of SPED resources)

Inclusion

<http://www.specialednet.com/inclusion.htm>

(A resource for SPED inclusion information on Web)

Including Students with Disabilities in General Education Classrooms, ERIC Digest # E521,

<http://www.ericfacility.net/ericdigests/ed358677.html>

ERIC, Selected Internet Resources for Inclusion

<http://ericec.org/faq/inclus-x.html>

The ABCDEs of Co-Teaching

http://www.ldonline.org/ld_indepth/teaching_techniques/tec_coteaching.html

Including Students with Disabilities in General Education Classrooms, LD Online, ERIC EC Digest # E521

http://www.ldonline.org/ld_indepth/special_education/eric_e521.html

Inclusion and Learning Disabilities: Frequently Asked Questions
(http://www.ldonline.org/ld_indepth/special_education/schultz_inclusion.html)

Surviving in the Inclusion Classroom
(<http://helium.vancouver.wsu.edu/~golden/inclusion.htm>)

Power of 2
<http://www.powerof2.org/>

Co-teaching: Are Two Heads Better Than One in an Inclusion Classroom? Harvard Educational Letter, Research Online
<http://www.edletter.org/past/issues/1999-ma/coteaching.shtml>

Strategies for Teaching Students with Learning Disabilities
<http://www.as.wvu.edu/~scidis/learning.html>

Haskill, D.H. Building Bridges Between Science and Special Education: Inclusion in the Science Classroom
<http://unr.edu/homepage/crowther/ejse/haskell.html>

Learning Strategies
<http://ericec.org/digests/e577.html>

Blakey, E., & Spence, S. (1990) Developing Metacognition, ERIC Digest
<http://www.ericfacility.net/ericdigests/ed327218.html>

Learning Strategies Curriculum, Strategic Instruction Model
<http://www.ku-crl.org/iei/sim/lscurriculum.html>

Center for Advancement and Learning, Muskingum College
<http://muskingum.edu/~cal/database/introlsmod.html>
<http://muskingum.edu/~cal/database/conspecific.html>

Sturomski, N. Interventions for Students with Learning Disabilities
Teaching Students with Learning Disabilities to Use Learning Strategies, NICHCY News Digests
News Digest 25 (ND25) 1997
<http://www.nichcy.org/pubs/newsdig/nd25txt.htm>

Thinking and Study Skills
<http://education.calumet.purdue.edu/vockell/cai/Cai3/cai3thinking.htm>

Center for Advancement and Learning, Muskingum College
<http://muskingum.edu/~cal/database/instruction.html>

Purposes of Memory Strategies
<http://muskingum.edu/~cal/database/memory.html>

Learning Strategies for Students with Learning Disabilities, NICHCY
<http://www.nichcy.org/pubs/bibliog/bib14txt.htm>

Metacognitive Strategies

http://coe.jmu.edu/mathvidsr/inst_strat/descrip/tms.htm)

Falcon, N. Content Enhancement Routine Research Paper

<http://students.cup.edu/fal2298/Research%20paper.htm>

<http://yiqid.lcsd.wednet.edu/svn/Organizers/>

(Examples and blank templates to download)

La Conner School District

<http://yiqid.lcsd.wednet.edu/svn/Organizers/Template/template.pdf>

(Example forms)

Content Enhancement, E.D. Feehan High School

<http://www.scs.sk.ca/edf/ce/>

(Examples and templates to download)

Larson, B., Content enhancements

http://www.powerof2.org/teacher_vistas/interviews/enhance/brenda/

(Completed examples)

Van Horn, C. Content enhancements

http://www.powerof2.org/teacher_vistas/interviews/enhance/cindy/

(Completed examples)

Study Guides and Strategies, UST

<http://www.studygs.net/>

(Wealth of Content Enhancement Techniques and Examples)

Feldman, K. Cutting to the Chase: Improving Content Area Instruction in Mixed Ability General Education Classes Grades 4-12

<http://www.calstat.org/leadershipinstitute/powerpoints/calstatroundtable.ppt>

(A ppt. Presentation with examples)

La Conner School District

<http://yiqid.lcsd.wednet.edu/svn/Organizers/Template/template.pdf>

(Example forms)

Content Enhancement, E.D. Feehan High School

<http://www.scs.sk.ca/edf/ce/>

(Templates to download)

Content Enhancements and Adaptations

http://www.teachingld.org/teaching_how-tos/content/default.htm

(Links to articles on Content Enhancements and Learning Strategies)

Graphic Organizers, Printables (Teachervision.com)

<http://www.teachervision.fen.com/lesson-plans/lesson-6293.html>

(Access to printable content enhancements)

Deshler, D.D., Ellis, E.S., & Lenz, B.K. (1996). *Teaching adolescents with learning disabilities: Strategies and methods*. Denver: Love.

Mercer, C.D., & Mercer, A.R. (2001). *Teaching Students with learning problems*. Upper Saddle River, NJ: Merrill Prentice Hall.

Accommodations and Modifications, The Advocacy and Learning Center
<http://pages.zdnet.com/ourorhskids/id25.html> (a variety of links)

Accommodation Strategies (Ch. 6) in *Special Education for Inclusive Classrooms*, Price, Mayfield, McFadden, and Marsh http://www.parrotpublishing.com/Inclusion_Chapter_6.htm

Classroom Strategies for Inclusion of Students with Communications and Learning Disorders, Tools for Coping with Life's Stressors
<http://www.coping.org/involvepar/accomform.htm>

Accommodations for Students with Communications and Learning Disorders, Tools for Coping with Life's Stressors
<http://www.coping.org/involvepar/inclusion.htm>

Accommodations: Matching Accommodations to Learning Needs (LD Online)
(http://www.ldonline.org/ld_indepth/teaching_techniques/accommodations_matching.html)

Accommodations Checklist; Inclusion: Yours, Mine, Ours (Florida Inclusion Network)
http://rushservices.com/Inclusion/accommodations_checklist.htm

Special Education Accommodations and Adaptations (AL State Dept. of Education-Special Education Website)
<http://www.hhs.homewood.k12.al.us/edgewood/staff/kwear/sped/accommodations.html>