



Sul Ross State University  
Department of Education

**ED 4306 Survey of Exceptional Children**

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Spring, 2020

**Contact Information**

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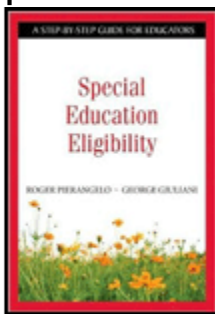
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Virtual Office Hours: Virtual through Blackboard Collaborate, Skype or phone

**Course Description:**

A survey of exceptional children involving categorical identification, learning characteristics, instructional intervention, and adjustment needs.

**Required Text:**



Pierangelo, R., & Giuliani, G. (2007). *Special education eligibility: A step-by-step guide for educators*. Corwin Press.

**Professional Standards:**

ED 4306 contributes to the following Program Learning Outcomes (PLOs):

- The Interdisciplinary Studies – BS student will write a lesson plan that is developmentally appropriate for elementary (EC -6 grades) students
- The Interdisciplinary Studies – BS student will create a positive (EC-6 grades) elementary classroom learning environment.
- The Interdisciplinary Studies – BS student will teach developmentally appropriate lesson to (EC-6 grades) elementary students.

- The Interdisciplinary Studies – BS student will adhere to the legal and ethical requirements of (EC-6 grades) elementary teachers.

ED 4306 will address the following Student Learning Outcomes (SLOs):

- Discuss special education, including definitions, basic legal requirements, and the history and development of the field.
- Define each exceptionality and describe its characteristics.
- Identify the steps in the special education referral process.
- Detail placement and services for students with disabilities.

Texas Administrative Code Rule §228.30 Educator Preparation Curriculum:

The curriculum for each educator preparation program shall rely on scientifically-based research to ensure teacher effectiveness and align to the TEKS. The following subject matter shall be included in the curriculum for candidates seeking initial certification:

- (3) child development;
- (4) motivation;
- (5) learning theories;
- (8) state assessment of students;
- (10) classroom assessment for instruction/diagnosing learning needs;
- (11) classroom management/developing a positive learning environment;
- (12) special populations;
- (13) parent conferences/communication skills;
- (15) pedagogy/instructional strategies;
- (16) differentiated instruction

TEA Content Standards Addressed:

Standard I: Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.

TEA PPR Standards Addressed:

- Standard I.\* The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
- Standard II.\* The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.
- Standard III.\* The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.
- Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

### **General Course Policies**

This course will be delivered online in an asynchronous format via Blackboard learning Management System. This course site will be available on June 29, 2019.

Because asynchronous courses do not have a “fixed” meeting day, our week will start on

Monday, and finish on Sunday. You may work ahead.

**Login Frequency:** Students must actively check the course Blackboard site and their SRSU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.

**Participation:** Students are expected to actively engage in all course activities throughout the length of the course, which includes viewing all course materials, completing course activities, completing assignments, and participating in course discussions.

**Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

**Technical Issues:** Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

**Workload:** Please be aware that this course is not self-paced. Students are expected to meet specific deadlines and due dates listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

**Instructor Support:** Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

**Netiquette:** The course environment is a collaborative space. Innocent remarks typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. Be positive in your approach with others and diplomatic in selecting your words. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

**Accommodations:** Online learners who require effective accommodations to insure accessibility must be registered with SRSU Disability Services.

**Grading Policy:** All assignments should be submitted via Blackboard by midnight on the due date. Late work will not be accepted unless arrangements with the instructor have been approved before the original due date. Approval will only be granted under extremely unusual circumstances (e.g. major medical event, bereavement).

**Certification Practice:** Every student enrolled in courses for certification through Sul Ross State University will be required to purchase and pass an online practice exam. The exam is available through CertifyTeacher.com and scores must be submitted to your major advisor

before approval to take the state exam (TExES) is granted. Please see your advisor for more information.

### **University Policies**

Attendance policy: Students are expected to attend all scheduled classes. Students in web classes are expected to log in several times each week to the Blackboard course site on the Internet site.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using SRSU email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at SRSU are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

ADA Accommodations: The University is committed to equal access compliance with the American with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities the opportunities for full participation in programs, services and activities. Students seeking disability services need to contact the Disability Services Coordinator (432-837-8203).

Academic Integrity: Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course or professor, turning in another person's work as one's own, copying from professional works or internet sites without citation. For examples on citing works, please refer to <https://owl.english.purdue.edu/owl/resource/589/02/>

### **Syllabus Change Policy**

The syllabus is only a guide for the course and can change with advance notice.

### **Technical Requirements**

To participate in this course, students will need to satisfy the following technical requirements: High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supportedbrowsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supportedbrowsers)

To get a list of supported operation systems on different devices see:

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#testeddevices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#testeddevices-and-operating-systems)

Students must maintain consistent and reliable access to their Sul Ross University email and Blackboard, as these are the official methods of communication for this course.

Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements. The following software plug-ins for PCs and Macs, respectively, are available for free download:

Adobe Acrobat Reader: <https://get.adobe.com/reader/>

Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>

Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

## **Specific Course Requirements**

Assigned reading from required textbook

Discussion Board Responses: In addition to a response to a thread on the discussion board, students will be responding to 2 of their classmates' postings. This should be responses to two different colleagues within the same thread. Responses should reflect a thoughtful conversation. Students should consult the rubric for grading criteria of these responses.

"Weekly" Lesson Plans (50 points): Your lesson plan will have a particular disability focus depending on the week's disability focus. Refer to blackboard for more information. The rubric will include:

- Student learning goals/objectives
- Reference applicable TEKS <https://tea.texas.gov/curriculum/teks/>
- Adapted instruction for exceptional learners
- Student Assessment
- You choose the content area
- You choose the specific students with disabilities
- Research-based strategies for exceptional learners

Cumulative Differentiated Lesson Plan (150 points)

You are to prepare a 45-minute lesson that has been modified for students with exceptional needs. Additional information and rubric is available in Blackboard.

Plan to have in your class:

- 2 children that are gifted and talented in your content area
- 2 children with reading disabilities
- 1 child with intellectual disability/developmental disabilities
- 1 child with cerebral palsy in a wheelchair
- 23 general education students

You should plan on having a special education teacher in your class with whom you can co-teach.

The lesson will need to start with an Introduction that describes the:

- Content that is being taught
- The context of the classroom- setting, nature of students, physical setup, and time of year

The lesson will need to follow the following format:

1. Goal/Objective of Lesson
2. Materials and Resources needed for lesson
3. Motivating/Beginning Activity
  - Background knowledge needed is specified
  - Appropriate modifications and differentiations
  - Justification for modification selected
  - Coteaching model used
4. Questions to ask and information to present
  - Appropriate modifications and differentiations
  - Justification for modification selected
5. Instructional Activities
  - Appropriate modifications and differentiations
  - Justification for modification selected
  - Coteaching model used
6. Practice- Guided and Independent
  - Appropriate modifications and differentiations
  - Justification for modification selected
  - Co-teaching model used
7. Homework
  - Appropriate modifications and differentiations
  - Justification for modification selected
8. Form of Assessment
  - Appropriate modifications and differentiations
  - Justification for modification selected
  -

At the conclusion of the unit, you will need to include a Reflection and Insights section. This section should include your reflection about the process of writing these lessons. You should describe:

- how you incorporated the elements of the course into the Lesson.
- how you integrated the characteristics of students and their resultant needs.
- how you maintained the integrity of all students so that all of them learned something new.
- what you learned from this process about teaming, consultation and collaboration.

Movie Review - View a movie of your choice about a person with a disability. Write a concise 2-3 page review using the guidelines provided. Guidelines For Book Review, Interview, And Movie Review. Additional information provided in Blackboard

### **Grading rubrics**

Rubrics are created for all assignments and can be found under the “My Grades” tab of the Blackboard Course. It is recommended that you review the rubrics before beginning any assignments to understand expectations.

**Discussion Board Rubric**

- Student presented pertinent/meaningful ideas for discussion
- Student responded meaningfully to classmates; presented a different perspective or added to classmates original concept
- Student demonstrates understanding of material; material is re-stated in students own words rather than directly from text
- Student demonstrates past experience or projects future experience with material; student has identified ways material could improve or impact current or future work environment

Rubrics for all other assignments are available in Blackboard

**Course Schedule**

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|--|--|-------------------------|
| Module 1<br>Week 1<br>Week 2<br>Week 3 | <p>Required Reading</p> <ul style="list-style-type: none"> <li>• Chapter 1</li> </ul> <p>Required Activities</p> <ul style="list-style-type: none"> <li>• Discussion Board Activities Weeks 1-3</li> <li>• IRIS Module Notes upload week 2</li> <li>• Quiz Overview of Special Education</li> <li>• Review information for Differentiated Instruction Lesson Plan</li> </ul>   | Module Closes 2/2/20    |
| Module 2<br>Week 4<br>Week 5<br>Week 6 | <p>Required Reading</p> <ul style="list-style-type: none"> <li>• Chapter 5</li> <li>• Chapter 7</li> <li>• Chapter 12</li> </ul> <p>Required Activities</p> <ul style="list-style-type: none"> <li>• Discussion Board Holland</li> <li>• Discussion Board Creating Partnerships</li> <li>• Working with Families upload</li> <li>• Quiz 5, 7, 12</li> <li>• Lesson Plan Upload – Learning Disability</li> <li>• Lesson Plan Upload – Emotional Disturbance</li> <li>• Lesson Plan Upload – Speech and Language</li> <li>• Dyslexia Module</li> </ul> | Module Closes 2/23/2020 |
| Midterm                                | Will be opened and announced by Week 8   |                         |
| Module 3<br>Week 7<br>Week 8<br>Week 9 | <p>Required Reading:</p> <ul style="list-style-type: none"> <li>• Chapter 4</li> <li>• Chapter 8</li> <li>• Chapter 9</li> </ul> <p>Required Activities</p> <ul style="list-style-type: none"> <li>• Discussion Board – Autism</li> <li>• Movie Review</li> <li>• Quiz 4, 8, 9</li> <li>• Lesson Plan upload – Intellectual Disability</li> </ul>  | Module Closes 3/15/2020 |

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|---|--|----------------------------|
|   | <ul style="list-style-type: none"> <li>• Lesson Plan upload - Autism</li> <li>• Lesson Plan upload – Multiple Disabilities</li> <li>• Quizzes</li> </ul>   |                            |
| Module 4<br>Week 10<br>Week 11<br>Week 12 | Required Reading: <ul style="list-style-type: none"> <li>• Chapter 10</li> <li>• Chapter 11</li> <li>• Chapter 13</li> </ul> Required Activities: <ul style="list-style-type: none"> <li>• Discussion Board – Task Analysis</li> <li>• Quiz 10, 11, 13</li> <li>• Lesson Plan Upload: Orthopedic Impairment</li> <li>• Lesson Plano Upload: Other Health Impairment (ADHD)</li> <li>• Quizzes</li> </ul> | Module Closes<br>4/5/2020  |
| Module 5<br>Week 13<br>Week 14<br>Week 15 | Required Readings: <ul style="list-style-type: none"> <li>• Chapter 3</li> <li>• Chapter 6</li> <li>• Chapter 14</li> </ul> Required Activities <ul style="list-style-type: none"> <li>• Quiz 3, 6, 14</li> <li>• Assigned Modules and Activities</li> <li>• Quizzes</li> <li>• Differentiated Lesson Plan Due</li> </ul>  | Module Closes<br>5/26/2020 |
| Final Exam                                |  | May 25-<br>May 30th        |