



Sul Ross State University  
Department of Education

**ED 5312, Advanced Survey, Exceptional Children**

Lisa Thompson Sousa, PhD  
Summer, 2020

**Contact Information**

Office: MAB 309 C

Office Hours: Tuesday 4pm-8pm; Thursday 4pm-8pm; Saturday 9am-1pm

Phone: 432-837-8173

Email: [lisa.sousa@sulross.edu](mailto:lisa.sousa@sulross.edu)

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

**Course Description:**

A survey of exceptional children involving categorical identification, terminology, advocacy litigation, legislation at the national and state levels, and state guidelines involving special populations.

**Required Text:**

Heward, W.L. (2017). *Exceptional Children*. Upper Saddle River, NJ: Pearson. (ISBN-13: 9780134201405 11th ed.)

**Professional Standards:**

This course is part of the Sul Ross State University, Graduate school of Education, Masters in Special Education Program as well as certification as an Educational Diagnostician. This program complies with the standards outlined by Texas Education Agency (TEA).

*Current Standards:*

*Educator Standards Addressed for Educational Diagnostician-153:*

*Educational Diagnostician Standard I-The educational diagnostician understands and applies knowledge of the purpose, philosophy and legal foundations of evaluation and special education.*

*Educational Diagnostician Standard III-The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies and related service personnel.*

*Educational Diagnostician Standard V-The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and*

*determining the presence of an educational need.*

*Educational diagnostician Standard VII- The educational diagnostician understands and applies knowledge of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction.*

*Educational Diagnostician Standard X- The educational diagnostician knows and understands appropriate curricula and instructional strategies for individuals with disabilities.*

Proposed Standards (TEA, 2020)

Competency 1

A. Demonstrate knowledge of federal and state criteria and identification procedures for determining students' eligibility for special education services, including all components of Child Find mandate requirements.

B. Apply knowledge of the educational diagnostician's role in assisting local educational agencies (LEAs) in complying with Child Find.

E. Demonstrate knowledge of important student information needed (e.g., cognitive, academic, communicative, physical, functional, adaptive, and social/emotional characteristics) from a variety of sources, including information regarding students' educational, developmental, medical, and family histories.

F. Demonstrate knowledge of the relationships between assessment and evaluation, goals and objectives, and services for students with disabilities.

Competency 2

F. Apply knowledge of methods used for academic and nonacademic assessments (e.g., vocational, developmental, behavioral, assistive technology, motor skills).

I. Apply knowledge of procedures and strategies for effectively collaborating with families and with other professionals in assessing and evaluating students with disabilities.

Competency 3

F. Analyze the need for further student assessment, adjustment of services, and/or evaluation as appropriate, including assessments conducted by other professionals, in specific areas (e.g., language skills, physical skills, social/emotional behavior, assistive technology needs).

G. Apply knowledge of components required to create Full and Individual Evaluation (FIE) reports according to federal and state guidelines

Competency 4

A. Apply knowledge of characteristics and educational implications of disabilities for students of different ages, in various environments, and from culturally and linguistically diverse populations.

C. Demonstrate knowledge of targeted instructional strategies, technology, and curriculum materials to address the individual needs of students with disabilities within the continuum of services.

D. Apply knowledge of making individualized recommendations to assist the Admission, Review, and Dismissal (ARD) committee in developing appropriate and ambitious Individualized Education Programs (IEPs) that target students' individual academic needs and goals.

F. Analyze individual results of assessments, evidence-based practices, interventions, and previous recommendations to assist with making decisions about individualized instruction for students.

Competency 5

D. Analyze assessment and evaluation results in collaboration with members of the multidisciplinary team (e.g., licensed specialists in school psychology [LSSPs], special education teachers, related service providers) in addressing educationally relevant behavior (e.g., vocational, functional, academic, social) for students in various settings

#### Competency 6

A. Demonstrate knowledge of effective culturally responsive consultation and collaboration skills (e.g., knowledge of family systems, parents/guardians supporting student development and educational progress).

B. Apply understanding of the special education process to assist parents/guardians and school staff in navigating through initial referral, Individualized Education Program (IEP) development, reevaluations, transition planning, and dismissal and/or graduation.

C. Apply knowledge of the roles of students with disabilities, parents/guardians, teachers, and other school and community personnel in collaborating on and planning Individualized Education Programs (IEPs) for students.

D. Apply knowledge of strategies for encouraging students' and families' active participation in the educational team, addressing families' concerns, and fostering respectful and beneficial relationships between families and education professionals.

E. Apply principles for maintaining accurate and detailed records of assessments, evaluations, and related proceedings (e.g., Full and Individual Evaluation [FIE], Admission, Review, and Dismissal [ARD]/Individualized Education Program [IEP] meetings, parent/guardian communications and notifications).

F. Apply knowledge of legal and regulatory timelines, schedules, and reporting requirements; methods for maintaining eligibility folders; and strategies for organizing, maintaining, accessing, and storing records.

ED 5312 will contribute to the following Student Learning Outcomes (SLOs):

- Demonstrate the ability to critically evaluate assessments and understand the implications of chosen assessments
- Analyze the ethical and professional responsibility to the field of special education.
- Effectively collaborate with all parties involved with the identification placement and ongoing support of students with disabilities

#### Course Objectives

- Identify and describe disabilities according to federal definition of IDEA
- Construct Individualized Educational Program
- Interpret assessment reports
- Recommend Accommodations
- Describe present levels of academic and functional performance (PLAFP)
- Describe assistive technologies
- Describe culturally and linguistically responsible considerations

#### 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 August 26, 2019.

Because asynchronous courses do not have a “fixed” meeting day, our week will finish on Sunday. You may work ahead.

**Log-in 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. Failure to respond to instructor could result in dismissal from the course.

**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.

**Writing Expectations:** A large component of an Educational Diagnostician's workload is professional writing and synthesis of information. Therefore, a large part of the preparation and participation with this course will involve writing. Students will use APA format when writing. Writing should be free from jargon, grammar errors and written mechanics errors. References should be properly cited.

**Professional Portfolio:** Cumulative projects as part of this course are recommended to be saved as evidence of proficiency to be used as part of the student's professional portfolio (i.e. portfolio defense). Books recommended are required and should be added as part of the examiner's library for reference.

**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**

#### **Required Text Readings**

#### **Other required readings**

**Response to Readings on Discussion board.** Occasionally you will be asked to respond to the readings in discussion board. Please use proper citation when referring to reading. 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.

**Case study assignments (35 points x 5):** Each module will have multiple representative case studies. The case study will be in the form of a full and individual evaluation (FIE). Review the case studies and pick one. Each case study will follow our readings for the week (i.e. learning disability, intellectual disability). It is important that you read the chapter and rubric before beginning the response to the case study. Furthermore, there will be a virtual discussion board

available for case studies. If you have questions even if you are working on the same case as a classmate by all means discuss the case!

Case study template:

- I. Student summary
- II Present levels of performance summary (what can the student do? Keep it brief)
  - o Reading
  - o Math
  - o Written expression
  - o Adaptive behavior (within normal limits?)
- III. Recommended IEP goals and objectives
- IV. Recommended accommodations
- V. Recommended modifications and rationale (if appropriate)
- VI. Recommended behavior supports (if appropriate)
- VII. Placement or support recommendations
- VIII. Recommended community supports (if appropriate)

**Recommended but not required for Case Study Assignments: Virtual Discussion Place.**

A forum has been created outside the modules to discuss case studies freely and bounce recommendations off each other. This forum is available to ask questions and gain understanding of the FIE in the Case Study. Case Studies are NOT group assignments. It is not designed for students to assign "pieces" of the assignment for a cumulative product. Case studies must be individually submitted and should reflect each person's individual interpretation. I cannot stress enough that there is no "right answer". This forum can be used to coordinate virtual study groups, ask questions and make recommendations directly back and forth within the discussion group. It is recommended that you talk to different people throughout this course. There will be different threads that correspond with the Case Study you choose. Choose only one case study per module. As a courtesy to your classmates that post on this board, do not lurk. If you read, respond. Ask or respond in some way to the postings even if the response is limited. Participation in this discussion board will not be graded. **DO NOT SUBMIT YOUR ASSIGNMENT ON THIS PARTICULAR DISCUSSION BOARD. IT WILL NOT BE FOUND AND GRADED.**

**Assistive Technology WIKI (25 points)** – Contribute to the Wiki by providing an assistive technology resource (website), tool or instructional accommodation suggestion for each of the following:

- Deaf, Hearing Impaired (state whether it is for Deaf, Hearing Impaired or both)
- Vision (state type of vision impairment if possible)
- Functional Communication, (state whether for receptive language or oral expression)

Your participation is automatically logged in blackboard for each submission even though it may not display your name on your end. Full credit will only be given if 3 contributions are given. This assignment will remain open after the due date so that you can collect these resources for yourself. Late contributions are not accepted beyond the due date however.

**Quizzes. Quizzes will occur for each module. (25 points each)**

## 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 (10 points)

- 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
- APA citation used

### Case Study Rubric

	1 Unacceptable	3 Limited but room for growth	5 Exemplary
Brief summary of student, disability and impact of disability on educational performance	missing	Summary is present, there may be limited understanding on impact the student's disability has on education performance	Summary Present, impact of disability statement shows a clear understanding
Instructional setting for classes is discussed and recommended	Not discussed	Student demonstrated limited understanding of LRE and FAPE in interpretation; Instructional setting is not varied when warranted	Student shows understanding of the full continuum of services and placement of the “case study student” in the Least Restrictive Way (LRE) Instructional setting may vary in the student's instructional day depending on the case
Recommended IEP goals are stated in observable terms	IEP goals are poorly constructed and limited	IEP goals and objectives are present but need greater work, not all areas of	IEP has multiple goals and objectives and addresses all of students needs

(e.g. Given a list of 10 cvc words, Drake will accurately decode the words correctly 4 out of 5 times)		student's needs were addressed	
Accommodations are recommended	Less than 5 accommodations are recommended; generic accommodations are given	Accommodations are present and address most areas of need of the student. Accommodations appear to be generated from a list rather than thoughtfully addressing all areas of need	There is a clear understanding of accommodations versus modifications; accommodations address all needs throughout the student's day
Modifications and rationale	Modification is stated without rationale or missing information	Modifications not recommended when appropriate	Clear understanding of modifications and use
*unique information specific to each case study (e.g. transition, adaptive behavior, behavior, learning disability). This will be explained at each case study module if applicable	Missing or extremely limited information	Demonstrates limited understanding of disability in comparison to other categories but knowledge is emerging	Demonstrates a clear understanding of the unique needs and programming of the case study
Response uploaded in discussion board for sharing; responds to 2 classmates	Not completed	Did not respond to others	Uploaded for sharing and responded to two other people
You may use small study groups or virtual discussion space to discuss the assignments beforehand	*	*	*

### Assistive Technology Rubric (25 points)

- Brief description of the website, tool or instructional strategy
- Clearly states the type of population (Deaf, HH, VI, SI)
- Clearly describes the disability within the population
  - Deaf, Hearing Impaired (state whether it is for Deaf, Hearing Impaired or both)
  - Vision (state type of vision impairment if possible)
  - Functional Communication, (state whether for receptive language or oral expression)

- Link for resource provided (website, tool, video, instructional strategy page etc.)
- Clearly written, appropriate grammar and spelling

**Quizzes (25 points each)**

**Grading**

Grading criteria are:

A	94.0 to 100%	C	74.0 to 77.9%
A-	90.0 to 93.9%	C-	70.0 to 73.9%
B+	88.0 to 89.9%	D+	68.0 to 69.9%
B	84.0 to 87.9%	D	64.0 to 67.9%
B-	80.0 to 83.9%	D-	60.0 to 63.9%
C+	78.0 to 79.9%	Fail	less than 60%

A= TBD points, B=TBD points, C=TBD D=384-330 points, F=TBD and below

**Schedule**

Module 1	<ul style="list-style-type: none"> <li>● Required Readings: <ul style="list-style-type: none"> <li>● Chapters 1-3</li> <li>● Read Syllabus</li> <li>● Website: Continuum of Services</li> <li>● Power Point Federal Law</li> <li>● Power Point IEP and instructional settings</li> <li>● PowerPoint Cultural Responsiveness and Collaboration</li> <li>● Notice of Procedural Safeguards</li> <li>● A Guide to the Admission, Review and Dismissal Process</li> <li>● Reevaluation flow chart</li> </ul> </li> <li>● Required Activities: <ul style="list-style-type: none"> <li>● Discussion Board – Introduce yourself under “your classmates” tab.</li> <li>● Quizzes</li> </ul> </li> <li>● Reference Websites: <ul style="list-style-type: none"> <li>● Individuals with Disabilities Education Act (IDEA)</li> </ul> </li> </ul>	WEEK ONE
Module 2	Required Readings	WEEK ONE

<p>Intellectual Disabilities and Transition</p>	<ul style="list-style-type: none"> <li>● Chapter 4</li> <li>● Power Point Intellectual Disabilities</li> <li>● Power point transition-and-the-iep-connecting-the-dots.pptx</li> </ul> <p>Required Activities</p> <ul style="list-style-type: none"> <li>● CASE STUDY INTELLECTUAL DISABILITY</li> <li>● Quizzes</li> </ul> <p>Suggested:</p> <ul style="list-style-type: none"> <li>● Virtual Discussion Board</li> <li>● Case Study Example</li> </ul>	
<p>Module 3 Learning Disabilities</p>	<p>Required Readings</p> <ul style="list-style-type: none"> <li>● Chapter 5</li> <li>● PowerPoint: Learning Disabilities</li> </ul> <p>Required Activities:</p> <ul style="list-style-type: none"> <li>● CASE STUDY LEARNING DISABILITY</li> <li>● quizzes</li> </ul> <p>Suggested:</p> <ul style="list-style-type: none"> <li>● Virtual Discussion Board</li> <li>● Case Study Example</li> </ul>	<p>WEEK TWO</p>
<p>Module 4 Emotional Disturbance Autism</p>	<p>Required Reading</p> <ul style="list-style-type: none"> <li>● Chapter 6 and Chapter 7</li> <li>● PowerPoint :Emotional Disturbance</li> <li>● PowerPoint: Autism</li> </ul> <p>Required Activities:</p> <ul style="list-style-type: none"> <li>● CASE STUDY AUTISM</li> <li>● quizzes</li> </ul> <p>Suggested:</p> <ul style="list-style-type: none"> <li>● Virtual Discussion Board</li> <li>● Case Study Example</li> </ul> <p>Reference Websites:</p>	<p>WEEK TWO</p>

	<ul style="list-style-type: none"> <li>● OSEP Technical Assistance Center on Positive Behavioral Interventions and Support <a href="http://www.pbis.org">www.pbis.org</a></li> </ul>	
<p>Module 5 Communicative Disorders SI Deaf and HH Hearing Impaired Vision VI</p>	<p>Required Reading:</p> <ul style="list-style-type: none"> <li>● Chapter 8, 9 and 10</li> <li>● Power Point Speech Impairment</li> <li>● Power Point Deaf and Hard of Hearing</li> <li>● Power Point Vision Impairment</li> <li>● Speech acquisition chart</li> </ul> <p>Required Activities:</p> <ul style="list-style-type: none"> <li>● Assistive Technology WIKI</li> <li>● Quizzes</li> </ul> <p>Reference Websites:</p> <ul style="list-style-type: none"> <li>● Assistive Technology</li> <li>● AI Supplement</li> </ul>	WEEK THREE
<p>Module 6 Early Childhood; NCEC Child Find</p>	<p>Required Reading</p> <ul style="list-style-type: none"> <li>● Chapter 14</li> <li>● Power Point Early childhood Disabilities</li> <li>● Child find video</li> <li>● NCEC</li> <li>● ECI Document ED 5312 ECI</li> </ul> <p>Required Activities</p> <ul style="list-style-type: none"> <li>● Quizzes</li> </ul> <p>Reference website:</p> <ul style="list-style-type: none"> <li>● Region 18 Website – <a href="http://www.esc18.net">www.esc18.net</a> Legal Framework</li> </ul>	WEEK THREE
<p>Module 7 OHI ADHD, OCR, 504 Services</p>	<p>Required Reading:</p> <ul style="list-style-type: none"> <li>● Chapter 11</li> <li>● Power Point OHI</li> </ul> <p>Required Activities:</p> <ul style="list-style-type: none"> <li>● <b>CASE STUDY OTHER HEALTH IMPAIRMENT</b></li> <li>● Quizzes</li> </ul>	WEEK FOUR

	<p>Suggested:</p> <ul style="list-style-type: none"> <li>● Virtual Discussion Board</li> <li>● Case Study Example</li> </ul> <p>Reference websites:</p> <ul style="list-style-type: none"> <li>● OCR and 504</li> </ul>	
<p>Module 8 TBI, Multiple Disabilities, Orthopedically Impaired</p>	<p>Required Reading:</p> <ul style="list-style-type: none"> <li>● Chapter 12 and 15</li> </ul> <p>Required Activities:</p> <ul style="list-style-type: none"> <li>● <b>CASE STUDY LOW FUNCTIONING AND MULTIPLE DISABILITY</b></li> <li>● Quizzes</li> </ul> <p>Suggested:</p> <ul style="list-style-type: none"> <li>● Virtual Discussion Board</li> <li>● Case Study Example</li> </ul> <p>Reference Websites:</p> <ul style="list-style-type: none"> <li>● Transition website</li> <li>● Texas Transition</li> <li>● ONet</li> </ul>	<p>WEEK FOUR</p>
<p>Module 9/Week Five</p>	<p>Required Reading:</p> <ul style="list-style-type: none"> <li>● Chapter 13</li> </ul> <p>Required Activity</p> <ul style="list-style-type: none"> <li>● F.A.T. City Video and Discussion Board</li> <li>● Quiz</li> </ul>	<p>WEEK FIVE</p>