

## Department of Early Childhood, Elementary, and Special Education

### SURVEY OF EXCEPTIONAL CHILDREN EDSP 601 (Online) Fall 09

Dr. Martha Miller Decker ([m.decker@moreheadstate.edu](mailto:m.decker@moreheadstate.edu))  
301-E Ginger Hall, Phone 783-2507  
Office Hours: by Appointment

#### **Office Hours by appointment:**

Important: Please call and leave a message or e-mail a time to meet via phone a number where I may reach you and I will call you. If you e-mail, please put “phone request” in the Subject Heading. Have your questions, textbook, work, ready to discuss. These meetings can be very helpful and I encourage you to meet with me at least once during the semester, and please do not hesitate to contact me as needed. If you are in Morehead, please come by to see me. My office is easy to find, on the 3<sup>rd</sup> floor office suite near the back entrance to Ginger Hall.

**Course Description:** Study of personality theory and psychopathology, developmental problems of exceptional children, and educational characteristics and needs of exceptional children.

Best - practice teaching strategies, theories, and assessment procedures consistent with the *KY Teacher Standards*, the *KY Core Content for Assessment and Program of Studies (KERA)*, the *KY EPSB Themes*, and the *National Council for Exceptional Children (CEC)*, the *Individuals with Disabilities Education Act (IDEA) 2004* are emphasized. The review of special education laws, theory and practice through case studies in each area of exceptionality are explored through a variety of technologies, including podcasts, video and dvd presentations, and readings necessary for competent teaching and for Praxis preparation. The candidate will conduct an in depth research project (a review of the literature, a ten-page paper, and performance event in a focused area of interest in special education) and evaluate extensive readings through written reflections, online class discussions, and various activities performed.

#### ***“Community Engagement: A Light to and from the Mountains”***

*The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to*

*improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.*

### **Conceptual Framework Outcomes (CFOs):**

The College and the faculty within individual programs assess the degree to which its graduates:

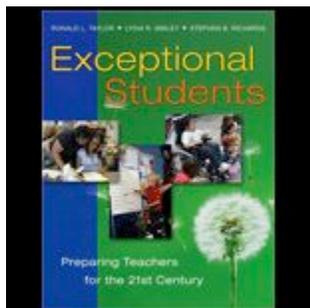
- 1) Master the content knowledge, professional and the twenty – first century skills needed to make an optimal contribution to “whole” student learning in education settings.
- 2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.
- 3) Demonstrate professional dispositions
- 4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.
- 5) Engage in authentic experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

**Student Learning Outcomes (SLOs):** By the end of this course, the candidate will be able to:

1. **articulate** major trends and current issues affecting special education in our country today;
2. **identify** and **explain** the impact of student diversity (i.e., SES, ethnicity, ability, sexual orientation, etc.) on teaching in our country today;
3. **employ** numerous *teaching strategies* which accommodate learners of all ability and interest levels;
4. **ascertain** *developmentally appropriate teaching strategies* for a diverse group of students;
5. **evaluate** and **reflect** upon the effectiveness of assessment procedures on student learning;
6. **integrate** technology (i.e., Smartboards, Powerpoint, Podcasts, Video/DVD, and online and electronic texts, etc.) for effective instruction and student learning;
7. **integrate** best – practice literacy strategies for effective instruction and student learning;
8. **align** unit and daily lesson plans to local, state, and national standards in order to close the achievement gap
9. **demonstrate** conceptual understanding of skills and knowledge essential to all areas of exceptionalality;
10. **demonstrate** resourcefulness in the acquisition of special education law and best practices for informed and competent teaching exceptional students.

## Required Textbooks:

### **1. *Exceptional Students: Preparing Teachers for the 21st Century.***



**Author: TAYLOR. ISBN#: 9780072866377 Edition: 09**

**IMPORTANT WEBSITE TEXTBOOK: <http://www.mhhe.com/taylor1e>**

Access your online study guide, the text's online appendices, assessments and additional learning resources for each Chapter. **THESE ARE VITAL** to the course content and provide essential resources for your Research Project.

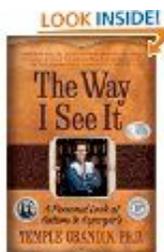
Students are expected to access the complete text website. It has numerous **VALUABLE** resource materials, a wealth of information, stories, links and self-assessments which will provide an excellent study guide!

Students are encouraged to create a Notebook of each assignment, chapter work, and research articles and summary/reviews for easy access.

→ *Each week students are responsible to take the CHAPTER QUIZZES Online Self-assessments and SAVE--copy/paste them to a Word document for review, in the Notebook.*

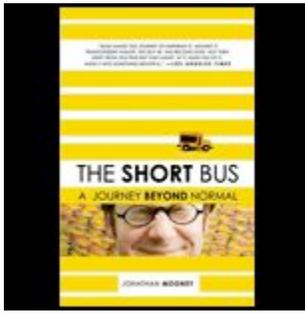
**\*FROM THE THREE BOOKS BELOW,-- CHOOSE ONE (1) BELOW\*:**

**1. *The Way I See It: Autism and Asperger's.* Author: Grandin. ISBN# 9781932565720**



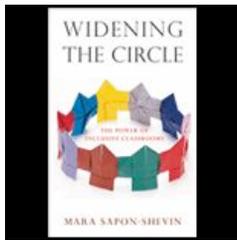
**2. *The Short Bus***

**Author: MOONEY ISBN: 9780805088045 Edition: 07**



### 3. Widening the Circle

Author: SAPON-SHEVIN ISBN: 9780807032800 Edition: 07



#### Suggested Readings :

Wright, P.W. & Wright, P.D. (2004). *Wrightslaw: Special Education Law*. Harbor House Press. There is also a website: [www.wrightslaw.com](http://www.wrightslaw.com) which is a helpful resource.

Grandin, T. (1995). *Thinking in Pictures and Other Reports From My Life With Autism*. Vintage

Prince-Hughes, D. (2004). *Songs of the Gorilla Nation : My Journey Through Autism*. Harmony Books.

#### Course Evaluation:

The candidate's performance evaluation will be determined by The instructor expects all assignments to be turned in on time, in Blackboard, using Times New Roman (12 font) on all work. \*\*\* Explanation of assignments and their point values are explained in the following two tables.

#### NCATE/ EPSB Accreditation Alignment of CFOs and SLOs:

| Aligned with →<br>Assessment →                   | Kentucky<br>Teacher<br>Standards<br>(KYS) | Kentucky<br>Education<br>Reform Act<br>(KERA) | Education<br>Professional<br>Standards<br>Board<br>(EPSB)                | National<br>Council for<br>the<br>Social Studies<br>(NCSS) | NCATE |
|--|---|---|--|--|-------|
| Paper<br>CFO: 4<br>SLO: 2 – 4                    | 1, 2, 3, 7                                | 2.16, 2.17, 2.19                              | Diversity,<br>achievement gap  | I, III, IV, V  | 1,4   |
| Journal Reviews<br>CFO: 1, 4<br>SLO: 1 – 4, 7, 8 | 2, 3, 4, 5, 7, 9                          | n/a   | Diversity,<br>assessment,<br>literacy,<br>achievement gap,<br>technology | I – X  | 1,4   |

|   |               |             |  |       |      |
|---|---------------|-------------|--|-------|------|
| <b>Ancillary Materials Podcasts, Video presentations</b><br>CFO: 1, 4<br>SLO: 1 – 4, 7, 8 | 1, 2, 4, 5, 6 | 2.14 – 2.20 | Diversity, assessment, literacy, achievement gap, technology | I - X | 1,4  |
| <b>Inclusion/ I.D.E.A. Compendium</b><br>CFO: 1<br>SLO: 9, 10                             | 1             | 2.14 – 2.20 | Diversity, literacy, achievement gap                         | I – X | 1, 4 |
| <b>Textbook Online Content Quizzes</b><br>CFO: 1<br>SLO: 9, 10                            | 1             | 2.14 – 2.20 | Diversity, literacy, Achievement gap                         | I – X | 1,4  |

### Assignment Descriptions:

| <b>Early Childhood, Elementary, and Special Education (EDSP 601)</b>      |  |
|---|--|
| <b>Assessment</b>   | <b>Description</b>   |
| <b>Weekly Chapter Readings and Online Quizzes</b>                         | Exceptional Students: Preparing Teachers for the 21st Century. Author: TAYLOR. ISBN#: 9780072866377 Edition: 09<br><br>COURSE WEBSITE: <a href="http://www.mhhe.com/taylor1e">http://www.mhhe.com/taylor1e</a><br><br>to access your online study guide, the text's online appendices, assessments and additional learning resources.<br>CHAPTER READINGS required writing a summary and self-assessment multiple-choice and true-false quizzes to post to Blackboard in a Microsoft Word document. *** Complete assignment details in Blackboard. |
| <b>Peer Reviewed Journal Reviews</b>                                      | There are ten peer-reviewed journal articles to read and reflect upon for your research. These are available online through EBSCO Fulltext on the MSU Library homepage. I also give you an example summary/reflection to see the standard required. *** Complete assignment details in Blackboard.   |
| <b>Textbook Ancillary Materials Podcasts, Video presentations Reviews</b> | Follow directions for download and listen to Podcasts and view Videos as assigned; Access online web resources with chapters.<br>*** Complete assignment details in Blackboard.  |
| <b>Inclusion - IDEA Compendium</b>  | Create a compendium of definitions for each area of exceptionality for your reference.<br>*** Complete assignment details in Blackboard.   |
| <b>Weekly Discussion Board Forum</b>                                      | Candidates are expected to log-in weekly and respond to Whole Class or Group Forum assigned.<br>*** Complete assignment details in Blackboard.   |
| <b>Interview with Person with Special Needs</b>                           | Write a paper describing the interview and value in learning what it is like to be a student with special needs.<br>*** Complete assignment details in Blackboard.   |
| <b>Final Project (3 Parts)</b>  | <ul style="list-style-type: none"> <li>• Write a 10 page paper (APA style required)</li> <li>• Create a Powerpoint presentation of key points of research.</li> <li>• Create a Fact Sheet of key points</li> </ul> *** Complete assignment details in Blackboard.  |

### Grading Scale:

90% - 100 % A  
(Clearly Outstanding)  
80% - 89% B (Excellent)  
70% - 79% C (Expected)

### Format REQUIRED for ALL Assignments:

1. Create a **Header** with Name, Course # and Section #, Date and Assignment Title in **upper right corner**.
2. Use **Times New Roman, 12 – Font ONLY**
3. **Double – space all assignments**

60% - 69% D (Below Expected)  
0% - 59% E (Failure)

4. Use 1" margins all sides
5. "Person-first" Language is REQUIRED
6. Edit before submitting for any surface errors, typos.

**Attendance Policy:** This course is entirely Online; HOWEVER, I address attendance because active participation and regular checking in on Blackboard is REQUIRED for success in this course.

### **Links to Websites for NCATE/ EPSB Alignment:**

<http://www.kyepsb.net/teacherprep/standards.asp> This site contains the revised KYS.

<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Teaching+Tools/Combined+Curriculum+Documents/default.htm> This site contains the KERA Combined Curriculum Documents 4.1 (Academic Expectations, Program of Studies, and Core Content for Assessment with DOK Levels).

<http://www.kyepsb.net/teacherprep/cart/themes6.asp> This site lists the four themes of pre-service teacher preparation that are integrated within this course.

<http://downloads.ncss.org/NCSSTeacherStandardsVol1-rev2004.pdf> This site and pdf document describes the 10 Thematic Standards by which all new and experienced social studies should be competent.

### **Academic Honesty**

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at <http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>

### **Americans with Disabilities Act (ADA)**

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, [www.moreheadstate.edu/acs/](http://www.moreheadstate.edu/acs/)

### **Campus Safety Statement**

**Emergency response information is discussed here because when you ARE on campus it is important to know:** Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at <http://www.moreheadstate.edu/emergency>

**\* Respond to Weekly Discussion Board and submit Quizzes to Blackboard no later than Sunday evening midnight of each week.**

**PART ONE: FUNDAMENTALS AND PROCESSES OF SPECIAL EDUCATION**

Week 1 August 17- 30 Chapter 1: An Overview of Special Education

Week 2 August 24 – 30 Chapter 2: The Special Education Process: From Initial Identification to the Delivery of Services

Week 3 Aug. 31 – Sept. 6 Chapter 3: School, Family, and Community Collaboration

**PART TWO: IDEA 04 HIGH PREVALENCE EXCEPTIONALITIES: FOUNDATIONS AND INSTRUCTION**

Week 4 Sept. 7 – 13 Chapter 4: Students with Learning Disabilities

Week 5 Sept. 14 – 20 Chapter 5: Students with Mental Retardation/Intellectual Disabilities

Week 6 Sept. 21 – 27 Chapter 6: Students with Emotional or Behavioral Disorders

Week 7 Sept. 28 – Oct. 4 Chapter 7: Students with Communication Disorders

**PART THREE: IDEA 04 LOW INCIDENCE EXCEPTIONALITIES: FOUNDATIONS AND INSTRUCTION**

Week 8 Oct. 5 - 11 Chapter 8: Students who are Deaf and Hard of Hearing

Week 9 Oct. 12 -18 Chapter 9: Students with Blindness or Low Vision

Week 10 Oct. 19 – 25 Chapter 10: Students with Physical or Health Impairments

Week 11 Oct. 26 – Nov. 1 Chapter 11: Students with Autism Spectrum Disorders

Week 12 Nov. 2 - 8 Chapter 12: Students with Severe Disabilities

**PART FOUR: OTHER EXCEPTIONALITIES: FOUNDATIONS AND INSTRUCTION**

Week 13 Nov. 9 - 15 Chapter 13: Students who are At-Risk: Early Identification and Intervention

Week 14 Nov. 16 - 22 Chapter 14: Students with Attention Deficit/Hyperactivity Disorders

Week 15 Nov. 23 – 29 Chapter 15: Students who are Gifted or Talented

Week 16 Nov. 30 - Dec. 6 **FINAL PAPER DUE / POWERPOINT PRESENTATION / RESOURCE FACT SHEET**

**RUBRIC for Research Paper, Fact Sheet and Powerpoint Presentation is in COURSE DOCUMENTS.**