

Course Syllabus

SPED 5860.02 THE EXCEPTIONAL CHILD F05 WEBG Gina Hasty

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314-989-81983 Credit hours

Course Description:

This course is intended for students in education and others interested in the education and counseling of individuals with exceptional and/or disabling conditions. The course will focus on the definition, identification, education, and vocational preparation of students with special needs, with specific reference to the provisions set forth in the Individuals with Disabilities Act (IDEA).

1. Learning Outcomes:

Learning Outcomes SOE Goals, SOE Dispositions, MO-STEP and Professional Standards Addenda will be able to specify the major components of IDEA, particularly the rights of children with disabilities and their families to educational services. CC1K6 Students will be able to identify other legislation that protects persons with disabilities. CC1K4, GC1K4, GC1K6 Students will be able to describe the historical and political issues including educational reform initiatives at the state and national level that impact the field of education. CC1K3, GC1K3, GC5K1 Students will be able to describe models, theories, and philosophies that provide the basis for special education practice. MO-STEP 6.1, 6.2

CC1K1, GC2K1, Students will be able to describe the continuum of placement and service delivery options available for individuals with disabilities emphasizing the appropriateness of meeting individual needs. MO-STEP 3.3

GC1K5, GC1K8, Students will be able to describe the effects of one or more disabilities on an individual's learning and explain why the existence of a disability does not preclude normal academic development or communication ability. MO-STEP 3.1

CC2K2, CC2K6, GC2K2, CC3K1, CC6K4 Students will be able to discuss current issues in special education relating to early intervention, inclusion, discipline, and transitional services. SOE 3.1
MO-STEP 3.3

GC4K4, CC5K4, GC7K3, GC8K4 Students will be able to identify the primary characteristics of various exceptionalities, including giftedness. MO-STEP 3.1

GC1K1, GC3S1, CC9S10 Students will be able to explain the definition, assessment procedures, and criteria of individuals with disabilities. SOE 2.4, 4.4

CC8K3, CC8K5, GC8K1, GC10K3 Students will be able to list educational and vocational interventions appropriate to the needs of the individual that are implemented in general and special education settings. MO-STEP 4.4

MO-STEP 3.3

CC3K2 Students will be able to explain the effects of medical, psychosocial, genetic, and/or environmental conditions on the educational, cognitive, physical, social, behavioral, and emotional needs of individuals with disabilities. SOE 4.1

MO-STEP 3.1

GC1K2, CC2K7, GC2K3, GC2K4, GC2K5 Students will be able to adapt lessons to meet the needs of a diverse group of learners. SOE 2.2

MO-STEP 1.2, 3.2, 3.4, 4.2, 5.1 Students will be able to plan activities that facilitate the inclusion of a person with an exceptionality within local educational or community settings. SOE 4.3

MO-STEP 3.2

CC5S7 Students will be able to identify strategies to work with chronically or terminally ill individuals and their families. SOE 3.3, 4.4

MO-STEP 3.3

GC2K6, CC5S16 Students will be able to explain how diversity issues affect the education of children with special needs. SOE 4.1, 4.2

MO-STEP 3.4

CC1K5, CC1K10, GC1K7, CC2K3, CC3K3, CC3K4, CC3K5 Students will be able to identify and address concerns of families, teachers, students, and community members related to individuals with special needs. SOE 3.2, 4.4

MO-STEP 10.3

CC1K7, CC2K4, GC8K3, GC9K1, GC9K2, CC10S1

2. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

| | |
|---------------|--|
| Week 1 | General Introduction Introduction to Special Education Read Chapter 1 |
| 1 | Individualized Special Education Programs Read Chapter 2 |
| Week 2 | Multicultural and Bilingual Special Education Read Chapter 3 |
| | Learning Disabilities Read Chapter 4 Learning Strategy 1 due Online Quiz on Chapters 1, 2, and 3 |
| Week 3 | Speech or Language Impairments Read Chapter 5 Learning Strategy 2 due |
| | Mental Retardation Read Chapter 6 Class Reflection Online quiz on Chapters 4 and 5 |
| Week 4 | Emotional and Behavioral Disorders Read Chapter 8 Meaningful paragraph 1 due |
| | Physical Impairments and Special Health Care Chapter 9 Online quiz on Chapters 6 and 8 Assignment 1 due |

- Week 5** Deafness and Hard of Hearing
Read Chapter 10
Meaningful paragraph 2 due
Learning Strategy 3 due
- Low Vision or Blindness
Read Chapter 11
Online quiz on Chapters 9, 10, and 11
- Week 6** Autism Spectrum Disorders
Read Chapter 12
Meaningful paragraph 3
Observation Due
Very Low Incidence Disabilities
Chapter 13
Article: Moving to Italy
- Week 7** Giftedness and Talent Development
Read Chapter 7
- Practice teaching
Online quiz on Chapters 7, 12 and 13
Final Projects due
- Week 8**
Sharing of Final Projects

3. RESOURCES:

Required Reading:

Smith, D. D. (2004). Introduction to special education: Teaching in an age of opportunity. Boston: Pearson.

4. EVALUATION:

Assessments
Links to Course Outcomes
Percentage of Grade
Observations 1
Students will describe the continuum of placement and service delivery models available for individuals with d emphasizing the appropriateness of meeting individual needs.

Students will be able to describe models, theories, and philosophies that provide the basis for spe practice.

Students will be able to describe the effects of one or more disabilities on an individual's learning the existence of a disability does not preclude normal academic development, cognitive, or comm

Students will be able to list educational and vocational interventions appropriate to the needs of those who are implemented in general and special education settings. 140 points
Quizzes
Students will be able to specify the major components of IDEA, particularly the rights of children with disabilities and their families to educational services.

Students will be able to identify other legislation protecting the rights of persons with disabilities.

Students will be able to describe the historical, social and political issues including educational reform at the state and national level that impact the field of special education.

Students will be able to explain the definition, assessment procedures, and identification criteria for students with disabilities.

Students will be able to explain how diversity issues affect the education of children with special needs. 120 points
Learning strategies/meaningful paragraphs
Students will be able to identify the primary characteristics of specific exceptionalities, including giftedness. Assignment 1 (see options)
Students will be able to adapt lessons to meet the needs of a diverse group of learners.

Students will be able to identify strategies to address concerns of families, teachers, students, and other members related to individuals with disabilities. 60 points
Final project
Students will be able to discuss issues in special education relating to early intervention, inclusion, discipline, and transitional services.

Students will be able to explain the effects of medical, psychosocial, genetic, and/or environmental factors on the educational, cognitive, physical, social, behavioral, and emotional needs of individuals with disabilities.

Students will be able to plan activities that facilitate the inclusion or enrichment of a person with disabilities within local educational or community settings. 300 points
Class attendance and participation
Students will be able to adapt lessons to meet the needs of a diverse group of learners.

Students will be able to identify strategies to work with chronically or terminally ill individuals and their families. (5 points per class)

150 points 1000 points total

5. **GRADING SCALE :** Grading: A 920-1000 points B+ 880-899 C+ 780-799
A- 900-919 B 820-879 C 720-779
B- 800-819 C- 700-719

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, SEALED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE.

6. **ACADEMIC HONESTY POLICY:**

Students at Webster University are expected to practice academic honesty.

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

In its broadest sense, plagiarism is using someone else's work, presented or claimed as your own. Any time you borrow another person's work, whether as a direct quotation or paraphrased, you must use a citation. All citations must be properly documented and references must be provided. All papers and projects that are starred ***** must be submitted as a hard copy and as an electronic copy. The electronic copy will be sent to the turnitin database to determine if any part of the paper has been copied and not properly cited. Students who plagiarize will earn "no credit" for the assignment. At the discretion of the instructor, a student will fail the course or be referred to the department chair and dean for disciplinary action.

7. ACCESSIBILITY/ACCOMODATIONS POLICY

If you have a disability, please see me as soon as possible to discuss your accommodations.

8. OTHER

Class participation is mandatory. A lack of participation during class discussions and activities will affect your participation grade. Unless there is a documented emergency, assignments for participation points are not available. Students are welcome to submit assignments early for feedback; upon request an assignment for which a student has received below a C- may be resubmitted. In that case, the final grade for that assignment will be the average of the original and resubmitted assignments. Assignments which are not handed in by the deadlines listed will be penalized by 5 points. Assignments handed in after the deadline will be considered late unless previous arrangements are made with the instructor. Late assignments will be accepted (initial or resubmission) after the last day of class.

Students who do not complete the requirements of the course must contact the instructor at the end of the course to complete an Incomplete Course form; otherwise, a NC will be issued.

This syllabus is subject to change at the discretion of the instructor.

WEBSTER UNIVERSITY

SCHOOL OF EDUCATION

Vision: “. . . We all must work to make this world worthy of its children.” (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the know experiences, and practical tools that help them guide both themselves and others toward lifel learning. The School of Education is a community of educator-scholars who apply critical refle and creative energies to enhance learning in schools and other educational settings. The facul strives to support this community by modeling effective teaching practices based on sound the and research. Personalized approaches create a challenging, yet supportive environmer permits the risk-taking necessary for learning and growth. The School of Education encourages faculty and students to work actively toward this end, keeping in mind that action must be root visionary, yet realistic, thinking. This thought and action process underscores the development c inner-directed self-understanding, an outer-directed global perspective, and an appreciation c human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.

The mandala is a universal design that represents meaning. It appears in children's early drawin many cultures and seems a fitting symbol to represent the conceptual schema of the Sch Education. The outer circle is the “world of learners” in cultural settings. Each quadrant repres one of the school's four goals for its candidates: to develop knowledgeable learners, inf instructors, reflective collaborators, and responsive educators. The two axes represent the them components of knowledge, leadership, and life-long learning. These lines are broken to emphc the fluid relationship of the goals and integrated concepts.

Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
- 1.2 applies tools of inquiry to construct meaningful learning experiences;
- 1.3 identifies developmental factors in student learning; and
- 1.4 understands theoretical principles of effective instruction to plan learning experiences.

2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
- 2.2 understands and uses a range of instructional strategies;
- 2.3 uses a variety of communication modes, media, and technology to support student learning; and
- 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.

3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
 - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
 - 3.3 seeks relationships with families and students to support student learning; and
 - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.
- The responsive educator:
- 4.1 understands and responds appropriately to issues of diversity
 - 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
 - 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
 - 4.4 identifies resources for specialized services when needed.

Dispositions:

There are various definitions of dispositions. The dictionary suggests that dispositions are a combination of traits revealed by one's habitual ways of behaving or thinking. NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation development as well as the educator's own professional growth." (Professional Standards, p. 10) Interpreting and assessing dispositions is often more intuitive than it is descriptive and measurable. Regardless of the difficulty of assessment, there is significant value in focusing attention on qualities that make an effective teacher.

- 1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection

- 2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - Listens respectfully to other points of view

- 3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence

Missouri Standards for Teacher Education Programs (MoSTEP)

MoSTEP Standards Performance Indicators Standard 2. The pre-service teacher understands how students learn and develop, and provides learning opportunities that support the intellectual and personal development of all students.

2.1 knows and identifies child/adolescent development

2.2 strengthens prior knowledge with new ideas

2.3 encourages student responsibility

2.4 knows theories of learning **Standard 3. The pre-service teacher understands how students learn and creates instructional opportunities that are adapted to individual learners.**

3.1 identifies prior experience, learning styles, strengths, and needs

3.2 designs and implements individualized instruction based on prior experience, learning styles, strengths, and needs

3.3 knows when and how to access specialized services to meet students' needs

3.4 connects instruction to students' prior experiences and family, culture, and community

4. The pre-service teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student learning state performance standards.

4.1 selects and creates learning experiences that are appropriate for curriculum goals, student learning styles, and based upon principles of effective instruction (e.g. encourages exploratory learning, solving, building new skills from those previously acquired)

4.2 creates lessons and activities that recognize individual needs of diverse learners and adapt to different learning styles and performance.

4.3 evaluates plans relative to long and short-term goals and adjust them to meet student learning needs to enhance learning

Standard 6. The pre-service teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive student interaction, active engagement in learning, and self-motivation.

6.1 knows motivation and behavior management strategies and techniques

6.2 manages time, space, transitions, and activities effectively

6.3 engages students in decision making

CC1K1Models, theories, and philosophies that form the basis for special education practice
CC1K3Relationship of special education to the organization and function of educational agencies
CC1K4Rights and responsibilities of students, parents, teachers, and other professionals, as
related to exceptional learning needs. CC1K5Issues in definition and identification of individual
exceptional learning needs, including those from culturally and linguistically diverse
backgrounds.CC1K6Issues, assurances and due process rights related to assessment, eligibility
placement within a continuum of services.)CC1K7Family systems and the role of families in the
educational process. CC1K10Potential impact of differences in values, languages, and customs that
exist between the home and school. GC1K1Definitions and issues related to the identification of
individuals with disabilities^{1/}.GC1K2Models and theories of deviance and behavior problems.GC1K3Historical foundations, classic studies, major contributors, major legislative
issues related to knowledge and practice.GC1K4The legal, judicial, and educational system for
individuals with disabilities^{1/}.GC1K5Continuum of placement and services available for individuals
with disabilities^{1/}.GC1K6Laws and policies related to provision of specialized health care in educational
settings.GC1K7Factors that influence the over-representation of culturally/linguistically diverse
populations in special education programs for individuals with disabilities^{1/}.GC1K8Principles of normalization and concept of
restrictive environment.CC2K2Educational implications of characteristics of various types of
exceptionalities.CC2K3Characteristics and effects of the cultural and environmental milieu on the
individual with exceptional learning needs and the family.CC2K4Family systems and the role of the
family in supporting development.CC2K5Similarities and differences of individuals with and without
learning needs.CC2K6Similarities and differences among individuals with exceptional learning
needs.CC2K7Effects of various medications on individuals with exceptional learning needs and
diagnosis related to various theoretical approaches.GC2K2Impact of sensory impairment and
health disabilities on individuals, families and society.GC2K3Etiologies and medical aspects of
conditions affecting individuals with disabilities^{1/}.GC2K4Psychological and social-emotional
issues of individuals with disabilities^{1/}.GC2K5Common etiologies and the impact of sensory disabilities on
learning and experience.GC2K6Types and transmission routes of infectious disease.CC3K1How an
exceptional condition(s) can have on an individual's life.CC3K2Impact of learners' academic
abilities, attitudes, interests, and values on instruction and career development.CC3K3Variations in
beliefs, traditions, and values across and within cultures and their effects on relationships
between individuals with exceptional learning needs, family, and schooling.CC3K4Cultural perspectives
on the relationships among families, schools and communities as related to instruction.CC3K5
Instruction of individuals with exceptional learning needs including those from culturally diverse
backgrounds and strategies for addressing these differences.GC3K1Impact of disabilities on
information processing skills.GC3S1Relate levels of support to the needs of the individual.GC4K4Prevention and intervention strategies for individuals at-risk for a
disability.CC5K4Teacher attitudes and behaviors that influence behavior of individuals with
learning needs.CC5S7Establish and maintain rapport with individuals with and without exceptional
needs.CC5S16Use universal precautions.GC5K1Barriers to accessibility and acceptance of
individuals with disabilities^{1/}.CC6K4Augmentative and assistive communication strategies.GC7K3Intervent
services for children who may be at risk for learning disabilities.CC8K3Screening, pre-referral
and classification procedures.CC8K5National, state or provincial, and local accommodation
modifications.GC8K2Laws and policies regarding referral and placement procedures for individuals
with disabilities^{1/}.GC8K3Types and importance of information concerning individuals with disabilities
from families and public agencies.GC8K4Procedures for early identification of young children
at risk for disabilities.CC9S10Access information on exceptionalities.GC9K1Sources of unique
networks, and organizations for individuals with disabilities^{1/}.GC9K2Organizations and public
agencies relevant to individuals with disabilities^{1/}.CC10S1Maintain confidential communication about
individuals with exceptional learning needs. GC10K3Roles of professional groups and referral agencies in
assessing, and providing services to individuals with disabilities^{1/}.

Assignments

Required assignments (100 points each)

Complete a 30 minute observation/flow log and analysis of a resource classroom.

Complete a 30 minute observation/flow log and analysis of a self-contained classroom.

Complete a 30 minute observation/flow log and analysis of an inclusive classroom.

Select 1 of the assignments listed below (60 points)

Interview a parent and another team member of a child who receives special education, summarize and analyze their different perspectives in a two page paper.

Read and respond to the analysis questions of two case studies (one high-incidence low-incidence disability).

Read a biography or autobiography of an exceptional individual and write a review.

Complete a critique of 5 children's books written about a person with a disability.

Develop 2 lessons in a content area and provide adaptations for 4 students with exceptionalities.

Final project

Select 1 of the assignments listed below (300 points)

(Each of the projects is expected to take about 15 hours of out of class work.)

Write a research paper on one of the following topics: forming friendships, behavioral quality indicators in special education (as related to a specific disability), early intervention, transition planning.

Engage in a series of participatory observations (10 hours) with an individual with a disability. Journal after each experience and at the end of the semester, write a summary as to how the experience will affect your teaching.

Self-designed project approved by the instructor by the end of week 6.

Observation/Flow Log Guidelines for Self-contained Classroom

Content:

- ___/20 Original flow log (a minute by minute description of the behavior of individuals in a specific setting) attached to the back of the analysis
- ___/15 Introductory paragraph describing the grade of the students being observed, classroom set-up, activity observed, and a brief description of observed
- Flow log analysis. The items below should be considered, but analysis is not limited to these items:
- ___/10 Describe the curriculum being implemented (functional skills; adaptations to access the general education curriculum; developmental provide examples to illustrate
- ___/10 Figure the average number of interactions with the teacher occurring for a disability in a ten minute period in this setting
- ___/10 Determine the percentage of time on task for one student with a disability interval)
- ___/10 Identify the type of communicative responses required the students with this setting
- ___/15 Provide suggestions for additional adaptations or modifications that would allow students with disabilities to access this content in the general education setting

Mechanics:

- ___/10 Clear, fluid style, with attention given to correct spelling and punctuation

Observation/Flow Log Guidelines for Resource Classroom

Content:

- ___/20 Original flow log (a minute by minute description of the behavior of individuals in a specific setting) attached to the back of the analysis
- ___/15 Introductory paragraph describing the grade of the students being observed, classroom set-up, activity observed, and a brief description of the students observed
- Flow log analysis. The items below should be considered, but analysis is not limited to these items:
- ___/10 Describe the curriculum being implemented (remedial; adaptations to a general education curriculum; specific skill instruction in social skills or strategies, etc...) and provide examples to illustrate
- ___/10 Figure the average number of interactions with the teacher occurring for

a disability in a ten minute period in this setting.

- ___/10 Determine the percentage of time on task for one student with a disability (ten minute interval)
- ___/10 Identify the type of responses (verbal and/or physical) required of the students with disabilities in this setting
- ___/15 Provide suggestions for additional adaptations or modifications that would help students with disabilities to access this content in the general education classroom

Mechanics:

- ___/10 Clear, fluid style, with attention given to correct spelling and punctuation.

Observation/Flow Log Guidelines for Inclusive Classroom

Content:

- ___/20 Original flow log (a minute by minute description of the behavior of individual students in a specific setting) attached to the back of the analysis
- ___/15 Introductory paragraph describing the grade of the students being observed, the classroom set-up, activity observed, and a brief description of the two students being observed

Flow log analysis. The items below should be considered, but analysis is not limited to these items:

- ___/10 Compare the number of interactions with peers occurring for the student with a disability versus the student without a disability
- ___/10 Compare the number of interactions with the teacher occurring for the student with a disability versus the student without a disability
- ___/10 Compare the amount of time on task for the student with a disability versus the student without a disability
- ___/10 Compare the type of responses (verbal and/or physical) required of the student with a disability versus the student without a disability
- ___/15 Suggestions for additional adaptations or modifications that would help enhance the learning experience of the student with disabilities

Mechanics:

- ___/10 Clear, fluid style, with attention given to correct spelling and punctuation

Interview Guidelines

Content:

___/10 Please attach a list of specific interview questions addressed to the bac analysis (The amount of time allotted to conduct each interview should minutes.)

Possible questions include:

What are your hopes and dreams for this individual?

What resources are available for meeting those goals?

What barriers might interfere with the meeting of those goals?

What type of services have been used by this individual?

Have you been satisfied with those services?

Give an example of what has been a good educational experience for this individual

Give an example of what has been a non-beneficial educational experience for this i

Is there a team who works with this individual?

What has been your experience with that team?

What advice would you offer new general education teachers?

What advice would you offer new special education teachers?

___/10 Analysis is organized into the common themes arising out of the respon interviewees.

___/10 Similarities and differences between the two interviewees occurring wit common theme are discussed.

___/10 Misunderstandings occurring between the two interviewees due to their perspectives and backgrounds are discussed.

___/10 Suggestions for collaborative methods that may be useful in strengthen relationships between the interviewees.

Mechanics:

___/10 Clear, fluid style, with attention given to correct spelling and punctuation

Biography/Autobiography Guidelines

Content:

___/10 Title:
Author:
Disability;
Date Published:
Publisher:

___/10 In one paragraph, briefly describe the characters, plot, and issues cove

___/10 Using criteria adapted from Lass & Bromfield (1981), critically review th addressing the following questions:

Does the book promote empathy rather than pity?

Does the book portray the character(s) with a disability in realistic terms or is the description romanticized or sensationalized?

Does the book portray the character with the disability as accepted and admired by the group or is the character subjected to ridicule and ostracism?

Does the book depict an accurate representation of the behaviors associated with the disability?
Does the book present the individual as living in an inclusive or normal setting rather than an isolated or specialized setting?

Does the book or film depict the issues facing the character with the disability in a way that emphasizes similarities rather than differences with other people?

Is the book interesting for the designated age group in terms of plot, categorization, and language?

____/10 Discuss insights gained into what living with the particular disability description is like.

____/10 Give personal reactions and/or attitudinal changes that occurred as a result of reading.

Mechanics:

____/ 10 Clear, fluid style, with attention given to correct spelling and punctuation.

Book suggestions:

No Language but a Cry, Ambrosio

Children's Hospital, Anderson

The Gift of Martha, Canning

Long Shot for Paul, Christopher

P.S. You're Not Listening, Craig

If we Could Hear the Grass Grow, Craig

Broken Ears, Wounded Hearts, Harris

One Child, Hayden

Murphy's Boy, Hayden

Silent Dancer, Hlibok

Reflections on Growing up Disabled, Jones

Story of My Life, Keller

Karen, Killilea

With Love, From Karen, Killilea

Lovey, McCracken

A Circle of Children, McCracken

Lisa, Bright and Dark, Neufeld

The Siege, Park

Show Me No Mercy, Perske

Jordi, Lisa, and David, Rubin

Deaf Like Me, Spradley

If You Could See What I Hear, Sullivan

Words for a Deaf Daughter, West

Missing Pieces, A Chronicle of Living with a Disability, Zola

Guidelines for Children's Literature Critique

Content:

____/10 Critique five children's books written about a person with a disability written and published since 1980. Each book should be about a person with a disability. Use the following format:

Title:
Author:
Disability:
Date Published:
Publisher:

____/20 In one paragraph, briefly describe the characters, plot, and issues covered.

____/20 Using criteria adapted from Lass & Bromfield (1981), critically review the book, addressing the following questions:

Does the book promote empathy rather than pity?

Does the book portray the character(s) with a disability in realistic terms or is the description romanticized or sensationalized?

Does the book portray the character with the disability as accepted and admired by the group or is the character subjected to ridicule and ostracism?

Does the book depict an accurate representation of the behaviors associated with the disability?

Does the book present the individual as living in an inclusive or normal setting rather than an isolated or specialized setting?

Does the book or film depict the issues facing the character with the disability in a way that emphasizes similarities rather than differences with other people?

Is the book interesting for the designated age group in plot, categorization, and language?

Would you recommend this book for use with the designated age group?

Mechanics:

____/10 Clear, fluid style, with attention given to correct spelling and punctuation.

Content Area Unit with Adaptations Guidelines

Content:

____/120 Submit a completed unit plan with six lessons specifying each lesson to be taught and the necessary materials needed.

____/120 Each lesson outline should contain the major components of Madeline Hunter's Mastery Teaching Program and list both teacher actions and student actions for each lesson.

____/120 Complete the adaptation chart for each lesson for the four students described. You wish to complete the adaptation chart for students you have in your classroom. Please fill in the top of the chart with a brief description of each student. Adaptations and modifications may include, but are not limited to, the following areas:

Use of Materials and Devices: Use portable devices or materials which enhance an performance. Items may be commercial or teacher made. Adaptive devices and com tools as well as alternative text materials fall into this category.

Adapt Skill Sequences: Change the steps in a task to simplify or rearrange activities, term project and break it down into small pieces with a timeline, change the sequenc rearrange the tools necessary for a job.

Use Personal Assistance: Use any type of verbal, physical, or supervisory support, p tutors, personal assistants. The assistance may be necessary for long or short period

Adapt Rules: Modify the typical practices or procedures in an environment, complete problem on the math worksheet or dictate an answer, share a task or a job.

Adapt the Environment: Change the actual physical environment, move furniture, ob chairs, ramps, or wheel chair accessible facilities.

Source: Adapted from Ottlinger, K., & Kohlhepp, P. (1992). Curricular adaptations: Ac the instructional needs of diverse learners in the context of general education. Kansa of Education.

When completing each level of the chart, if the answer to the question is "no" please statement to justify your response.

For each question answered in the affirmative, a complete list of the modifications being made should be provided in the corresponding section of the chart. Please complete all sections of the chart.

A "bullet" or list format may be used when completing the chart.

LESSON PLAN FORMAT

Description of Setting: What characteristics of the classroom or setting are important to the le physical set-up of classroom; number of students; environmental f actors)

Description of the Learners: What do you know about the learners that has influenced your de planning this lesson? How do you know this? (Range of age, ability; prior knowledge and skills; levels, IEP goals)

Goals and Outcomes: In what ways does this lesson address what you are trying to accompli students? (Goals are broad, speaking to the long-term needs of the learner and are rarely acc lesson; they answer the question, "Why do I need to learn this?" Outcomes are related to goa enough to be measurable. Every outcome will need to be assessed. Outcomes answer the qu I need to know and be able to do?")

Introduction: How will you engage the learners?

Instructional Process: What will the learners do to assure they will be able to meet the outcom detail sequentially what the teacher and the students will do. As appropriate, include:

3. examples you will use
4. questions to be asked
modeling.

List any material you will be using, including texts, literature.
Describe support materials such as charts, bulletin boards.
If technology is to be used in the lesson, describe its use.
Detail within the lesson how you are providing for individual differences among the students in
to the specific needs, modifications or accommodations for individuals, not in generalities.
Include a copy of anything you will be using with the students.)

Assessment Procedures: How will you determine what each student knows and/or can do? How
record this and share it with the student? (Include any tool you will be using to assess, including
guide. If possible include a copy of the work of one or two students in your final copy.)

Management Procedures: What procedures will you put in place to assure a successful lesson
behavior management plan, including the rules" in effect and how these will be shared with students.
time management and procedures to smooth transitions, especially for younger children.)

Show-Me Standards: What Show-Me Standards were addressed?

Reflection: What have I learned from teaching this lesson? (After the lesson, reflect on what you
would do differently. Describe how you adjusted the lesson to meet the needs of the learners.
you have learned about the students by teaching the lesson. Talk about what comes next, for
for yourself. The purpose of this reflection is not to defend your teaching but to demonstrate what
learned from it.)

Principles of the Hunter Master Teaching Program

Get students ready to learn

Give the students a review question or two to consider while you call the roll, pass out papers,
or do other housekeeping chores. Follow up - listen to their answers and correct.

Create an anticipatory set to capture the students' attention. This might be an activity, an
organizer, an intriguing question or a brief exercise.

Communicate the lesson objectives.

Provide information effectively.

Determine the basic information and organize it.

Present information clearly and simply. Use familiar terms, examples, illustrations.

Model what you mean. If appropriate, demonstrate or use analogies.

Check for understanding and give guided practice

Ask a question and have every student signal an answer (e.g., thumbs up for yes,
down for no).

Ask for a choral response.

Sample individual responses.

Allow for independent practice

Get students started right by doing the first few questions together.

Make independent practice brief. Monitor response, giving feedback quickly.

Adapted from Woolfolk. A. E. (1990). Educational Psychology (4th ed.) Englewood Prentice Hall.

CURRICULUM ADAPTATION CHART

Lisa, gifted

at least 2 years above grade level in all subjects, particularly talented in math and scienceJohn, ADHD, just referred for sp ed

reading - 1.5 yrs below grade level difficulty with organization and memory; needs behavior monitoring for group workKevin, learning disabled

reading - 3 yrs below grade level, slow language processing, difficulty generalizing, strong math concepts Melissa, moderate mental retardation,

reading - primer level, does well with picture prompts, working on numeration in math; very social, responds well to peer support Can the student participate in this activity?

If yes™

If no

Can the student participate in this activity, but with adapted materials or expectations?

If yes™

If no

Can the student participate in this activity, but work on embedded skills in the areas of motor, social, communication?

If yes™

If no

Can the student be with the group, but working on a activity that fulfills a very different purpose?

If yes™

If no

If most students are involved in an activity that isn't relevant for the student, can the student be working in another part of the room on a task that is relevant to his/her

priorities?

If yes™

If noCan the student do an out of class activity during times when the regular class material isn't relevant to his/her needs?

If yes™

CURRICULUM ADAPTATION CHART

Can the student participate in the activity just like the typical student ?

If yes™

If noT

Can the student participate in this activity, but with adapted materials or expectations?

If yes™

If noT

Can the student participate in this activity, but work on embedded skills in the areas of motor, social, communication?

If yes™

If noT

Can the student be with the group, but working on a activity that fulfills a very different purpose?

If yes™

If noT

If most students are involved in an activity that isn't relevant for the student, can the student be working in another part of the room on a task that is relat priorities?

If yes™

If noTCan the student do an out of class activity during times when the regular class material isn't relevant to his her needs?

If yes™

10-hour Participatory Observation

Content:

Journal each time you work or meet with the individual.

First, reflect on your interactions and what might be needed to make them more succ

Second, try to take on the perspective of the individual with the disability and reflect c thoughts and feelings about the interaction might be. It is particularly important to do cognitive, emotional, and sensory differences may dramatically affect the way an ind perceives environmental events.

When you have completed the ten hours, analyze what you observed based on theo constructs (minimum two typed pages) and then conclude your journal with a reflecti one typed page) on how this experience will affect your teaching career.

Mechanics:

Style, spelling, or punctuation will not be assessed on this assignment except for the analysis and reflection. Feel free to journal in a stream of consciousness style.

___/60 detailed description of time spent with the individual

___/60 analysis of interaction/perspective taking

___/35 relating of specific events/information to factual information presented in text/class

___/35 relating of specific events/information to theoretical constructs

- ___/35 reflection on how experience has affected one's attitude toward disability
- ___/35 reflection on how this experience will affect specific actions related to teaching in the future
- ___/40 appropriate mechanics are used in the concluding analysis and reflection

Research Paper Guidelines

Content:

- ___/40 Clear, concise thesis statement as a part of the paper's introduction
- ___/40 Organization of main points that flow logically from one point to the next
- ___/40 A minimum of 8 sources from a diverse cross-section of media (Source materials must include at least 1 book, at least 4 peer reviewed journals; additional sources which may include newspapers, pamphlets, government documents, videos, interviews with agencies, administrators, teachers, students, etc., or popular media such as movies or television shows. (A one popular media source is allowed.) Note: The 3 additional sources must be books or peer reviewed journals. Online citations are not acceptable.
- ___/50 Effective integration of source material
- ___/50 Analysis of strengths and limitations of source material
- ___/40 Conclusion statement regarding future research needs

Mechanics:

- ___/10 Clear and fluid writing style
- ___/10 Correct spelling/punctuation
- ___/10 Citations within text utilizing APA format
- ___/10 Bibliography written in APA format

(Note: First ten APA errors are freebies; after that 1 point per error may be deducted.)

Ten page minimum, not including the reference list, abstract, or title page

It is recommended that students make use of the writing center for this assignment.