

**WEBSTER UNIVERSITY
COURSE SYLLABUS**

SPED 5860.02

Dr. M. BEVEL

COURSE NUMBER AND SECTION

INSTRUCTOR

Psychology of the Exceptional Individual
COURSE TITLE

TERM: Summer 2004

Thursday Evenings, Webster Hall, room 403, 5:05 p.m. to 9:05 p.m.

Office: Webster Hall Room 247 (314) 961-2660 ex. 7504 bevelma@webster.edu

Office Hours: Tuesday 2p.m. - 4:30 p.m. / Thursday 4p.m. to 4:45 p.m./ by appointment

I. Course Description: Student Focus, rationale, scope, prerequisites

This course is intended for students in education and others interested in the education and counseling of individuals with disabilities. Psychology of the Exceptional Individual will focus on the definition, identification, education, and vocational preparation of students with special needs, with specific reference to those disabilities set forth in, Individuals with Disabilities Education Act (IDEA), previously called PL 94-142.

This course is organized following the text, *Introduction to Special Education Teaching in an Age of Challenge*, by Deborah Duetsch Smith, (1998). Boston: Allyn and Bacon. There will be many additional reading assignments, film reviews, take home tests, research articles, three observations of individuals with disabilities and a final project.

The content of this course explores many of the characteristics of specific disabilities from the perspective of the following: historical, philosophical, psychological, and social foundations of education; the interaction of biological, medical, personal- social, child-family interactions and environmental factors which may place children at risk; and discussions of teaching and learning theories applicable to diverse learners. A background in child psychology/child development is a prerequisite.

This course is based on the notion of learning theory, which allows for two types instructional approaches:

1. generative: the teacher provides opportunities for the student to make his own linkages to prior knowledge and devise his own strategies for work (Ensminger & Dangel, 1992)

2. supplantive approach: teacher attempts to promote learning by actively supporting the student and uses explicit directions and explanations in regard to task completion. (Ensminger & Dangel, 1992)

Learning Outcomes: (Goals, objectives, course outcomes, etc.)

1. Students will be able to specify the major components of PL 94-142, particularly the rights of children with disabilities and their families to educational services. Students will become familiar with other legislation protecting the rights of persons with disabilities. Students will be familiar with current issues in special education, such as mainstreaming, regular education initiative, and transitional services.

2. Students will be able to identify the primary characteristics of specific disabilities or types of exceptionally, including giftedness. Students will become familiar with the definition, assessment procedures, and identification criteria of individuals with disabilities.

3. Students will be knowledgeable of the educational and vocational interventions appropriate to the needs of the individual that are implemented in regular and special education settings.

4. Students will be able to plan activities that facilitate the mainstreaming or enrichment of an exceptional person within the local educational or community settings.

5. Students will develop an understanding of the multicultural issues that pervade the education of children with special needs.

6. Students will begin to construct a professional value system and implement ongoing professional self-reflection of their educational values as related to individuals

with disabilities.

7. Students will begin to interact in a manner that reflects his/her acceptance and respect for children with disabilities.

8. Students will be able to understand that all children have a constitutional right to a free appropriate public education in the least restrictive environment regardless of ability.

III. Schedule of required readings, class preparations and lectures, discussions, student presentations, and exams:

WEEK 1: Introduction/ Course Overview Discussion of film review process. observation requirements. lesson plan, journal article/film review form.

Litigation and Legislation Affecting Children with Disabilities,

Chapter 1: Content of Special Education Issues of Labeling and classification, Making decisions, Chapter 2: IFSP, IEP, ITP: Planning I Delivering Services

Film: "On the Road to Brown " and review

Small group activities and in class assignments:

Write Philosophy of Education per individuals with disabilities

Projections of what you know and what you need to know about individuals with disabilities

Assignments for next week:

Read:

Chapter 1: Content of Special Education Issues of Labeling and classification, Making Decisions, Chapter 2: IFSP, IEP, ITP: Planning I Delivering Services

Chapter 3: Multicultural / Bilingual Special Education

Chapter 5: Speech or Language Impairments

WEEK 2:

In class test on Chapters 1 and 2

Multicultural and Bilingual Special Education I Speech or Language

Impairments Simulation Speech /language Impairments

Simulation Language Impairment

Film: How Difficult Can This Be ? / F AT CITY

Assignments:

Read:

Chapter 4: Learning Disabilities

Chapter 7: Giftedness and AD/HD handouts

WEEK 3:

Giftedness and Learning Disabilities,

Fruit salad

Film and review: The Giftedness in ALL

Simulation LD

Observation I DUE

Assignments

Read:(1) Chapter 8: Emotional/ Behavioral Disorders and at least (2)Articles on ADHD

Take Home test 2(LD & Gifted)

WEEK 4:

Guest Speaker: Ms. Kristen Bushell

AD/HD and EBD

Assignment

Library: When the chips Are down

Read: Mental Retardation and Transition

WEEK 5:

MR Film Lilly Series and Review
Take home test 3 (MR, EBD, ADHD)

Observation 2 due**Assignments**

Read Chapter
1. Read Chapters 10 and 11
Outline of position paper due

WEEK 6:

Deafness and Hard of Hearing: ;
Low Vision and Blindness
Lecture: Guest Speaker
Jigsaw-handouts Film: Snapshots and Discussion
In Class Assignments
*** In Class Case Study: BD, and VI,

Assignments:

Read Chapters 9 and 12
Take home test 4

WEEK 7

Observation 3 Due
Low Incident Disabilities, PI, and OHI
Lecture
Film/ Discussion
Jigsaw

WEEK: 8

Presentations/ position papers due
Course Evaluation
In Class Assignments
***Exit Assessment

4. Text Used:

Introduction to Special Education Teaching in an Age of Challenge
Deborah Duetsch Smith. Boston: Allyn and Bacon.

5. Evaluation: General Statements

Cell phone must be off.

Assignments must be turned in on time on the required date.

Attendance and participation are required. Students who miss more than one class will not pass the course. Should there be an emergency you must contact the instructor prior to your absence.

Students are expected to participate actively and must be prepared for class discussions by reading all the assignments prior to class. In class projects will include: developing graphic organizers, writing meaningful paragraphs, jigsaw, discussion of articles and group assignments.

Unannounced quizzes may occur at the discretion of the instructor

Rubrics for observations and final project will be provided.

APA guidelines will be reviewed and a handout will be provided.

Students who have difficulty writing must use the services provided by the Writing Center

Attendance and preparation for class 10 points each class (total of 80 points)
Attitude and Participation in class activities2.5 points each class (total 20 points)
Behavioral Observations (3).....100 points each (total of 300 points)
 Observation 1 week 3
 Observation 2 week 5
 Observation 3 week 7

Take Home tests (4).....25 points each (total of 100 points)
 Test 1 in class week 2
 Test 2 due week 4
 Test 3 due week 6
 Test 4 due week 7

Final project - Position paper(100 points)
outline due week 6
paper due week 8
Total of 500 points

A=500 to 450
B=449 to 399
C=398 to 348
D=347 to 297