

## **SPED 110 - Introduction to Exceptional Children**

**Dakota College Bottineau**

**Spring 2020**

**Online**

**3 Semester Credits**

**Instructor:** Ms. Jackie Migler, MS

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**Office:** Thatcher 2213, Tuesday and Thursday, 8:00 – 10:30, Monday and Wednesday, 8:00 – 4:00, Friday by appointment

**Text Book:** Hallahan, D.P., Kaufmann, J.M., & Pullen, P.C. (2019) *Exceptional Learners: An Introduction to Special Education*, Pearson– ISBN 978013280693-8

**Resources:** This course will use the Internet for viewing videos and various sites exploring educational sites. Please make sure that you have access to a computer/internet. There will also be additional discussion papers, supplemental readings, and reading assignments that will be required.

**Course Description:** This course will provide an introduction to special education as well as an overview of disability categories. Students will be introduced to laws governing the education of students with disabilities including IDEA, ADA, and 504. Students will explore the history of special education. Students will become familiar with assessments and write a mock IEP.

**Prerequisites:** None

### **Course Goals:**

Upon completion of this course, students will be able to:

- Define exceptional learners and special education
- Explain the history and origins of special education
- Describe legislation (IDEA, 504, ADA, NCLB/Every Child Succeeds Act) and its implications for special education
- Explain best practices for teaching bilingual students
- Describe ways a special educator can support families of students with disabilities
- Become familiar with the characteristics of students in each of the disability categories (Intellectual and Developmental Disabilities, Learning Disabilities, Physical Disabilities, Other Health Disabilities, Emotional or Behavioral Disabilities, Speech/Language Disorders, Deaf or Hard of Hearing, Blind or Visually Impaired, Autism Spectrum Disorder, Traumatic Brain Injury, Deaf-Blindness, Multiple Disabilities)
- Understand and provide examples of the parts of an IEP
- Describe the pre-referral/assessment process, MTSS, RtI

- Define a functional behavior assessment and positive behavior intervention plan
- Discuss early intervention services and services for transition into adulthood
- Discuss the role of the family in the education process and how to facilitate their involvement
- Discuss the role of the general education teacher, paraprofessional and special education teacher in providing services to students with disabilities

**Course Requirements:**

Grading is based on a standard college curve, where students earn a grade based upon the percent of total points possible. Drop quizzes or in class work may not be made up. There will be a one week grace period to make up any missed exams or assignments. Any missed exam/work not made up within that allotted time will be given a zero. It is the responsibility of the student to schedule make-up work during a date and time mutually convenient for the student and the instructor. Final letter grades are based on the following criteria:

- A - 89.5 - 100% of the total points
- B - 79.5 - <89.5% of the total points
- C - 69.5 - < 79.5% of the total points
- D - 59.5 - <69.5% of the total points
- F - <59.5% of the total points

**Tentative Course Outline (Subject to Change):**

<b><u>WEEK</u></b>	<b><u>Discussion Topic and Activities</u></b>	<b><u>Assignments/Readings</u></b>
Week 1	T - Review syllabus, Questionnaire, Overview of the class Th- Definition of exceptional learner, special education, careers in special education, person first language, history and origins of spec ed, legislation related to spec ed	Read Chapter 1 in text for Thursday  IDEA, ADA, Every Child Succeeds Scavenger Hunt
Week 2	UDL, Self Determination, Deinstitutionalization, Inclusion, Differentiation, RtI/MTSS, Collaboration, Progress monitoring, Accommodations vs	Read Chapter 2 in text

	modifications, PBIS, zero tolerance	
Week 3	Multicultural and bilingual education, SIOB (Sheltered Instruction Observation Protocol)	Read Chapter 3 in text
Week 4	<b>Tues - Exam #1</b>  TH - Working with families, grief cycle, family involvement, overview of Individualized Education Plan, Communication with families	Exam #1 on T covering Chapters 1-3  Read Chapter 4 in text for TH
Week 5	Intellectual and Developmental Disabilities - Characteristics, Causes, Identification (Intelligence tests and Adaptive behavior scales), Other syndromes, Implications for education, Assessment, Early Intervention, Transition, supervision of paraprofessionals	Read Chapter 5 in text for T
Week 6	Learning Disabilities - definitions, identification, causes, areas, implications for instruction, models of delivery	Read Chapter 6 in text for T
Week 7	ADD/ADHD - history, definition, causes, characteristics, implications for education, medications	Read Chapter 7 in text for T
Week 8	ED - definition, causes, identification, educational considerations, assessment, mental health diagnoses, service delivery, FBA, BIP, Crisis Prevention	<b>T- Exam #2 covering Ch 4-7</b>  TH- read Ch 8
Week 9	Speech/Language (Communication) - definition (speech and language), implications for education, assessment, augmentative devices	T- read Ch 9

Week 10	Deaf/Hard of Hearing - parts of the ear, screening, causes, sign language, educational implications, assistive technology, models of service delivery	Read Ch 10 for T
Week 11	<b>Spring Break</b>	XXXXXXXXXX
Week 12	Blind/Visually Impaired - definition, anatomy of the eye, causes, braille, O and M, assistive technology, models of service delivery  Exam #3 - TH covering Ch 8-11	T- Read Ch 11  <b>Exam #3 - TH</b>
Week 13	Autism Spectrum Disorder - history, definition, Asperger Syndrome, causes, identification, educational considerations, assessment, sensory needs, service delivery models	Read Ch 12 for T
Week 14	TBI, Deaf Blindness, Multiple Disabilities	Read Ch 13 for T
Week 15	Physical Disabilities - CP, Epilepsy, Spina Bifida, MD, OI, Juvenile Rheumatoid Arthritis, FAS/FAE, Asthma, AIDS, PT, OT, DAPE	Read Ch 14 for T
Week 16	G/T -	Read Ch 15 for T

Week 17	IEP, Secondary Transition, Student Led IEPs, Mandated reporter,	Develop an IEP
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**Final Exam covering Chapters 12-15 on May 2nd**

### **Tentative Course Assignments and Assessments:**

There will be weekly readings, assignments, and assessments.

<b><u>Week (Date Due)</u></b>	<b><u>Assignment</u></b>	<b><u>Points</u></b>
Weekly	Participation attendance points	5 points per week (90 points)
Week 2	Legislative scavenger hunt	10 points
Week 4	Exam #1	50 points
Week 8	Exam #2	50 points
Week 9	Mental Health Paper	50 points
Week 11	Exam #3	50 points
Week 15	Disability Paper	100 points
Possible Quizzes		20 points
Final exam	Exam #4	50 points
<b>Other assessments/assignments</b>		30 points

Total: 500 points

### **Paper Requirements:**

Papers will be typed, double spaced, using Times New Roman size 12. You are required to use APA or MLA formatting. Sources must be cited and a reference page must be provided.

There will be two papers for this course (mental health condition and a disability category). Further information and a scoring rubric will be given for each paper.

### **Exams:**

Four exams will be given in this course. There will be a study guide provided for each exam. Exams are open book, open note.

### **Class Participation:**

**Attendance in class is very important.** Participation points will be given for each class. If you need to miss class, please email me prior to class.

### **Relationship to Campus Theme:**

The purpose of the Education and Human Development Discipline is to educate students for careers as paraeducators, teachers, early childhood professionals, and adult caregivers. The

discipline provides coursework which transitions to higher education degrees and work-related skills. Programs must prepare professionals based on industry standards and provide an educational continuum for degree advancement. Dakota College at Bottineau is committed to a hands-on learning environment and uses field experiences in educational settings as common instruction techniques.

### **Classroom Policies:**

- Please follow respectful etiquette regarding cell phones and related technology. If you must take a call (for an emergency), please take the call in the hallway. If these technologies are used in the classroom and become a disruption to the class, the student will be asked to leave the class.
- Be respectful of other students, technicians, instructors and guests.

### **Academic Integrity:**

The academic community is based on honesty, integrity, and fair play. It is expected that all students, as members of the college community, adhere to the highest levels of academic integrity. Dishonesty in the classroom and with assignments, quizzes, and exams is a serious offense and is subject to disciplinary action by the instructor and college administration. For more information, refer to the Student Handbook.

- Students are responsible for submitting their own work. Violations of academic principles such as cheating, plagiarism, and other academic improprieties will be handled according to the guidelines outlined in the Student Handbook. **"Faculty members have the prerogative of determining the penalty for prohibited academic conduct in their classes. Faculty members may fail the student for the particular assignment, test, or course involved, or they may recommend that the student drop the course in question, or these penalties may be varied with the gravity of the offense and the circumstances of the particular case."**
- Students must not cooperate on oral or written exams or quizzes or work collaboratively on other assignments unless authorized by the instructor.
- Students will hand in assignments and assessments on the due date specified.
- Completion of assigned readings is imperative to your professional development.
- Students are expected to attend class and participate in classroom discussions. Lack of attendance and participation will affect your final grade. The student is responsible for the information presented in class whether they are in attendance or not.

### **Confidentiality:**

The experiences or problems shared by classmates during class time should not be discussed outside of class. This is part of the professional code of ethics.

### **Disabilities and Special Needs:**

If you have a disability for which you are or may be requesting an accommodation, please contact me as early as possible in the semester so that we can work together to most appropriately meet your needs.