

**Location:** SCL 205

**Semester / Year:** Fall 2017

**Course Start Date:** Wednesday, August 23, 2017

**Course End Date:** Friday, December 01, 2017

**Professor Name:** Amy Freier

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### **Course Description:**

This is an introductory course to assist in preparing to meet the needs of exceptional children. This course provides basic information about the physical, social, mental, and emotional characteristics and distinctive problems of exceptional learners in the home, at school, and in the community. Students will study the characteristics of exceptional students, stressing educational adaptations and methods for the regular classroom teacher of the mainstreamed student.

**Standards:** This course is standards-driven. That is, the text, activities, lectures, assignments, and assessments are all designed to meet certain standards established by the state of North Dakota ESPB and InTASC. These standards include:

ESPB: 50015.1

InTASC:

1. Learner Development, 2. Learning Differences, 3. Learning Environments, 4. Content Knowledge, 5. Application of Content, 6. Assessment, 7. Planning for Instruction, and 8. Instructional Strategies, (see addendums for standards)

### **Course Objectives:**

- Describe the IEP and RTI model and how it is used to support students with exceptionalities.
- Describe the general education teacher's role in working with students with exceptionalities. Investigate issues and trends for current and future consideration in special education.
- Describe the referral processes and communications needed to identify students who may be placed into special education programs.
- Identify characteristics of selected exceptionalities, including low-incidence exceptionalities, high-incidence exceptionalities, and other exceptionalities.
- Compare informal (curriculum-based) and formal (standardized) assessment measures used for placement and IEP decisions.
- Participate in a mock IEP; describe and simulate responsibilities of IEP team members.
- Describe guidelines from federal and state laws for special education.
- Describe instructional adaptations and effective strategies for teaching special students.

- Describe assistive technologies that might be useful for persons with different types of special needs, including computer adaptations-alternatives to the computer keyboard, alternatives to computer monitor, software designed for students with special needs, assistive technologies for students with physical impairments (wheelchairs, braces, prosthetic devices, calculators, and audio-tapes with taped texts), communication aids-simple communication boards, electronic communication aids, assistive technologies for students with visual impairments (audio aids, talking calculators, and low-vision aids), assistive technologies for students with hearing impairments (hearing aids, TDD's, closed captioning, visual alerting devices, amplification systems, and tactile or vibrating devices).
- Investigate, utilize, and apply strategies used for differentiation in the general education classroom.
- Identify and understand the challenges to teaching gifted students.

### **Institutional Mission Statement:**

Trinity Bible College and Graduate School is committed to training and educating people with theological reflection and missional passion, in order that people and communities everywhere will hear the good news of Jesus and see His love demonstrated.

### **Spiritual Formation Statement:**

As a Christian educator, it is vital for you to appreciate and value all students. God created man in His image and we are all uniquely different. In this class, we value all of God's creation and learn to appreciate the diversity of mankind (Psalm 139).

### **Required Textbooks:**

Algozzine, Robert, and James E. Ysseldyke. *Teaching Students with Gifts and Talents: A Practical Guide for Every Teacher*. Thousand Oaks, CA: Corwin, 2006. Print.

Bryant, Diane Pedrotty., Deborah Deutsch. Smith, and Brian R. Bryant. *Teaching Students with Special Needs in Inclusive Classrooms*. Los Angeles: Sage, 2017. Print.

### **Course Outline:**

Wed., Aug 23: Syllabus  
 Fri., Aug. 25: Bryant Chapter 1  
 Mon., Aug. 28: Bryant Chapter 1  
 Wed., Aug. 30: Bryant Chapter 2  
 Fri., Sept. 1: Bryant Chapter 2  
 Mon., Sept. 4: No School: Labor Day  
 Wed., Sept. 6: Bryant Chapter 2 and 3  
 Fri., Sept. 8: Bryant Chapter 3  
 Mon., Sept., 11: Bryant Chapter 3 and 4  
 Wed., Sept. 13: Bryant Chapter 4 and PowerPoint Presentation Information  
 Fri., Sept. 15: Make Up  
 Mon., Sept. 18: Algozzine Chapters 1-4  
 Wed., Sept. 20: Algozzine Chapters 5-6  
 Fri., Sept. 22: PowerPoint Presentations Due  
 Mon., Sept. 25: PowerPoint Presentation Due  
 Wed., Sept. 27: PowerPoint Presentation Due  
 Fri., Sept. 29: Gifted Essay Due; Bryant Chapter 5 outside of class  
 Mon., Oct. 2: Bryant Chapter 6  
 Wed., Oct. 4: Bryant Chapter 6 and Review

Fri., Oct. 6: Test 1  
Mon., Oct. 9: Bryant Chapter 7  
Wed., Oct. 11: Bryant Chapter 7 and IEP Introduction  
Fri., Oct. 13: IEP Work Day  
Mon., Oct. 16: IEP Work Day  
Wed., Oct. 18: IEP due  
Fri., Oct. 20: No School: Fall Break  
Mon., Oct. 23: Bryant chapter 8  
Wed., Oct. 25: Bryant chapter 8  
Fri., Oct. 27: Lesson Plan Adaptions (meet in the library)  
Mon., Oct. 30: Bryant chapter 9  
Wed., Nov. 1: Bryant chapter 9  
Fri., Nov. 3: Review  
Mon., Nov. 6: Test  
Wed., Nov. 8: Activity  
Fri., Nov. 10: Activity  
Mon., Nov. 13: Activity  
Wed., Nov. 15: Activity  
Fri., Nov. 17: Work Day on either Lesson Plans or Presentations  
Mon., Nov. 20: Lesson Plans Due  
Wed., Nov. 22: No School: Thanksgiving  
Fri., Nov. 24: No School Thanksgiving  
Mon., Nov. 27: Presentations  
Wed., Nov. 29: Presentations  
Fri., Dec. 1: Presentations  
Wed., Dec 6: Final

### Methodology:

Lecture with class discussion, quizzes, reflective responses, in-class assignments, journal readings, cooperative learning groups, fieldtrips/guest speakers, student presentations.

### Course Requirements:

#### A. Classroom Behavior Expectation

Proper classroom behavior and respect for the instructor during lectures and for those who are speaking in class is expected. The following will not be tolerated: excessive talking, sleeping, passing notes, or any other disruptive behavior. This is an important college level course and your attention and participation is crucial for optimal learning. Those who choose to use this class unwisely, may be counted absent for classes that they are in fact present for, sitting in a seat will not count as present, you must be an active learner in this class.

Students are expected to read the assigned material **before** they come to class, as well as be an **active participant** in class discussions and activities. Questions are always welcomed and will increase your learning experience!

#### B. Attendance

Regular, punctual class attendance is essential for the satisfactory completion of a course. Students are expected to attend all sessions, complete all assigned work, and take all examinations. Regular attendance will help students master the content of the course under the instructor's leadership and from group interaction.

Students who miss a class for any reason, including those who participate in college-sponsored activities, are accountable for all required assignments and examinations. Students should also realize that promptness and punctuality are vitally important to the learning process. Tardiness will not be tolerated, and three instances of tardiness will result in one absence. Also, lateness in excess of 10 minutes will result in an absence, as will leaving the classroom early without the prior approval of the instructor. Total absences exceeding 25% (12 absences) of the class time may result in failure of this course.

**Learning Buddy:** When students are absent, the 'learning buddy system' will go into effect. The student who is absent has the responsibility to contact a *classmate* for assignments, lecture notes, handouts, etc.

## C. COURSE ASSIGNMENTS

### 1. Short Answer Essay / Reflections/In class activities:

Assigned randomly during class (12@ 10 points each)

During random class times, you will be given a short answer essay question to reflect on and demonstrate your understanding of class content. Best way to prepare: Pay attention, ask questions, and make sure class content "clicks." *\*\*Note: These assignments are hard make up...so attendance is crucial! The professor will do her best to avoid days when athletic/ministry teams may be absent. \*\**

### 2. Fieldtrip Reflection(s):

Due the class period following the fieldtrip(s). (50 points each) (InTASC 1,2,3, 8 and 50015.1)  
The class will take a trip to a school the specializes in educating exceptional students. Following this experience, write a one-to-two page paper reflecting on the experience. What were some items that you were unfamiliar with before the trip? Did you notice anything that disturbed you? Did you find anything eye-opening about the experience? What was your impression of the teaching and administrative staff? How has your view toward those with exceptionalities changed?

### 3. Exams: Test over chapters 1-6, Test over chapters 7-9, Comprehensive Final

Oct. 6, Nov. 6, and Dec. 6 (100 points each; 300 points total)

Be sure to read all assigned material, handouts, and class notes. Midterm and final exams will cover information synthesized from the textbook chapters assigned, lectures, and handouts.

### 4. Presentation Project

Sept. 22-27 (100 points) (InTASC 1,2,3, and 50015.1)

Create a PowerPoint Presentation on one physical and one mental/developmental issue of an exceptional child that has been assigned by the Professor. This presentation needs to include the definition and summary of the special need along with methods to help in the educating of those needs. Students will present their PowerPoints to the class, with classmates asking questions, be prepared and informed on your topic. Presentations should be 15 minutes.

### 5. Individualized Education Plan (IEP):

Oct. 18 (200 points) (INTASC 7 and 8)

Complete an Individualized Education Plan (IEP) for a student. This classroom assignment will be developed in groups for a group grade. Class time will be given to work on the IEP.

However, you will also need to work on this assignment outside of class with your group. More information will be provided as the due date approaches, including a rubric.

6. Gifted Essay:

Sept. 29 (50 pts) (InTASC 7 and 8)

Gifted education has not had the funding or support, write a one to two-page essay, answering the following questions: How do you adequately teach a gifted student, Why is there a lack of funding when gifted students display some of the same of exceptionalities as other students, What trends are happening within education to help better education, encourage, and drive gifted students. Extra credit will be given if you include how actual teachers are meeting the needs of gifted students.

7. Adaption of Lesson Plan:

Nov. 20 (100 pts each) (InTASC 2, 3,4,5, 6)

Rewrite a lesson plan to work with two different exceptional students, one of the lesson plans must be rewritten for a gifted student. More information will be given out at a later date.

8. Final Project

Nov. 27 and Dec. 1 (200 points)

Select and complete one of the following projects. This project should reflect a minimum of 10 hours of work. Two projects are group projects and two are individual projects. You will be expected to share your project with the rest of the class, beginning the last week of class. The four project ideas are listed below:

○ Group Project Options (3-4 people):

- Textbook Analysis – Conduct a thorough analysis of textbooks used in an elementary or secondary classroom. Assess the textbooks in terms of their coverage of exceptionalities, as well as the kind of materials provided by the publishers to support learning for students with exceptionalities. How do the texts represent people with disabilities? People with other exceptionalities? People from different cultures? Children at risk? Do the texts include information about contributions made by people from these subgroups? Do they include pictures portraying these subgroups positively? What is lacking? How do the texts support learning students with exceptionalities? Are differentiated materials included? Is the type of differentiation valid, or is it a cursory attempt to look differentiated, when in reality, the tasks are nearly the same as what is expected for the general student population. What patterns do you notice between publishers? Assess the appropriateness of the textbooks for use with students with exceptionalities. Scan samples from the textbooks to support your findings. Communicate your findings in a strong visual presentation. (InTASC 4 and 7)
- Sample the Stars – Over the years, many movies have been produced about people with special needs. From the provided movie list, choose five in which the main theme is developed around a character with an exceptionality. Make sure at least two of the movies chosen were produced before 2000. Evaluate the movies'

treatment of the topic, in terms of accuracy of information presented and ethical presentation of the topic. Compare/contrast the portrayal of the exceptionalities. Consider possible stereotyping and truths embedded within the movies. Also consider how portrayal of people with special needs has potentially changed over time. Evaluate Hollywood's role in shaping public opinion and treatment of people with exceptionalities. Consider how watching the movies changed you as you prepare to become a teacher. Share your project visually. (InTASC 1 and 2)

○ Individual Project Options:

- Cover to Cover: A Novel Idea – Many novels have been written with main characters who have special needs. For this project, choose a novel from the list below or an approved novel and read it cover to cover. As you read, reflect and respond to what you are reading and learning (This could be done via journal, blog, or web page). For your presentation, present what you read and learned visually (web page, blog, PowerPoint, etc.), and write a portfolio-ready final reflection. List of Novels: (InTASC 1 and 2)

- Waite, Helen E. *Make a Joyful Sound*. Philadelphia: Macrae Smith Company, 1961.
- Choldenko, Gennifer. *Al Capone Does My Shirts*. Putnam Juvenile, 2004.
- Killilea, M. *Karen*. New York: Prentice-Hall, 1952.
- Hayden, T. L. *One Child*. New York: Putnam, 1981.
- Haddon, M. *The Curious Incident of the Dog in the Night-Time*. New York: Doubleday, 2003.

- Conduct an In-Depth Study – Conduct an in-depth study on one of the following topics: student/teacher contracts, discipline in special education, underachievement in gifted students, twice exceptional students, missed diagnosis and dual diagnosis in gifted children, poverty and at-risk students, early intervention in autism, or a pre-approved special education topic of your choice. In conducting your investigation, consult multiple internet sites, at least three journal articles, and at least one human resource. Detail unanswered questions as well as known information. Consider what is happening in research today within the selected topic. Be sure to discuss any ethical considerations within your topic. Synthesize your findings in a visual presentation. Cite resources appropriately and provide a bibliography. (InTASC 1, 2, 3, 7, and 8)

### Grading Procedure:

Short Answer Essay/Reflections/In Class (12 @ 10 points each)	120 points
PowerPoint Project	100 points
Gifted Essay	50 points
Fieldtrip Reflection(s)	100 points
Individualized Education Plan (IEP)	200 points

Exams: (100 points each)	300 points
Adaptive Lesson Plan (100 pts each)	200 points
Final Project	200 points
<b>Total Possible</b>	<b>1270 points</b>

#### A. Assignment Expectations

- i. A course will be created in Moodle that can be accessed through *InsideTrinity*. In that course students will be able to find notes, handouts, and more. The instructor will endeavor to keep this information as up-to-date as possible.

#### B. Late Assignment Policy

It is the professor's expectation that all assignments are turned in on time. In order to reward those students who prioritize their schedules to make sure that happens, the following policy will be followed

- i. Quizzes/Exams: Students who will miss these due to approved extra-curricular activities should meet with the instructor **before** the scheduled test date to set up an alternate test time. *The instructor reserves the right to significantly alter the content and/or format of any test or quiz taken late.*
- ii. Class Activity Assignments: All activities and assignments given in class must be turned in on time in order to receive credit. **These types of assignments will not be accepted late.**
- iii. Written Assignments: All written assignments (essays, research projects, reflection papers, etc.) are to be submitted with a demonstrated professional level of writing, which should include good grammar, well-constructed thoughts, and proper formatting.
- iv. Any assignment that has not been received by the professor a week after the due date will receive a zero. Points will be taken off of any late work, work submitted after 11:59 pm on the due date is considered late.
- v. The above policy will be followed explicitly (Teaching Rule #1: Mean what you say, say what you mean, but don't be mean.). However, the instructor reserves the right to make adjustments in the event of highly unusual circumstances.

#### C. Student Presentation Expectations

When students are instructing and/or presenting to the class, professionalism and appropriate teacher dispositions are expected in the following three areas:

- i. Appearance: The student is expected to dress professionally, not only for his or her own confidence, but to give his or her presentation more credibility.
- ii. Conduct: The student's manner of conduct will be professional. **You** are the teacher during this time and, therefore, you must 'take charge' and command respect from your 'students.'
- iii. Materials: The student's handouts and materials used for demonstrations shall be professional and understandable. Correct spelling and punctuation is a part of that professionalism.
- iv. You must be present for your classmates' presentations. Failure to be in attendance during class presentations will result in points being deducted from your grade.
- v. **Failure to adhere to these standards will likely result in loss of points.**

#### Selected Bibliography:

Buffum, A., and M. Mattos. *Simplifying Response to Intervention: Four Essential Guiding Principles*. Bloomington, IN: Solution Tree Press, 2012. Print.

Cash, R. *Advancing Differentiation: Thinking & Learning for the 21st Century*. Minneapolis, MN: Free Spirit, 2010. Print.

Friend, Marilyn, and William D. Bursuck. *Including Students with Special Needs: A Practical Guide for Classroom Teachers*. Sixth. Boston: Pearson, 2012. Print.

Kirk, Samuel A., James J. Gallagher, and Nicholas J. Anastasiow. *Educating Exceptional Children*. Tenth. Boston: Houghton Mifflin Company, 2003. Print.

### **Additional Material / Addendums**

#### **ESPB:**

50015.1: Development, Learning, and Motivation. The program requires the study of development, learning, and motivation. Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

#### **InTASC:**

Standard 1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard 4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

*This syllabus is provided to students and participants for their general guidance only.  
It does not constitute a contract; either expresses or implied, and is subject to change without notice.*

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