EDU 235
EDUCATION OF THE EXCEPTIONAL LEARNER
3 Credit Hours

Prepared by:
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September 2011

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Sandy Frey, Social Science Division Chair
I. Catalogue Description
A. Prerequisite:
   - ENG101 English Composition I
   - EDU105 Exploring the Field of Education
   - PSY 101 General Psychology

   Prerequisite and/or Co-requisite:
   - PSY201 Child Development
   - PSY202 Adolescent Psychology
   - PSY205 Human Development

B. 3 credit hours

C. Education of the Exceptional Learner is an introduction to exceptional learners and their education in grades P-12. Students will attain knowledge, skills, and dispositions that will enable them to work effectively with exceptional learners in general education or special education. (F,S)

II. Expected Learning Outcomes with corresponding Assessment Measures (outcomes are state approved)

<table>
<thead>
<tr>
<th>Expected Learning Outcomes</th>
<th>Assessment Measures</th>
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| A. Define the term “exceptional” as it is currently used in educational settings. (MoSTEP 1.2.2, 1.2.3) | Class discussion  
Reading guides  
Application of the term correctly in general coursework |
| B. Formulate a philosophy for providing a free and appropriate education to exceptional learners, noting state and federal legislation. (MoSTEP 1.2.9, 1.2.10) | Class discussion and debate  
Reading guides  
Presentation  
Create a brochure/pamphlet of strategies |
| C. Summarize the legal rights of exceptional learners and their families with emphasis on identification and referral procedures. (MoSTEP 1.2.10) | Class discussion  
Reading guides  
Summarize referral process  
Create a brochure/pamphlet of resources  
Presentation of news articles |
| D. Identify the major categories of exceptionality and criteria for identification as defined by the Individuals with Disabilities Education Act (IDEA) and by | Summarize key points of IDEA  
Reading guides  
Create a presentation covering a category of exceptionality |
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<th>III.</th>
<th>Course Outline with Unit Objectives</th>
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<tbody>
<tr>
<td>A.</td>
<td>Definitions</td>
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<td>1. Normal</td>
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<td>2. Exceptional</td>
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<td>3. Classifications</td>
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<td>4. Disabilities</td>
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<td>B.</td>
<td>Class discussion</td>
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<td>Reading guides</td>
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<td>Relevant state rules. (MoSTEP 1.2.2, 1.2.3)</td>
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<td>E.</td>
<td>Describe instructional strategies, classroom management and environmental modifications that promote learning on the part of exceptional students. (MoSTEP 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7)</td>
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<td></td>
<td>Class discussion</td>
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<td>Reading guides</td>
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<td>Create a list of resources for teachers</td>
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<td>Demonstrate strategies to use with exceptional learners</td>
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<td>F.</td>
<td>Identify resources, including technology and community resources, which are available to facilitate the education of exceptional learners. (MoSTEP 1.2.11)</td>
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<td>Class discussion</td>
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<td>Reading guides</td>
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<tr>
<td></td>
<td>Create a list of resources</td>
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<td>Create a brochure/pamphlet</td>
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<td>G.</td>
<td>State the roles and responsibilities of teachers, parents, students and professionals from allied disciplines in the education of exceptional learners, with emphasis upon the planning and implementation of individualized education plans. (MoSTEP 1.2.3, 1.2.4, 1.2.5, 1.2.7, 1.2.10)</td>
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<td>Class discussion</td>
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<td></td>
<td>Reading guides</td>
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<td>Summarize RTI model</td>
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<td>State IEP components and process for implementation</td>
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<td>H.</td>
<td>Examine the evolution of the concept of the exceptional learner from the perspectives of various disciplines, including medicine, behavioral sciences, and education. (MoSTEP 1.2.7, 1.2.9, 1.2.10)</td>
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<td>Class discussion</td>
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<td>Reading guides</td>
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<td>Compare and contrast medical and educational definitions of each exceptionality</td>
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<td>Summarize the progression of the designation of an exceptionality</td>
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<td>I.</td>
<td>Identify the procedural safeguards, including ethical practices for confidential communication to others about individuals with exceptional learning needs. (MoSTEP 1.2.7, 1.2.9)</td>
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<td>Class discussion and debate</td>
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<td>Reading guides</td>
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<td>Reflection on scenarios</td>
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Unit Objectives:
By the end of the unit, student will:
1. Define the terms normal, exceptional, and disabled and identify how the terms are used in educational settings.
2. Classify students, who are exceptional and/or disabled, into major a major category when given specific characteristics (case study).

B. Perspectives
1. Historical
2. Philosophical
3. Familial
4. Cultural
5. Medical
6. Educational

Unit Objectives:
By the end of the unit, student will:
1. Create timelines to document the evolution of the concept of the exceptional learner from the perspectives of medicine, behavioral sciences, and education.
2. Identify shared characteristics and accomplishments among notable historical figures involved in the special education movement.

C. Litigation, legislation, and advocacy
1. IDEA
2. State laws and regulations
3. Court decisions
4. Advocacy groups

Unit Objectives:
By the end of the unit, student will:
1. Explain the fundamental concepts on which special education is based, and describe its history, including the litigation that has shaped its development.
2. Outline the provisions in legislation that established current special education policies and practices.
3. Identify advocacy groups that influence the field of special education, and identify their purposes.

D. Characteristics and impact of disabilities in cognition, learning, communication, and behavior (within the following categories)
1. Physical and sensory impairments
2. Disorders of cognition, learning, and communication
3. Socio-emotional disabilities

Unit Objectives:
By the end of the unit, student will:
1. Define a variety of exceptionalities by outlining identification, causes,
characteristics, and recommended educational practices.
2. Describe the impact of each disability on cognition, learning, communication, and behavior.

E. Multiple disabilities

Unit Objectives:
By the end of the unit, student will:
1. Describe significant characteristics of students with severe intellectual and/or multiple disabilities.
2. Identify causes of severe intellectual disabilities and/or multiple disabilities.
3. Select appropriate assessment strategies and planning procedures for students with severe intellectual disabilities and/or multiple disabilities.
4. Describe major issues related to education of students with severe and/or multiple disabilities.

F. Characteristics and impact of intellectual giftedness or artistic talent on cognition, learning, communication, and behavior

Unit Objectives:
By the end of the unit, student will:
1. Outline the development of the field of gifted education, define what giftedness is, and explain the prevalence and determining factors of giftedness.
2. Describe the intellectual, academic, and social and emotional characteristics of individuals who are gifted and talented.
3. Describe recommended educational practices for students who are gifted and talented.
4. Explain the role of parents and families of students who are gifted.
5. Identify major issues and trends confronting the education of students with gifts and talents; create ways to work with these issues within a regular classroom setting.

G. Exceptional learners in general education

Unit Objectives:
By the end of the unit, student will:
1. Compare and contrast (Venn diagram) the roles and responsibilities of the classroom teacher and the special education teacher.
2. Create a list of dispositions, attitudes, and skills necessary to successful teaching for all students.
3. Design effective instructional strategies for students who are gifted and talented.

H. Eligibility, referral, and continuum of services in special education
**Unit Objectives:**
By the end of the unit, student will:
1. Outline the actions that general education teachers take when they find that one of their students is experiencing significant difficulty in learning or behavior.
2. List the steps that must be followed in order to determine whether a student is eligible to receive special education.
3. Clarify the purpose of an individualized education program (IEP), and specify the information that it must contain.

I. Instructional arrangements and curricula for exceptional learners

**Unit Objectives:**
By the end of the unit, student will:
1. Identify infants and toddlers with special needs, and create plans for working with them and their families.
2. Identify preschool-age children with special needs and create plans for working with them and their families.
3. Identify school-age children with special needs, and create plans for working with them and their families.
4. Identify secondary students with special needs, and create plans for working with them and their families.
5. Explain perspectives and concerns that parents and families of students with a specific exceptionality may have.
6. Identify trends and issues influencing a variety of exceptionalities.

J. Behavior management techniques for exceptional learners

**Unit Objectives:**
By the end of the unit, student will:
- Create a behavior management guide that includes a systematic, proactive, and positive system of guiding the behaviors of students with special needs.
- Describe classroom practices that allow for communicating instruction and behavior management strategies in a positive and professional manner to students and their families.

K. Technological interventions for exceptional learners

**Unit Objectives:**
By the end of the unit, student will:
- Describe the growth and use of technology that influences the way instruction is delivered in special education.
- Include in lesson plans, the use of assistive technology to increase, maintain, and improve the functional capabilities of children with disabilities.

L. Roles and responsibilities
1. Educators
2. Allied professionals
3. Paraprofessionals
4. Parents
5. Students

Unit Objectives:
By the end of the unit, student will:
1. Summarize the roles, responsibilities, and rights of special educators, related services professionals, general education teachers and other individuals who contribute to the education of students with disabilities.
2. Outline collaborative practices that are most common in today’s schools, including teams, co-teaching, and consultation.
3. Describe the importance of creating partnerships with families.

IV. Method(s) of Instruction
A. Readings from textbook and supplemental handouts
B. Participation in active learning by reflective activities and peer discussions in classroom or online discussion board
C. Reflection on thought-provoking questions in classroom or online
D. Educational media presented in classroom or online
E. Completing assignments that relate to course content in classroom, outside class or online

V. Required Textbook

_Exceptinal Learners: An Introduction to Special Education_, Daniel P. Hallahan, James M. Kauffman, Paige C. Pullen; Allyn & Bacon; 2009

VI. Required Materials (student)

Textbook
Binder
Binder Dividers

VII. Supplemental References

Library Resources: present offerings and anticipated texts, and journals

VIII. Method of Evaluation (basis for determining course grade)

Participation/Discussion
Projects
Assignments
Reports
Quizzes
IX. ADA Statement

Any student requiring special accommodations should inform the instructor and the Coordinator of Disability Support Services (Library; phone 636-797-3000, ext. 169).

X. Academic Honesty Statement

All students are responsible for complying with campus policies as stated in the Student Handbook (see College Website, http://www.jeffco.edu/jeffco/index.php?option=com_weblinks&catid=26&Itemid=84)