

**College of Education and Behavioral Sciences  
The School of Education  
Houston Baptist University**

Course Syllabus  
**EDSP 4302: Survey of Exceptional Children  
Fall 2014**

**COURSE DESCRIPTION**

This course will provide a sound foundation for developing an appreciation and an understanding of the exceptional student and his/her unique educational needs. Students will then be equipped to apply and evaluate a variety of interventions and instructional methods aimed at students with unique educational characteristics. The focus of the course is broad in scope; however, the depth of coverage will be sufficiently thorough to prepare the student to advance to specialization courses.

**COURSE SEQUENCE IN CURRICULUM and PREREQUISITE INFORMATION**

Admission into the teacher preparation program is required for this course

**DATE AND TIME OF CLASS MEETINGS:**

August 26- Dec. 4, 2014    Tuesdays/Thursdays: 5:00 – 6:15 pm    Hinton Room 210

**INSTRUCTOR INFORMATION**

Name: Renee Kwiatek  
E-mail: [rkwiatek@hbu.edu](mailto:rkwiatek@hbu.edu)  
Office Phone: 281-649-3240  
Office Location: Hinton  
Office Hours: *Office Hours by appointments*

**LEARNING RESOURCES**

**Textbook(s):** Heward, W. (2008). Exceptional children, An introduction to special education (9<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

**RELATION TO THE PURPOSE STATEMENT OF THE UNIVERSITY**

The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, “Jesus Christ is Lord.”

In relation to the mission of the University, this course will help students

1. Provide a supportive atmosphere for students from all backgrounds which fosters intellectual and social interaction in the teaching-learning processes;
2. Encourage academic excellence, freedom, and objectivity;
3. Promote the development of critical and creative thinking, compassion, responsibility, ethics, professionalism and a continuing interest in learning

**RELATION TO THE GOALS AND PURPOSES OF THE COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES**

The mission of the College of Education and Behavioral Sciences is to prepare students to be effective citizens and professional educators, administrators, counselors, and researchers who reflect Christ in their work and service.

To accomplish this mission, we will provide students with the following:

- the courses and mentoring necessary for a solid pedagogical grounding in their discipline;
- essential learning experiences that will provide opportunities to develop knowledge, skills and wisdom; and
- an understanding of their Christian mission and calling to influence individuals and the larger society

## **RELATION TO THE SPECIAL POPULATION DEPARTMENTAL GOALS AND PURPOSES**

The mission of the Department of Special Populations is to develop quality teachers who honor and respect diversity, seek to meet the needs of each learner, value lifelong learning, and exhibit their faith in the service of educating others.

To accomplish this mission, we will provide students with the following:

- courses containing essential concepts and teaching strategies to assist non-native English speakers to succeed ;
- courses designed to promote equitable learning experiences for students with varying exceptionalities through accurate diagnosis, assessment, and differentiated instruction; and
- an understanding of their faith in action through serving the needs of diverse students.

## **COURSE OBJECTIVES/OUTCOMES**

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

1. Apply basic professional terminology associated with the study of exceptional children.
2. Identify and discuss legislation, litigation and characteristics which have influenced the provision of educational services for exceptional children.
3. Identify the services available for exceptional children.
4. Define, identify, and describe characteristics of exceptional children students including 13 disability categories with explanation including qualifiers for each
5. Identify inter-and intra individual characteristics of exceptional children.
6. Identify RTI levels and how to manage and differentiate instruction for academic areas covered in public schools
7. Identify who serves on the ARD committee.
8. Describe the components required on an I.E.P.
9. Define Autism & be able to describe the five Autism Spectrum Disorders.

## **SCHOOL OF EDUCATION REQUIREMENTS RELATED TO TEXES STANDARDS**

- The course learning objectives acquired through the experiences in this course support-state and national standards including the TEA Standards for Pedagogy and Professional Responsibilities, the International Dyslexia Association (IDA) Standards for Reading, and Requirements of the Texas Administrative Code 9 (TAC §228.30) and H.B.2012.
- Appropriate grade level TEA guidelines and TEKS are also included as part of this course.
- A matrix at the end of this document indicates the TAC §228.30 and H.B.2012 requirements addressed

- A list of specific TExES competencies and International Dyslexia Association (IDA) Reading Standards for this course is presented below.

### **TExES Competencies.**

The following TExES Pedagogy and Professional Responsibilities Standards are addressed in part or in full in this course:

- Domain I.** The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
- Domain II.** The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.
- Domain III.** The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.
- Domain IV.** The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

### **The following TExES Special Education competencies represented in this course:**

#### **Professional Development – Elementary-Secondary**

- Competency 010: The teacher uses processes of informal and formal assessment to understand individual learners. Monitor instructional effectiveness and shape instruction.
- Competency 014: Cognitive development. The early childhood teacher understands the cognitive development of young children and knows how to create a classroom environment that provides children with opportunities to develop a wide range of cognitive skills and abilities.
- Competency 015: The teacher understand requirements, expectations, and can apply this understanding in a variety of contexts.
- Competency 019: Child development as an integrated process. The early childhood teacher understands child development as an integrated process in which development in any one area may affect development in other areas and can use this understanding to provide learning opportunities that enhance development of the whole child.
- Competency 020: Factors affecting development. The early childhood teacher understands how specific factors may effect individuals in one or more developmental domains and can provide learning experiences and environments that respond to the individual needs of all children.
- Competency 024: School-home relationships. The early childhood teacher knows how to establish and maintain strong school-home relationships and can work effectively with primary care givers to address young children’s needs and promote their development in all domains.

## **Special Education Supplemental Certification – Field 163**

- Competency 001: The special education teacher understands and applies knowledge of the characteristics and needs of students with disabilities.
- Competency 008: The special education teacher understands the philosophical, historical, and legal foundations of special education.
- Competency 009: The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.
- Competency 010: The special education teacher knows how to communicate and collaborate effectively in a society of professional settings.

## **TEXES Competencies for Stand-Alone (EC-12) Certification in Special Education-Field 161**

- Competency 001: The special education teacher understands and applies knowledge of the characteristics and needs of students with disabilities.
- Competency 010: The special education teacher understands the philosophical, historical, and legal foundations of special education.
- Competency 011: The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.
- Competency 012: The special education teacher knows how to communicate and collaborate effectively in a society of professional settings.

## **Pedagogy and Professional Responsibilities**

- EC-12 PPR Standard I, III 10.

**Technology Objectives.** SBEC Technology Standards are incorporated into this course. For a complete listing of the standards, please go to Following the completion of the course, the student will be able to: <http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp>

This site lists the standards for Technology Applications (All Beginning Teachers) NOTE: These Technology Application standards are expected of ALL beginning teachers and will be incorporated into the new TEXES for Pedagogy and Professional Responsibilities at each certification level. There is also a list for Technology Applications (EC-Grade 12) at this site.

### **Technology/computer skills.**

1. The students will use the DVD's, websites, or other resources to access information.
2. The students will develop, present, and turn in an electronic copy of presentation assigned by instructor

### **Writing and Oral Standards**

1. Writing experiences – Students will participate in class and outside of class writing activities in which they must use formal Standard English and conventions of academic writing.
2. Oral language experiences – Students will participate in small group activities and discussions which provide opportunities for developing oral language skills.

## **IDA Standards.**

The following International Dyslexia Association (IDA) Reading Standards are addressed in part or in full in this course:

- C. Knowledge of Dyslexia and Other Learning Disorders:
  - Recognize the tenets of the NICHD/IDA definition of dyslexia.

- Recognize that dyslexia and other reading difficulties exist on a continuum of severity.
  - Identify the distinguishing characteristics of dyslexia and related reading and learning disabilities (including developmental language, comprehension disorder, attention deficit hyperactivity disorder, disorders of written expression or dysgraphia, mathematics, learning disorder, nonverbal learning disorders, etc..)
  - Identify how symptoms of reading difficulty may change over time in responsive to development and instruction.
  - Discuss federal and state laws that pertain to learning disabilities, especially reading disabilities and dyslexia.
- D. Interpretation and Administration of Assessments
- Explain the content and purposes of the most common diagnostic tests used by psychologists and educational evaluations.
- E-2. Structured Language Teaching: Phonics and Word Recognition
- Identify the routines of a complete lesson format, from the introduction of a word recognition concept to fluent application in meaningful reading and writing.
  - Discuss research-based adaptations of instruction for students with weaknesses in working memory, attention, executive function, or processing speed.
- E-3. Structured Language Teaching: Fluent, Automatic Reading of Text
- Explain reading fluency as a stage of normal reading development as the primary symptom of some reading disorders; and as a consequence of practice and instruction.
- E-4 Structured Language Teaching: Vocabulary
- Review that word knowledge is multifaceted.
- E-6 Structured Language Teaching: Handwriting, Spelling, and Written Expression
- Spelling
- Explain the influences of phonological knowledge on spelling.
  - Explain the influences on morphemic knowledge on spelling
- Written Expression
- Explain the major components and processes of written expression and how they interact (e.g., basic writing/transcription skills versus text generation).
  - Review appropriate uses of assistive technology in written expression

## TOPICAL OUTLINE

The following topics will be explored throughout the course:

- The Purpose and Promise of Special Education
- The Process of Special Education and Collaboration
- Individualized Education:
  - Inclusion
  - Early Childhood
  - Transitioning to Adulthood
- High Incidence Disabilities & Dyslexia
- Low Incidence Disabilities

## TEACHING/LEARNING STRATEGIES

A variety of learning methods may be used for graduate students including:

- Lecture
- Reading
- Discussion
- Group and Individual Activities
- Individual/Group Conferences
- Research
- Interviews of professionals and/or parents in the field
- Presentations

## ASSESSMENT FOR LEARNING

Foundational learning experiences required for all students seeking **initial teacher certification** are included in this course.

**COURSE REQUIREMENTS.** See the agenda at the end of this syllabus for due dates.

Assignment <sup>1</sup>	Learning Objective(s)	Pts	Standards <sup>2</sup>
3 Exams (Exam 1, Exam 2, Final)	<i>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</i>	100 pts each Total of 300 pts	PPR: I, II, III, IV
Application Assignments <ul style="list-style-type: none"> <li>• Visual Schedule</li> <li>• Transition</li> <li>• Parent Interview</li> <li>• Technology</li> <li>• Early Childhood</li> <li>• Social Story</li> </ul>	<i>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</i>	50 pts each Total of 300 pts	PPR; I, II, III, IV; IDA C, D, E-2 4, 5; E-3 2, 4, 5, 7; E-4 2, 3, 4; E-5 1; E-6 1, 2
Famous Person Research Paper		100 pts	PPR; I, II, III, IV; IDA C, D, E-2 4, 5; E-3 2, 4, 5, 7; E-4 2, 3, 4; E-5 1; E-6 1, 2
<ul style="list-style-type: none"> <li>• Discussions</li> <li>• Attendance</li> <li>• Class Participation</li> <li>• Syllabus Acknowledgement</li> </ul>	<i>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</i>	Total of 50 pts	PPR; I, II, III, IV; IDA C, D, E-2 4, 5; E-3 2, 4, 5, 7; E-4 2, 3, 4; E-5 1; E-6 1, 2

Descriptions and rubrics for assignments are included at the end of this document.

These assignment/activities develop and/or assess state and national standards including TExES competencies, IDA reading standards, TEKS and/or ISTE standards (listed previously).

## **Undergraduate Grading Scale:**

The following grading scale will be used to determine each student's course grade.

92-100 (A)          84-91 (B)          76-83 (C)          70-75 (D)          <70 (F)

It is the student's individual responsibility to be aware of his/her current grade standing in the class and to confer with the professor regarding any assessment concerns/questions.

### **STUDENT EVALUATION OF FACULTY AND COURSE**

Students will complete faculty appraisal forms as regularly administered by the University.

### **CLASS POLICIES**

**ATTENDANCE: Absence and Tardy Policies** . In the College of Education and Behavioral Sciences, students must attend at least 75% of class sessions in order to receive a passing grade in the course. This means that if a student misses more than 75% of class sessions, the course grade will be "F" no matter what test and paper scores might be.

**Academic Accommodations:** Students needing learning accommodations should inform the professor immediately and consult the Academic Accommodations section of the HBU Classroom Policy posted on Blackboard. Documentation of Difficulties: If an education student fails to demonstrate an acceptable level of performance on one or more professional educator standards during any class or field experience, a form is filed in the Education Office (a PMID: Progress Monitoring & Intervention Documentation). If two such forms occur, a conference is held in which difficulties are identified and means for improvement are explored. [Sometimes specific interventions will be required.] A third form will result in a committee hearing to review difficulties and means for improvement and to determine conditions for continuance in the program. Professional standards include knowledge, skills and dispositions.

**Turning in assignments:** All work is to be turned in via blackboard in their designated assignments tabs for grading. If you do not have access to a scanner for an assignment that requires such, you may turn in a hard copy at the beginning of class, but must post a note in the assignment tab stating that you have done so. All work will be graded through blackboard. If you would like a hard copy of the completed rubric please turn one in with your name on it and it will be completed and returned to you.

### **Late Work.**

University Policy: Late work will be penalized. You should not miss any exams. If you are sick, you need to notify the professor in advance. The professor reserves the right to administer a different exam, deduct points for taking the exam late, and/or schedule the makeup for a later date. Missing an exam without giving prior notice will result in a zero for that test, with no makeup.

Additional Policy for this class: All assignments submitted after the due date will be assessed a 10% penalty. Please ensure that all assignments are submitted on time. Assignments are due at the beginning of class or at the posted time for assignments turned in on line. No work will be accepted after the date posted on your syllabus.

**Missed Tests.** All the tests should be taken on the day and at the time when they are scheduled. Make-up tests will be given ONLY when the instructor is notified prior to the exam, and there is a documented excused reason for missing the exam. Legitimate reasons include documented illness, death in the family, etc. A make-up test will then be completed at a time mutually agreed upon by both the professor and student—as soon as possible after the exam date. Any unexcused absence on the test day will result in a grade of zero for the particular test with no opportunity for a make-up test.

**Use of Electronic Devices.** *During class sessions, electronic devices are only to be used to support class activities. Other uses (texting, surfing the web, etc.) will result in the device not being allowed in the classroom.*

**Students are required to read the University Classroom Policy addendum to this course syllabus that is included on Blackboard. In addition to the class policies listed here, it includes basic class policies that apply in all HBU classes**

PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS

**Renee Kwiatek** (Renee Kwiatek)

**Pedagogy and Professional Responsibilities Course Correlation to TAC §228.30\* \*Source: TEA Audit Monitoring Handbook 2009**

EC-12 PPR Standard	Curriculum Topic TAC §228.30	Essential Components	Learning Experiences/ Products
I, III	<b>1. Reading Instruction</b> <i>Programs are encouraged to select from a variety of theories and methods appropriate for teaching these five essential components of reading instruction.</i>	1. Text Structure (organization) 2. Vocabulary teaching strategies 3. Identifying the word (root, prefix, suffix) 4. Fluency (words per minute correct) basic teaching strategies 5. Comprehension (finding main idea, summarizing, supporting details, synthesizing/making connections, inferences, making generalizations)	Exam II
II, IV	<b>2. Code of Ethics</b>	Texas Educators' Code of Ethics TAC§ 247.2	
I, II, III	<b>3. Child Development</b>	Programs will teach a variety of theories for child development.	Exams I, Discussions, Lecture
I, II, III,	<b>4. Motivation</b>	Programs will select from a variety of theories and methods appropriate for teaching motivation.	Final
I, II, III	<b>5. Learning Theories</b>	Programs will teach a variety of learning theories	Exam I, Exam II, Final, Field Paper
I, III	<b>6. TEKS Organization,</b>	<a href="http://ritter.tea.state.tx.us/teks/">http://ritter.tea.state.tx.us/teks/</a>	
I, III	<b>7. Content TEKS</b>	<a href="http://ritter.tea.state.tx.us/teks/">http://ritter.tea.state.tx.us/teks/</a>	
I, II, IV	<b>8. TAKS Responsibilities</b>	<a href="http://www.tea.state.tx.us/">http://www.tea.state.tx.us/</a> click on Testing/ Accountability, click on Texas Essential Knowledge and Skills for much more information.	
I, II, III	<b>9. Curriculum Development and Lesson Planning</b>	Programs will select from a variety of theories and methods appropriate for teaching curriculum development and lesson planning.	Lecture, Discussion
I, III	<b>10. Classroom Assessment and Diagnosing Learning Needs</b>	Programs will select from a variety of theories & methods appropriate for teaching formative assessment to diagnose learning needs & other types of classroom assessment.	Lecture, Discussion, Exams



II, IV	<b>11. Classroom Management</b>	Programs will select from a variety of theories & methods appropriate for teaching classroom management.	<i>Lecture, Discussion, Blackboard, Exam 1</i>
I, II, III, IV	<b>12. Special Populations</b> ELPS—English Language Proficiencies <a href="http://ritter.tea.state.tx.us/curriculum/biling/elps.html">http://ritter.tea.state.tx.us/curriculum/biling/elps.html</a> National Assoc. for Gifted Children Teacher Knowledge and Skills <a href="http://www.nagc.org/index2.aspx?id=1863">http://www.nagc.org/index2.aspx?id=1863</a> TEA website resources <a href="http://ritter.tea.state.tx.us/special.ed">http://ritter.tea.state.tx.us/special.ed</a>	<b>A. ESL/ Bilingual ELPS</b> 1. learning strategies 4. reading 2. listening 5. writing 3. speaking <b>B. G/T</b> 1. Learner characteristics and development 3. Socio-cultural influences 2. Instructional strategies 4. Identifying GT <b>C. Special Education</b> 1. Acronyms/Terms 4. Parent Involvement 2. Modifications/ Accommodations 5. Discipline 3. Inclusion	<b>Exams, Research Project</b>
III, IV	<b>13. Parent Conferencing and Communication Skills</b>	Programs will select from a variety of theories and methods appropriate for teaching communication skills and parent conferencing.	Parent Interview
I, III	<b>14. Instructional Technology</b> <a href="http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp">http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp</a>	<b>SBEC Technology Standards for All Teachers</b> 1. Tech terms, concepts, data input strategies and ethical practices to make informed decisions about tech app 2. Identify task requirements, apply search strategies, use tech to acquire, analyze, and evaluate a variety of information 3. Use technology to synthesize knowledge, create and modify solutions, and evaluate results 4. Communicate in different formats. 5. Plan, organize, deliver and evaluate instruction that uses technology, and technology TEKS for students.	<b>Lecture, Blackboard</b>
I, III, IV	<b>15. Pedagogy/ Instructional Strategies</b> <a href="http://olc.spsd.sk.ca/DE/PD/instr/index.html">http://olc.spsd.sk.ca/DE/PD/instr/index.html</a>	Programs will teach a variety of instructional strategies suitable for all classrooms and also for specific subjects and content.	Lecture, Discussion, Activities, Exams
I, II, III, IV	<b>16. Differentiated Instruction</b>	Programs will teach a variety of instructional strategies suitable for differentiating instruction.	Lecture, Discussion, Activities, Research Project, Exams
IV	<b>17. Certification Test Preparation</b>	<i>Testing study guides, standards, frameworks, competencies / www.texas.ets.org</i>	<i>Discussion, Lecture</i>

# Application Assignments and Rubrics

## Parent Interview Assignment

You are to interview a parent of a student with a disability. In order to address the questions, the child must be a current student enrolled in either a public or private school or has just graduated this year. The child may be in preschool through high school and has been identified as a student with a disability receiving services as such. The child and/or parent may not be your relative. You may ask questions of your choice, but will need to address the follow in your report:

- Student’s age and grade or placement in school.
- Parent’s description of the student’s disability and how they see it at home or how it affects their home life.
- Parent’s description of the student’s education program, what classes, what interventions, supports, or lack thereof, and their feeling or opinions of the school experience to date.
- Parent’s hope for their child’s future (whether it is immediate future, i.e. this school year, or their future as an adult. If possible address their future as an adult).
- Your reflection on the interview. What did you walk away with that is new, deeper, or something you question?

Do not use real names, use your name if you feel more comfortable using a name in your report of the interview. Write this in interview format, not narrative format. The last bullet, your reflection may be written as a narrative reflection of the interview.

<b>Rubric for Parent Interview</b>				
<b>Name:</b> _____		<b>Total Points:</b> _____/50		
<b>Quality of Work Submitted</b>	<b>A: Exemplary</b> 9-10 pts Questions included are professional, clear and respectful. Responses are reported in clear detailed manner with prompting for more information as needed	<b>B: Proficient</b> 7-8 pts Questions included are professional, clear and respectful. Responses are reported in clear detailed manner	<b>C: Minimal (needs improvement)</b> 5-6 pts Questions are included. Responses are reported. Questions and/or responses do not fully address questions.	<b>F: Work Does not meet standards</b> 0-4 pts Question and/or responses are not included.
Parent’s description of disability				
Parent’s description of education program				
Parent’s hope for their child’s future				
	13-15 pts Well written in logical easy to follow manner that addresses all areas	10-12 pts Written in a logical manner that addresses all areas	8-9 pts May or may not address all areas and contains grammatical errors that interfere with readability.	0-7 pts Present but incomplete or missing all together.
Your Reflection				
Age & Grade of student	NA	5 points	NA	0 pts

## Technology Assignment

You are to find an app that is appropriate for an elementary student with autism or an intellectual disability (when doing this remember the ability level of the student will most likely be that of a preschooler) and 2: a high school student with an intellectual disability or autism who needs to master functional daily living skills such as money skills.

Hint: you may want to go to the [austismspeaks.org](http://austismspeaks.org) website for some ideas for skills to address as well as possible aps or websites.

<b>Application Assignment: Technology Rubric</b>	
<b>Name:</b> _____	<b>Total Points:</b> _____/50
	0-5 pts
Elementary Age Student: App is age appropriate	
Elementary Age Student: App addresses an appropriate skill	
Elementary Age Student : App justification is well stated and supported	
Secondary Age Student: App is age appropriate for HS student with ID or AU	
Secondary Age Student: App addresses an appropriate functional skill for HS student with ID or AU	
Secondary Age Student: App justification for app is well stated and supported.	
	20 pts
Presentation & Handout include a brief description of both apps and how to download them (visuals in the form of picture or graphic included)– presentation includes a demonstration of use.	

## **Famous Person Research and Presentation**

- Choose a famous person with a disability. Go to the assignment tab in blackboard and check to make sure that person has not already been taken, if not, add your name and your person to the list. I will check this list to make sure the person you have chosen will work for this presentation. Please state their disability and their name.
- Create a 5-7 minute presentation and handout about that person using whatever format you would like. In your presentation include the following:
  - Name of person
  - What they are famous for
  - What disability they have
  - A brief discussion of that disability
  - How the disability has affected them (past and present)
  - How they have overcome the disability or it's affects
  - Anything else you found interesting or that we may not know
- You may bring in visuals, use the internet or anything that enhances your presentation. Your presentation must be at least 50% created by you, not videos etc you find on line only. You may

choose to post your handout on blackboard or bring a hard copy for each person in class. Please attach a rubric to a hard copy of your handout for me to use for grading. Bring this with you the day of your presentation.

<b>Famous Person Presentation Rubric</b>				
<b>Name:</b> _____		<b>Total Points:</b> _____		
<b>Name of Famous Person:</b> _____				
	13-10 pts	9-6 pts	5-2 pts	1-0 pts
Name and reason the person you have chosen is famous	NA			
Name of your person's disability and a brief description of the disability using research based information, and if available the person's own words				
Describe how the disability affected this person in the past (when growing up)				
Describe how the disability affects your person now, as an adult in his everyday life. Consider using examples if available.				
Describe how your person has "overcome" their disability, learned to compensate for their disability or learned to use their disability as a positive aspect of who they are.				
Any other interesting information or facts about your person as a person with a disability that you have not covered or something else you found interesting about your person				
Your handout is done in a "professional" manor, it is neat, no misspelled words or grammatical errors, uses graphics or pictures of some kind to entice the reader, contains the important facts about from the above categories				
Your presentation is well planned, includes graphics or details to keep us interested, and includes all of the above information.				

## COURSE ACKNOWLEDGEMENTS

### Syllabus Statement

I am aware of all topics described in the course syllabus. These include, but are not limited to the following:

- course description; course sequence in the curriculum and prerequisite information;
- instructor information and learning resources;
- relation to the mission of the University and to the goals and purposes of the College of Education and Behavioral Sciences;
- course learning objectives;
- state and national standards covered (TExES competencies, IDA standards, etc);
- topical outline and learning strategies;;
- assessment for learning: requirements & grading standards;
- **HBU CLASS POLICIES: -the University document posted on Blackboard;**
- additional policies for this class: attendance, late work, missed tests and electronic devices;
- the possibility of changes to the syllabus. [The content of this syllabus and the attached agenda are subject to change at the discretion of the professor.]

### Professional Integrity Statement

To maintain and uphold the highest level of professional integrity and honesty, cheating and plagiarizing are not allowed. . If a student cheats and/or plagiarizes, then the student will receive a “0” for the assignment and/or fail the course

Cheating is a catch-all term for not doing your own work. Any attempt during a test to consult with notes or another person or to look at another’s test constitutes cheating. If answers are shared in any way, both students will receive the same penalty for cheating. Using stolen tests or “borrowed” tests (any test that is not readily available to all members of the class) to study for an exam is cheating. Within the broader view of cheating is the idea of using someone else’s work in place of your own. This is called plagiarism and is not allowed.

### DO NOT:

- copy another person’s paper/project/work or part of that and turn it in as your own;
- copy a paper/project from the Internet and turn them in as your own;
- copy another paper/project (or cut and paste parts of Internet articles), make changes to it, and submit it as your own;
- include the work of others without documentation/reference (If seven or more words are taken directly from another source it must be quoted and referenced.);
- submit a paper/project or large parts of a paper/project you have done for another class at HBU or another institution to this class. (Always get a professor’s approval before using a prior work or topic from a different class.);
- have someone write parts or all of your paper/project/work
- share your work with others; and,
- change references or make up references.
- falsify fieldwork documentation

By signing this page, **I affirm** that I have read and understand the contents of this course **Syllabus Statement, the Professional Integrity Statement, and the University Class Policies**. I understand that at any time during the course, I may request clarification, if needed.

---

Printed Name

Signature

Date

[After reading the course syllabus and this page, please **print and sign this** form then turn it in to the professor.]

## SPED 4302 Schedule – Kwiatek Fall 2014

Date	Class topics and readings	Tasks/Assignments Due
8/26/14	Introduction and review of syllabus We will be utilizing APA style writing for all assignments. Introduction of basic special ed. terminology The world of special ed. acronyms. What is special ed, what is your background in special ed? Chapter 1: Purpose and Promise of Special Education	
8/28/14	Chapter 2: Planning and Proving Special Education Services Chapter 3: Cultural and Linguistic Diversity Family Involvement, Supporting Families Maintaining Professional Relationships Cultural differences we don't think about (deaf – rural vs urban – role of children in the family – role of women – faith - educational background ...) What is your personal bias, we all have one! And what do you do with it?	Copy of Course Acknowledgements due today
9/2/14 & 9/4/14	Chapter 4: Intellectual Disabilities Self Determination: The Most Natural Support Bell Curve Educating Peter Video	
9/9/14 & 9/11/14	Chapter 5: Learning Disabilities Jigsaw activity Definitions of LD: what is and is not LD Dyslexia: is it a disability, how does it fit in the special education world	
9/16/14 & 9/18/14	Chapter 6: Emotional or Behavioral Disorders Featured teacher Definitions, diagnosis, and eligibility, how it all fits FBAs: what are they and why do we use them Power of Teacher Praise – pages 218-219	
9/23/14	What do these three high incident disabilities look like in the classroom Addressing their needs in both general education and special education Mystery Motivators - pages 224-225 and reward systems Incorporating instructional level instruction in grade level curriculum Intense, direct instruction (CEC articles)	Parent interview is due today
9/25/14	<b><u>Test Chapters 1-6</u></b>	<b><u>On line test will be open and available today only</u></b>
9/30/14 & 10/1/14	Chapter 7: Autism You Tube video (s) Definitions and disorders in syndrome Caught in a Behavior Trap: pages 246-247 What is ABA: page 256 Activity schedules/picture schedules : pages 258-259 and partner activity Social stories Visual Schedules	
10/7/14	Chapter 8: Communication Disorders Articulation Language Disorders (Receptive and Expressive) Sign Language	
10/9/14	Famous Person Research Visual Schedules and Social Stories	
10/14/14	Chapter 9: Deafness and Hearing Loss Phonemic Awareness and Phonics Instruction with Deaf /Hard of Hearing Speech Banana Cochlears, hearing aids, FM devices, controversies	Visual Schedules due today

10/16/14	Chapter 10: Blindness & Low Vision Types and Causes of Visual Impairments Advantages and disadvantages of large print materials and optical devices Helping the student with low vision: pages 362-363 I made it myself and it's good: pages 368-369 Supporting a student with visual impairments in the general education classroom: page 370 O & M	
10/21/14	Chapter 11: Physical Disabilities Definitions/diagnosis/eligibilities Seizures Table 11.1: page 394 Self-Monitoring: pages 398-399 Figures 11.3 and 11.4	Social Stories due today
10/23/14	GT	
10/28/14	Famous Person Presentations	Famous person handout due today for everyone
10/30/14	Famous Person Presentations	
11/4/14	Technology Technology Presentations	Technology assignments due today for everyone
11/6/14	Technology Presentations.	
11/11/14	<b><u>Tests 2: Chapters 7-10</u></b>	<b>On line test will be open and available today only</b>
11/13/14	Chapter 12: Low Incidence Disabilities Types of low incidence disabilities: definitions and examples Figure 12.2: Brain functions Eighth Grade Work! - pages 432-433 Partial participation Including students in general education: pages 446-447 Figure 13.6: Blooms Taxonomy in differentiated instruction – page 481	
11/18/14 & 11/20/14	Chapter 14: Early Childhood Selecting Toys for Young Children with Disabilities: pages 498-499 IFSP – pages 502-503 APGAR: Figure 14.2	
11/25/14	Transition Research	
11/27/14	Thanksgiving	
12/2/14 & 12/4/14	Chapter 15: Transitioning to Adulthood Figure 12.4: My brother Darryl You Tube Video: Brookwood Community in Brookshire Texas	Transition Assignment is due 12/2/14 <b><u>12/2/14 is the last day to turn in assignments online or a hard copy in person. No work will be accepted after today.</u></b>
12/9/14 This date is tentative – finals schedule TBA	<b><u>Tests 3/Final: Chapters 11-13</u></b>	

\*NOTE\*

The instructor reserves the right to modify this syllabus and course agenda and will notify the class of any changes in a timely manner.