

MS_ED 427 EDUCATING EXCEPTIONAL CHILDREN
TCH_ED 327 EDUCATING EXCEPTIONAL CHILDREN
 Spring 2010

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Required Text

Hallahan, D.P., & Kauffman, J.M. (2009). Exceptional learners: Introduction to special education (11th ed.). Englewood Cliffs, N.J.: Prentice-Hall.

Course Packet: Available at Quartet Copies 825 Clark St. Evanston 60208 (847) 328-0720

Description

The purpose of this course is to familiarize students with different exceptionalities (physiological, intellectual, and social-emotional characteristics, as well as etiological factors) within the context of present-day laws, regulations, and educational practices. Particular emphasis is placed on identification of student's learning needs and the ways in which regular and special educators can attempt to meet these needs. Illinois Professional Teaching Standards (IPTS), Illinois Language Arts Standards (LATS), Illinois Technology Standards (TS), and the New IPTS Special Education Standards (SPED) will be considered.

In consideration of the SESP's Conceptual Framework and its Vision of Learning, the Learner, and Teaching, this course will give special concentration to:

A vision of learning that focuses on:

- 1.1 understanding student thinking about the subject matter
- 1.2 reflection and research as a means of learning
- 1.3 learning as a social practice, which encourages collaborative learning in which people clarify doubts, examine beliefs, and work together to address questions and concerns.
- 1.4 authentic experience, where class sessions and assignments are designed to engage students' interests to have implications for the student beyond the classroom; and
- 1.5 the use of technology by extending learning opportunities and thinking;

A vision of the learner that focuses on:

- 2.1 lifelong learning and development shaped by social contexts;
- 2.2 student diversity as resource for the educational community

A vision of teaching that focuses on:

- 3.1 connection of theory to practice, where the candidates understand that theories suggest questions and ideas about practice, and practice suggests modification of theory
- 3.2 professional conduct that is responsible and ethical.

Course Objectives Cross Referenced with Northwestern Conceptual Framework and INTASC/IPTS Standards where applicable.

1. To provide students with an overview of the historical trends (including social and political factors) in the education and social support for exceptional children from ages 3 – 21 which include the educational settings of early childhood, elementary, middle school, and secondary.
2. To familiarize students with the definitions, characteristics, and etiological factors of different types of exceptionalities
3. To provide a forum for discussing current views about appropriate education for different exceptionalities (including service-delivery approaches and program placements)

4. To provide students with an opportunity to evaluate educational problems and educational plans for exceptional children from ages 3 – 21 which include the educational settings of early childhood, elementary, middle school, and secondary.

In consideration

Academic Integrity

Students in this course are expected to comply with the policies found in the booklet, “*Academic Integrity at Northwestern University: A Basic Guide*.” All papers submitted for credit in this course must be sent as email attachments as well as delivered in printed form. Your written work may be electronically tested for plagiarized content. For detail regarding academic integrity at Northwestern, visit: <http://www.northwestern.edu/uacc/>. If you need a copy of the brochure visit the SESP Student Affairs Office.

Accommodations for Students with Disabilities

In compliance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Northwestern University is committed to providing equal access to all programming. Students with disabilities seeking accommodations are encouraged to contact the Office of Services for Students with Disabilities (SSD) at 467-5530 or ssd@northwestern.edu SSD is located in the basement of Scott Hall. SSD also has an excellent website which is viewable at: <http://www.Stuaff.northwestern.edu/ssd/>.

Course Requirements and Grading

1. Mid-term and final examinations covering material covered in the class sessions. Each examination will constitute 30 % of the final grade. (NU 1.2, 2.2) (IPTS 1, 2, 3) (LAS 2) (TECH 1) SPED (1, 2, 4)
2. For one of the course topics, you are to write a paper that focuses on information and ideas **from one of the readings**. This paper must be a critical analysis of the issues raised in the reading. Papers should include a concise summary of the issue, followed by a thorough argument/discussion based on the readings for the day, including your own position/reflection on **the issue**. This paper will constitute 20 % of the final grade. (NU 1.2, 1.3, 2.2) (Dispositions 3) (IPTS 1,3,10) (TECH 1, 7) (SPED 1, 2, 10)

Criteria

- 1) 3 - 5 pages double spaced.
 - 2) integration of readings.
 - 3) depth of the discussion.
 - 4) organization and clarity of the arguments.
 - 5) clarity and accuracy of writing.
3. You will write a paper on a popular movie or TV show which has an issue or issues dealing with persons with disability. For example, *Forrest Gump*, *Children of a Lesser God* or *The Other Sister* are examples of movies with a disability. Episodes of Law and Order, CIS New York, and other popular shows have had episodes dealing some issues of disability. You should summarize the movie/show and its theme and then present a discussion of the issues and how it relates to course content and/or your own experiences. This will constitute 20% of the final grade. (NU 1.2, 2.2, 3.1) (Dispositions 1, 3) (IPTS 1, 3, 10) (TECH 1) (SPED 1, 2)
 4. Topic papers and movie/TV reflections will be evaluated on content, and quality of writing. All assignments must be typed. **Late work will be penalized.**

5. Candidates are expected to attend all sessions since certain material that will be presented will be from sources other than the text. **More than two absences will result in the lowering of the final grade by one. Each absence after two will further result in lowering the final grade by one.** In addition repeated tardiness may affect the final grade. Incomplete grades will only be given for reasons stated in the student handbook.
 A = 95-100, A- = 90-94, B+ = 86-89, B = 83-85, B- = 80-82, C+ = 76-79, C = 73-75, C- = 70-72, D+ = 66-69, D=63-65, D-=60-62, F= Below 60

CLASS SCHEDULE & TOPICS

March 30

Course overview
 Definition of exceptional children (ages 3 -21)
 Review child development models.

April 1

Legislation and the law (ages 3 -21)
 Class activity: The Casey Martin Case (NU 1.2 , 1.3, 1.4, 2.2) (IPTS 1, 2, 3, 10) (SPED 1, 2)
 Text: Chapter 1.
 Video: *The Lynchburg Incident*

April 6

Assessment (ages 3 – 21)
 Response to Intervention (Rtl)
 Text: Chapters 1 & 2.
 Video: *Due Process*

April 8

Service Delivery Models (ages 3 – 21)
 Teacher Skills necessary for successful inclusion
 Text: Chapter 2.
 Additional reading:
 Cook, B.G., Tankersley, M., Cook, L., & Landrum, T.J. (2000). Teachers' attitudes toward their included students with disabilities. *Exceptional Children* 67, 7 - 20.
 Fuchs, D., & Fuchs, L.. (1994). Inclusive schools movement and the radicalization of special education reform. *Exceptional Children*. 60, 294-309.
 Yasutake, D., & Lerner, J. (1997). Teachers' perceptions of inclusion: A survey of general and special educators. *Learning Disabilities: A Multidisciplinary Journal*, 7. 1-8.

April 13

Parents of exceptional children.
 Text: Chapter 13.
 Activity: Responses to having a child with a disability. (NU 1.4, 2.1, 3.1)(Dispositions 3)(IPTS 2 ,3) (SPED 1, 2)
 Additional reading:
 Blanchard, S. (1994, October). Grieving a dream. *Exceptional Parent* 24(10). 26-30.
 Palmer, D.S., Fuller, K., Arora, T., & Nelson, M. (2001). Taking sides: Parent views on inclusion for their children with severe disabilities. *Exceptional Children*, 67, 467 – 484.

April 15

Trends in the field.

Text: Chapters 2 & 3.

Video: *Regular Lives*.

Additional Readings:

Park, J., Turnbull, A.P., & Turnbull III, R. T.(2002). Impacts of poverty on quality of life in families of children with disabilities. *Exceptional Children* 68, 151 – 172.

Benz, M.R., Lindstrom, L., & Yovanoff. (2000). Improving graduation and employment outcomes of students with disabilities: Predictive factors and student perspectives. *Exceptional Children* 66 509 - 529.

Schiff-Myers, N.B., Djukic, J., McGovern-Lawler, J., & Perez, D. (1994). Assessment considerations in the evaluation of second-language learners: A case study. *Exceptional Children*. 60c 237-248.

April 20 & 22

Learning Disabilities. (ages 3 – 21

FAT City video (4/26).

Text Chapter 5

Rea, P.J., Mclaughlin, V.L., & Walther-Thomas, C. (2002). Outcomes for students with learning disabilities in inclusive and pullout programs. *Exceptional Children* 68, 203 – 224.

Exam # 1 posted (4/22), due April 27.

April 27

Attention Deficit Disorder (ages 3 – 21

Text: Chapter 6.

Activity: The characteristics of your ideal and worst student (NU1.2, 1.4 2.2) (Disposition 1,3) (IPTS 2,3) (SPED 1, 2, 10)

Additional reading:

Reid, R., Maag, J.W., Vasa, S.F., & Wright, G. (1994). Who are the children with attention deficit hyperactivity disorder: A school-based survey. *The Journal of Special Education*. 28. 117-1 37.

Video: *ADHD What Do We Know?*

Exam #1 due.

April 29

Mental Retardation. (ages 3 – 21

Text: Chapter 4.

Additional reading:

Hollowood, TM., Salisbury, C.L., Rainforth, B., & Palombaro, MM. (1995). Use of instructional time in classrooms serving students with and without severe disabilities. *Exceptional Children*. 61, 242-253.

May 4

Emotional/Behavioral Disorders (ages 3 – 21

Text: Chapter 7.

Additional readings:

Van Acker, R. (1993). Dealing with conflict and aggression in the classroom: What skills do teacher need? *Teacher Education and Special Education*, 16, 23-33.

May 6

Physical & Health Disabilities (ages 3 – 21

Text: Chapter 11.

May 11

Communication Disorders. (ages 3 – 21

Text: Chapter 8.

May 13

Hearing Impairments. (ages 3 – 21)

Text: Chapter 9

Additional Readings:

Pittman, P. & Huefner, D.S.(2001). Will the courts go bi-bi? IDEA 1997, the courts, and deaf education.
Exceptional Children, 67, 187 - 198.

Visual impairments. (ages 3 – 21)

Text: Chapters 9 & 10.

Video Reflections Due.

May 18

Gifted Education (ages 3 – 21)

Text: Chapter

Additional Readings

Plucker, J.A., & Stocking, V.B. (2001). Looking outside and inside: Self-Concept development of gifted adolescents.
Exceptional Children, 67, 534 - 548.

Zentall, S.S., Moon, S.M., Hall, A. M., & Grskovic, J.A.(2001). Learning and motivational characteristics of boys with AD/HD and/or giftedness. *Exceptional Children, 67, 499 - 519.*

Topic Papers Due

May 20 & May 25

Accommodations for students with disabilities.

Exam #2 posted May 25, due June 1.