

University of North Texas College of Education  
CAEP/NCATE Accredited  
EDSP 3210.001 Educational Aspects of Exceptional Learners  
Monday, Wednesday, Friday 1:00-1:50 PM  
Fall Semester, 2014  
MH 102

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Office Hours: Monday, Wednesday—2:00-4:30 PM  
Friday—2:00-3:00

**ADA Statement:**

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at <http://disability.unt.edu>. You may also contact them by phone at (940) 565-4323.

**1.0 Course Description:**

3 hours.

Overview of the unique physical, cognitive, and behavioral needs of all types of exceptional learners. Identification and referral procedures and effective educational practices are examined.

**2.0 Competency Goal Statements:**

The competencies for this course are taken from the *CEC Knowledge and Skills for All Beginning Special Education Teachers of Students with Disabilities in Individualized General Curriculum*s

**I. Philosophical, Historical, and Legal Foundations of Special Education**

- 2.1. Current educational terminology and definitions of individuals with disabilities including identification criteria and labeling controversies, using professionally accepted classification system and current incidence and prevalence figures. (K1)
- 2.2. Evolution and major perspective from medicine, psychology, behavior, and education on the definitions and etiologies of individuals with disabilities. (K2)
- 2.3. Differing perceptions of deviance, including those from mental health, religion, legal-corrections, education, and social welfare. (K3)
- 2.4. The historical foundations, philosophies, theories and classic studies including the major contributors, and major legislation that under gird the growth and improvement of knowledge and practice in the field of special education. (K4)
- 2.5. Legal system to assist individuals with disabilities (K5)
- 2.6. Continuum of placement and services, including alternative programs available for individuals with disabilities. (K6)
- 2.7. Laws, regulations, and policies related to the provision of specialized health care in the educational settings. (K7)
- 2.8. Delineate the principles of normalization versus the educational concept of “least restrictive environment” in designing educational programs for individuals with disabilities. (S3)

## **II. Characteristics of Learners**

- 2.9. Physical development, physical disabilities, and health impairments as they relate to the development and behavior of individuals with disabilities. (K1)
- 2.10. Various etiologies and medical aspects of conditions affecting individuals with disabilities. (K3)

## **IV. Instructional Content and Practice**

- 2.11. Impact of disabilities on auditory skills. (K4)
- 2.12. Assist students in the use of alternative and augmentative communication systems. (S18)
- 2.13. Support the use of media, materials, alternative communication styles and resources required for learners whose disabilities interfere with communications. (S19)
- 2.14. Adapt lessons that minimize the physical exertion of individuals with specialized health care needs. (S22)
- 2.15. Design and implement curriculum and instructional strategies for medical self-management procedures for students with specialized health care needs. (S24)
- 2.16. Participate in the selection and implementation of augmentative or alternative communication devices and systems for use with students with physical and health disabilities. (S25)

## **V. Planning and Managing the Teaching and Learning Environment**

- 2.17. Appropriate use of assistive devices to meet the needs of individuals with disabilities. (K4)

2.18. Use local, community, state, and provincial resources to assist in programming with individuals who are likely to make progress in the general curriculum. (S6)

#### **VII. Communication and Collaboration**

219. Types and importance of information generally available from family, school, officials, legal system, and community service agencies. (K4).

#### **VIII. Professionalism and Ethical Practices**

2.20. Rights to privacy, confidentiality, and respect for differences among all persons interacting with individual with disabilities. (K2)

2.21. Types and transmission routes of infectious disease.

### **3.0 Competency Goal Statements/ State of Texas Standards (as measured by the TExES EC-12 examination of Pedagogy and Professional Responsibilities (PPR), #160:**

#### **Domain 1—Designing instruction and assessment to promote student learning.**

##### **Competency 001: The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessments that motivate students and are responsive to their developmental characteristics and needs.**

E. Recognizes factors affecting the social and emotional development of students in early childhood through adolescence (e.g., lack of affection and attention, parental divorce, homelessness) and knows that students' social and emotional development impacts their development in other domains (i.e., cognitive, physical).

G. Understands that development in any one domain (i.e., cognitive, social, physical, emotional) impacts development in other domains.

H. Recognizes signs of developmental delays or impairments in students in early childhood through grade 4.

##### **Domain I: Competency 002: The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.**

A. Demonstrates knowledge of students with diverse personal and social characteristics (e.g., those related to ethnicity, gender, language background, exceptionality) and the significance of student diversity for teaching, learning, and assessment.

B. Accepts and respects students with diverse background and needs.

##### **Domain 1: Competency 004: The teacher understands learning processes and factors that impact student learning and demonstrate this knowledge by planning effective, engaging instruction and appropriate assessments.**

D. Recognizes how characteristics of students at different developmental levels (e.g., limited attention span and need for physical activity and movement for younger children; importance of peers, search for identity, questioning of values and exploration of long-term career and life goals for older students) impact teaching and learning.

M. Incorporates students' different approaches to learning (e.g., auditory,

visual, tactile, kinesthetic) into instructional practices.

P. Applies knowledge of the implications for learning and instruction of the range of thinking abilities found among students in any one grade level and students' increasing ability over time to engage in abstract thinking and reasoning.

**Domain II: Competency 005: The teacher knows how to establish a classroom climate that fosters learning, equity and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.**

A. Uses knowledge of the unique characteristics and needs of students at different developmental levels to establish a positive, productive classroom environment (e.g., encourages cooperation and sharing among younger students' provides middle-level students with opportunities to collaborate with peers; encourages older students' respect for the community and the people in it).

**Domain IV: Competency 011: The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.**

B. Engages families, parents, guardians and other legal caregivers in various aspects of the educational program.

C. Interacts appropriately with all families, including those that have diverse characteristics, backgrounds, and needs.

D. Communicates effectively with families on a regular basis (e.g., to share information about students' progress) and responds to their concerns.

**Competency Goal Statements/ State of Texas Standards (as measured by the TExES EC-12 examination of Special Education content, #161:**

1.1k The historic foundations, classic studies including the major contributors, and major state and federal legislation that has affected knowledge and practice of the education of individuals with disabilities;

1.3k Current educational terminology and definitions of a variety of disabilities, including professionally accepted classification systems and current incidence and prevalence figures;

1.4k Issues in definition and identification procedures for individuals with disabilities, including individuals from culturally and/or linguistically diverse backgrounds;

1.7k The continuum of placement and services available for individuals with disabilities

1.8k Assurances and due process rights related to assessment, eligibility, placement, and services;

2.1s Practice within the standards and policies of the profession, including the Code of Ethics and Standard Practices for Texas Educators and the Council for Exceptional Children (CEC) Code of Ethics;

2.4s Respect the culture, gender, and personal beliefs of individual students and families;

2.9s Safeguard confidentiality with regard to students with disabilities (e.g., by maintaining the confidentiality of electronic correspondence and records; ensuring the confidentiality of conversations; training related parties, such as parents/guardians and consultants, to maintain confidentiality);

3.5s Communicate and collaborate effectively with paraprofessionals and other school and community personnel to deliver special education services

3.6s Encourage and assist parents/guardians to become active participants in their children's education

### 3.0 Required Reading

- (a) Hallahan, D. P., & Kauffman, J. M., & Pullen, P. C. (2011). *Exceptional learners: Introduction to special education* (12<sup>th</sup> ed.). Boston: Allyn & Bacon. Students are asked to read the chapter before the class period during which it will be discussed.
- (b) One of these books by Torey L. Hayden:
  - One Child*
  - Somebody Else's Kids*
  - or *Dibs: In Search of Self* by Virginia Axline.
- (c) Additional readings (and written assignments) may be required. If necessary, the grading scale will be adjusted to reflect that.

**Strongly recommended: *The APA Pocket Handbook:***

[http://www.amazon.com/The-APA-Pocket-Handbook-Documentation/dp/1933878134/ref=sr\\_1\\_3?ie=UTF8&qid=1355264098&sr=8-3&keywords=apa+manual+6th+edition](http://www.amazon.com/The-APA-Pocket-Handbook-Documentation/dp/1933878134/ref=sr_1_3?ie=UTF8&qid=1355264098&sr=8-3&keywords=apa+manual+6th+edition)

All written assignments are to be submitted in APA format. Refer to the 6<sup>th</sup> edition of the APA manual.

### 4.0 Course Requirements:

#### 4.1 Demonstrate professionalism.

Students show professionalism when they: (a) attend all classes on time; (b) are prepared for class discussions; (c) attend to class discussion; (d) are flexible to schedule changes; (e) and respect the opinions and rights of others.

Note:

Each student is expected to attend class and be on time. Ten points will be deducted for each unexcused absence after the first. ***Students have failed the class due to unexcused absences.*** If you must be absent, please notify me and explain your reason IN ADVANCE, if at all possible.

All assignments should be turned in during the class period on the day they are due. Assignments turned in after this time are considered late. Late assignments will be accepted at the discretion of the instructor. The instructor reserves the right to deduct points for late assignments.

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at <http://deanofstudents.unt.edu>.

**4.2 Article Abstracts**—See Appendix A for information.

**4.4 Book Review**—See below.

You will read a book listed in **3.0 (b)** and write a book report over it. The book review must be completed in APA format, which includes an APA cover sheet, abstract, report, and reference page. The report (exclusive of cover sheet, abstract and references) should be four pages in length. Do not summarize the entire book while completing this assignment. Grading will be on this basis:

- (a) A summary of the part of the book that was particularly meaningful to you.
- (b) An explanation of why that part of the book was particularly meaningful.
- (c) Teaching techniques that were used in the book that you will be able to incorporate in your own classroom.
- (d) Writing mechanics
- (e) APA format

**4.5 Disability Resource Notebook (DRN)**—Refer to the appendix for more information.

**4.6 Exams**

Each student will complete three exams that will cover material from the textbook and lectures.

50 points each for a total of 100 points

**4.7 Final**

Each student will complete a final exam that is cumulative and includes questions on information from lectures and readings throughout the course. *Final examinations will be given on the date listed in the official university calendar, only.*

50 points

**5.0 Student Evaluation of Teaching (SETE)**

Student feedback is important and an essential part of participation in this course. The Student Evaluation of Teaching (SETE) is a requirement for all organized classes at UNT. This short survey will be made available at the end of the semester to provide you with an opportunity to evaluate how this course is taught.

**6.0 Succeed at UNT**

UNT endeavors to offer you a high-quality education and to provide a supportive environment to help you learn and grown. And, as a faculty member, I am committed to helping you be successful as a student. Here's

how to succeed at UNT: Show up. Find Support. Get advised. Be prepared. Get involved. Stay focused.

To learn more about campus resources and information on how you can achieve success, go to <http://success.unt.edu/>.

## 7.0 Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university's policy in accordance with those mandates at the following link: <http://essc.unt.edu/registrar/ferpa.html>

### Grading Criteria:

Article abstract	50 pts
Exams (3)	150 pts
Book Review	100 pts
DRN	100 pts
Final	100 pts

Total points available = 500 points

### Grade Conversion:

450 points = A

400-449 points = B

448-350 points = C

349-300 points = D

< 300 points = F

***All written assignments will be assessed for grammar and spelling appropriate to an educator. (I AM PICKY ABOUT THIS!)***

*The instructor strongly suggests that you keep your textbook after the class is completed. You may need it in future classes, and you will certainly need it as a valuable resource during your teaching career.*

**Tentative Course Schedule EDSP 3210.001  
Educational Aspects of Exceptional Learners  
Fall Semester, 2014**

*(The instructor reserves the right to amend the following schedule, and/or required assignments during the course of the semester.)*

<b>Date:</b>	<b>Topics:</b>	<b>Readings:</b>
Aug. 25	Introduction to course	
Aug. 27	Exceptionality and Special Education History of IDEA and Disability Law	Chapter 1
Aug. 29	Exceptionality and Special Education History of IDEA and Disability Law	Chapter 1
Sept. 1	Labor Day	No class
Sept. 3	Integration, Inclusion and Support	Chapter 2
Sept. 5	Integration, Inclusion and Support	Chapter 2
Sept. 8	Multicultural and Bilingual Aspects	Chapter 3
Sept. 10	Multicultural and Bilingual Aspects	Chapter 3
Sept. 12	Parents and Families	Chapter 4
Sept. 15	Parents and Families	Chapter 4
Sept. 17	<b>Exam One (Chapters 1, 2, 3, and 4)</b>	
Sept. 19	Intellectual and Developmental Disabilities	Chapter 5
Sept. 22	Intellectual and Developmental Disabilities	Chapter 5
Sept. 24	Learning Disabilities	Chapter 6
Sept. 26	Learning Disabilities	Chapter 6
Sept. 29	Attention Deficit Hyperactivity Disorder	Chapter 7 <b>Article Abstract due</b>
Oct. 1	Attention Deficit Hyperactivity Disorder	Chapter 7
Oct. 3	Emotional/Behavioral Disorders	Chapter 8

Oct. 6	Emotional/Behavioral Disorders	Chapter 8
Oct. 8	<b>Exam Two (Chapters 5, 6, 7, and 8)</b>	
Oct. 10	The Autism Spectrum	Chapter 9
Oct. 13	The Autism Spectrum	Chapter 9
Oct. 15	Communication Disorders	Chapter 10
Oct. 17	Communication Disorders	Chapter 10
Oct. 20	Deaf students/ Hard of hearing	Chapter 11
		<b>Book Reviews due</b>
Oct. 22	(Dr. Estes is attending a conference.)	No class
Oct. 24		No class
Oct. 27	Deaf students/Hard of hearing	Chapter 11
Oct. 29	Blindness/Low Vision	Chapter 12
Oct. 31	Blindness/Low Vision	Chapter 12
Nov. 3	<b>Exam Three (Chapters 9, 10, 11 and 12)</b>	
Nov. 5	Low Incidence, Multiple and Severe Disabilities	Chapter 13
Nov. 7	Low Incidence, Multiple and Severe Disabilities	Chapter 13
Nov. 10	Physical Disabilities	Chapter 14
Nov. 12	Physical Disabilities	Chapter 14
Nov. 14	Students with Special Gifts	Chapter 15
Nov. 17	Students with Special Gifts	Chapter 15
Nov. 19	Co-Teaching	<b>DRN due</b>
Nov. 21	Guest speaker	
Nov. 24	Co-Teaching	
Nov. 26		No class...Holiday
Nov. 28		No class...Holiday

Dec. 1	Topic to be announced	
Dec. 3	Catch-up day	
Dec. 5		No class...Study day.
<b>Dec. 12</b>	Final Exam: <b>10:30 AM</b>	

## Appendix A

### Article Abstract:

Margins should be set at one inch all around. Single space your reference material, double space, indent, and complete the assignment in double space. For example:

Mathur, S. F., & Rutherford, R. B., Jr. (2009). Is social skills training effective for students with emotional or behavioral disorders? Research issues and needs. *Behavioral Disorders*, 22(1), 21-28.

This article asks if training in social skills is effective for children and youth with emotional/behavioral disorders. The following procedures were followed in conducting this study:

First,...

Articles should be no more than five years old (2009). Abstracts will, in most cases be 1 ½ to 2 pages long. APA requires that everything be double spaced. Refer to the APA manual (6<sup>th</sup> ed.) or the pocket handbook. In grading this assignment, I will look for the following:

#### Research article:

1. Reference in APA format
2. Problem (usually stated in question form)
3. Procedure or Method
4. Results
5. Implications for educators

## Appendix B

### Disability Resource Notebook (DRN)

Please select a disability of interest to you and organize a comprehensive resource notebook that may be used in your classroom. The DRN must cover a disability provided for in the *Individuals with Disabilities Education Improvement Act (IDEA-2004)*. For example, you may be interested in Cerebral Palsy, but that is not an IDEA-2004 category. In that case, you would choose “orthopedic impairment,” which is one of the 13 disability categories listed in the IDEA-2004, and you would include information related to students with cerebral palsy within your notebook. This notebook will serve as a resource to you, other school professionals, your students and their families. Your Disability Resource Notebook will include 5 sections; and some sections have three parts (e.g., Organizations and Services, Web Resources). The notebook should be submitted electronically and be organized in a useful manner. Organization is key! Each section must have an introductory page including all pertinent information within the section. Your DRN must include all the required information presented above as well as evidence that you have thoroughly examined the pertinent disability. Each section will include:

1. Fact Sheet - A one to two-page fact sheet that describes the disability. You may create your own or use one developed by professional organizations or other sources. Be sure to include citations/references if you are using one you did not create.

- a. One to two-page fact sheet that describes the disability
- b. Includes clear description of disability
- c. Includes characteristics of disability
- d. Include citations in APA format
- e. Is organized and easy to follow

2. Organizations and Services - Review organizations and services that benefit students with the disability you have chosen. Include (a) **5** local, (b) **5** state and (c) **5** national organizations that work on behalf of students with the disability and their families. All notebooks should include the Council for Exceptional Children ([www.cec.sped.org](http://www.cec.sped.org)), as well as Disability Rights Texas ([www.disabilityrightstx.org](http://www.disabilityrightstx.org)).

- a. Detailed description of **5** local organization(s)
- b. “Extra” information elaborating on local organization(s) (e.g., WebPages, pamphlets, brochures)
- c. Detailed description of **5** state organization(s)
- d. Extra information elaborating on state organization(s) (e.g., WebPages, pamphlets, brochures)
- e. Detailed description of **5** national organization(s)
- f. Extra information elaborating on national organization(s) (e.g., WebPages, pamphlets, brochures)
- g. Council for Exceptional Children ([www.cec.sped.org](http://www.cec.sped.org))
- h. Disability Rights Texas ([www.disabilityrightstx.org](http://www.disabilityrightstx.org))
- i. Is organized and easy to follow

3. Evidenced Based Teaching Practices - Provide detailed evidenced based teaching practices specific to students with the disability you have chosen. For students with learning disabilities, you

might investigate suggestions on the LD online web page [http://www.ldonline.org/ld/indepth/teaching techniques/strategies.html](http://www.ldonline.org/ld/indepth/teaching_techniques/strategies.html). A minimum of **five** evidenced based teaching practices are expected.

- a. Detailed teaching tips, minimum of **5**
- b. Include citations in APA format
- c. Organized and easy to follow

4. Assistive Technology - Include assistive technology that might be available to the group you have chosen. For example, students with learning disabilities or visual impairments might make use of an eReader. List the device/software, where it can be obtained, and cost. You may include other information that might be useful to you.

- a. Detailed assistive technology, minimum of **3**
- b. List the device/software, where it can be obtained, and cost
- c. Organized and easy to follow

5. Web Resources - Review the web and locate resources that benefit students with the disability you have chosen. Include a minimum of **five** resources with a brief synopsis for each of the following stakeholders: (a) **5** teachers, (b) **5** parents, and (c) **5** students.

- a. Detailed description of **5** web resources for teachers
- b. Extra information elaborating on web resources for teachers (e.g., WebPages)
- c. Detailed description of **5** web resources for parents
- d. Extra information elaborating on web resources for parents (e.g., WebPages)
- e. Detailed description of **5** web resources for students
- f. Extra information elaborating on web resources for students (e.g., WebPages)
- g. Organized and easy to follow

**CEC Standards Addressed in this assessment**— Includes select knowledge and skill sets such as CEC CC/IGC/IIC Standard 2 Development and Characteristics of Learners (CC2K2, IGC2K2, IGC2K3, IGC2K5, IIC2K2, IIC2K3, IIC2K4) and Standard 3 (ICC3K1) and Standard 6 (ICC6K4, ICC6K2) and Standard 9 (ICC9K1)

