Course Description: Referral, assessment and categorization of special populations including physical, cognitive and affective characteristics; cultural, ethnic, economic and linguistic differences; giftedness; special education and compensatory programs; awareness of legislative history that results in rights for special populations.

Learning Outcomes:
1. Define and identify individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.
2. Identify and explain the major pieces of legislation, judicial proceedings, political and sociocultural movements, and historical events that led to the creation of special education and disability awareness as it exists today and to the provision of services to individuals with disabilities across the life span.
3. Describe the rights and responsibilities of students, parents, teachers, and other professionals and schools related to exceptional learning needs.
4. Describe the educational implications of characteristics of various exceptionalities.
5. Describe the effects exceptional condition(s) can have on an individual’s life.
6. Identify barriers to accessibility and acceptance of individuals with disabilities.
7. Identify and explain the process for identifying students (ages birth-21 years) with disabilities, including the pre-referral and referral process.
8. Describe advantages and disadvantages of placement options and programs on the continuum of services for individuals with disabilities.
9. Practice within one’s skill limit and obtain assistance as needed.
10. Access information on exceptionalities.

Required Text/Resource Material

iClicker or iClicker 2
Participation/Quizzes: There will be in class quiz/participation opportunities through the presentation and answering of questions interactively using i-Clickers© throughout lecture
times. Video quizzes will be presented through *Blackboard Learn* for each video. (230 points - 15%)

**Midterm Exam:** The midterm exam will consist of 24 TExES-type questions related to content covered in the first half of the course. The exam will be taken on-line in designated computer labs and proctored by lab instructors. (24 points - 20%)

**Final Exam:** The final exam will consist of 48 TExES-type questions related to content covered throughout the course (i.e., it is comprehensive). The exam will be taken on-line in designated computer labs and proctored by the lab instructors. (48 points - 25%)

**Lab Activities:** Students will complete a variety of activities during Friday labs, including developing education plans, analyzing cases, modifying lessons, and presenting a group project. Each lab is worth 20 points. Please see Lab Details for greater description. (240 points - 30%)

**Professional Development:** Students will participate in professional development activities related to the education of individuals with exceptionalities. A reflection will be developed explaining how the professional development will impact practice. Please see Professional Development Expectations and Rubric. (20 points - 10%)

**Absence Policy:** Attendance in both class and lab is required. Each class will include work that contributes to your grade. A University-approved excuse is required to make-up missed assignments. Documentation of your University-approved excuse must be provided within two working days of your absence, according to University policy. Please see the link below for University Approved Excused Absences:

The following reasons are considered excused by Texas A&M University (Section 7.1 from student rules [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07))

**Missed Work:** If an absence is excused, the instructor will either provide the student an opportunity to make up any quiz, exam or other work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence. It is the student’s responsibility to make arrangements to make up work; please contact your lab instructor to schedule make-up work.

**Course Grades**
Grades will be assigned as follows: 90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, 0-59 = F.

**Extra credit will NOT be provided or considered under any circumstance during the semester.**

**Technology**
Technology can be difficult, allow yourself and your group plenty of time to turn in assignments. Please call or email the Technology Help Desk for technological difficulties 979-845-8300 or helpdesk@tamu.edu.
Students with Special Needs
The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room B118 of Cain Hall or call 845-1637.

Professional Behavior Expectations
Professional behavior is an essential skill for educators and crucial for success during both coursework and field work in the Special Education program. In order to prepare you for your professional career, the Special Education Program faculty expects the following professional behaviors to be displayed: giving maximum effort; actively participating/taking initiative; displaying a respectful attitude in all settings and to all people; using electronic devices appropriately; using effective, appropriate, timely and, courteous communication to your peers, the TAMU faculty, guest speakers, school personnel, and students with whom you work; and ensuring confidentiality. In the event professional behavior is not exhibited, it is at the discretion of the TAMU faculty member how violations are handled. Consequences include but are not limited to redirection, confrontation, Growth/Probation plan, appearing before the Undergraduate Committee, and/or dismissal from the Special Education Program.

Statement Regarding Class Handouts
The handouts used in this course are copyrighted. "Handouts" include all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts without expressly granted permission.

As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst
academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

If you have any questions regarding plagiarism, please consult the latest issue of the *Texas A&M University Student Rules*, under the section "Scholastic Dishonesty."

**Aggie Honor Code**

"An Aggie does not lie, cheat, or steal or tolerate those who do."

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information please visit [http://aggiehonor.tamu.edu/](http://aggiehonor.tamu.edu/). On course work, assignments, and examinations at Texas A&M University, you may be asked to sign the following Honor Pledge: "On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."
<table>
<thead>
<tr>
<th>Date</th>
<th>Assigned Readings</th>
<th>Monday Class</th>
<th>Wednesday Class</th>
<th>Friday Lab Activity</th>
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<tbody>
<tr>
<td>Week 1 8/26</td>
<td>Ch 1 Overview of Today's Special Education</td>
<td>Introduction and Review of Syllabus and class expectations</td>
<td>Class Discussion of Today's Special Education</td>
<td>Introduction Assignment of Projects Comparison of SPED laws NCLB &amp; ESEA</td>
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<tr>
<td>Week 2 9/2</td>
<td>Ch 2 Ensuring Progress in Gen.Ed Curriculum UDL &amp; Inclusion</td>
<td>MLK Holiday - no class</td>
<td>Class Discussion of UDL &amp; Inclusion</td>
<td>Identification of IEP components Development of IEP's for students with disabilities</td>
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<tr>
<td>Week 3 9/9</td>
<td>Ch 3 Today's Multicultural, Bilingual, and Diverse Schools</td>
<td>Class Discussion of Multiculturalism, Bilingualism, and Diversity in Schools</td>
<td>Disproportionality and cultural differences in Special Education Discussion</td>
<td>Ecological activity to framework cultural values</td>
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<tr>
<td>Week 4 9/16</td>
<td>Ch 4 Today's Families and Their Partnerships with Professionals</td>
<td>Class Discussion of Today's Families</td>
<td>Guest Speakers: General Education Teachers</td>
<td>Encouraging and supporting parent involvement and communication in ARD meetings</td>
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<tr>
<td>Week 5 9/23</td>
<td>Ch 5 Understanding Students with Learning Disabilities Watch film: <em>How Difficult Can this Be?</em> (media matrix)</td>
<td>Class Discussion of Learning Disabilities</td>
<td>Discussion of Dyslexia and activity</td>
<td>Using RTI framework to evaluate student scenarios.</td>
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<tr>
<td>Week 6 9/30</td>
<td>Ch 7 Understanding students with Emotional or Behavioral Disorders</td>
<td>Class Discussion of EBD</td>
<td>Guest Speaker: Scalling Behavioral Goals</td>
<td>Complete module on PBIS and develop a behavior intervention plan over assigned scenario</td>
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<tr>
<td>Week 7 10/7</td>
<td>Ch 9 Understanding Students with Intellectual Disabilities Watch film: <em>Unforgotten</em> (media matrix)</td>
<td>Class Discussion of Intellectual Disabilities Video Quiz to be completed by Midnight</td>
<td>Discussion and activity on modifying assessments for children with intellectual disabilities</td>
<td>Person Centered Planning activity</td>
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<tr>
<td>Week 8 10/14</td>
<td>Ch 8 Understanding Students with ADHD</td>
<td>ADHD and Section 504</td>
<td>Jigsaw activity: ADHD</td>
<td>Midterm Exam (taken in computer labs, locations TBA)</td>
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<tr>
<td>Week 9 10/21</td>
<td>Ch 11 Understanding Students with Autism</td>
<td>Class Discussion on Autism</td>
<td>Guest Speaker: Teacher for students with autism in self-contained classrooms</td>
<td>Modify Lessons to address needs of students with autism</td>
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<td>Date</td>
<td>Readings</td>
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<tr>
<td>Week 10</td>
<td><strong>Ch 6 &amp; 14 Understanding Students with Communication Disorders and Hearing Loss</strong></td>
<td>Class Discussion on Communication Disorders and Hearing Loss</td>
<td>Guest speaker: Deaf culture</td>
<td>Create a social story</td>
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<td>10/28</td>
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<tr>
<td>Week 11</td>
<td><strong>Ch 10 &amp; 12 Understanding Students with Multiple and Physical Disabilities</strong></td>
<td>Class Discussion on Multiple and Physical Disabilities</td>
<td>Articles discussing quality of life, self-determination, and transition</td>
<td>GROUP PRESENTATIONS A, B, C</td>
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<tr>
<td>Week 12</td>
<td><strong>Ch 13 Understanding Students with Traumatic Brain Injury</strong></td>
<td>Class Discussion on Traumatic Brain Injuries</td>
<td>Guest speaker: Living with a Traumatic Brain Injury</td>
<td>GROUP PRESENTATIONS D, E</td>
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<tr>
<td>Week 13</td>
<td><strong>Ch 16 Understanding Students who are Gifted</strong></td>
<td>Class Discussion on children who are Gifted</td>
<td>Gifted learning models to evaluate lesson plans</td>
<td>Modification of Lessons to address needs of gifted and talented students</td>
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<tr>
<td>Week 14</td>
<td><strong>Ch 15 Understanding Students with Visual Impairments</strong> Watch film: <em>Eyes of Me</em> (media matrix) PROFESSIONAL DEVELOPMENT DUE!</td>
<td>Class Discussion on Visual Impairments Video Quiz to be completed by Midnight</td>
<td>No Class - Thanksgiving Holiday</td>
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<td>11/25</td>
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<tr>
<td>Week 15</td>
<td><strong>Inclusion Debate</strong></td>
<td>(Monday is redefined Friday) <strong>ATTEND FRIDAY LAB TIME for last day of class.</strong></td>
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<tr>
<td>Tuesday</td>
<td><strong>Final Exam at ASSIGNED LOCATIONS (to be announced)</strong></td>
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<td>12/6-10</td>
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*The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.*
INST 210 Lab Activities

Chapter 1 Lab: Legislation

1) Review text information about the IDEA principles (p. 11) and the ESEA (p. 19).
2) Review websites provided in Chapter 1 learning module related to legislation.
3) In your group, create a document that includes the following:
   i) How do IDEA and ESEA align to address the principle of accountability?
   ii) What is meant by the principle of scientifically-based intervention under ESEA and IDEA?
   iii) Both IDEA and ESEA address parent participation and choice. How does each law address this?
   iv) Explain and analyze the four goals/outcomes for students with disabilities as set by congress in these laws.
   v) Complete a table (3 columns) that synthesizes the differences/similarities between ESEA and IDEA (IDEA only, IDEA and ESEA, ESEA only).
4) Answer the following questions in a summary statement:
   (1) What is the purpose of this activity?
   (2) Does knowledge of these laws and others discussed in your text increase your awareness of students/adults with disabilities?
   (3) In future employment opportunities, why would it be important to know about these laws and people diagnosed with disabilities?
5) Provide a description of each group member's participation in this lab activity. Students with limited participation will not receive full credit for the lab.

Chapter 2 Lab: Inclusion

1) Review the components of an IEP (p. 43, Figure 2.5) and resource documents/websites provided in the Chapter 2 learning module.
2) As a group, complete the following:
   a) Create goals and objectives for each of the two scenarios provided (see Chapter 2 Lab Scenarios).
   b) Answer the following questions in a summary statement:
      i) What is the purpose of this activity?
      ii) How did this activity help increase your awareness of students with disabilities and their needs in educational settings?
      iii) How do characteristics of the two students differ when considering placement and development of instructional goals?
      iv) What other considerations could be made for both students to enhance instruction and learning?
   c) Provide a description of each group member's participation in this lab activity. Students with limited participation will not receive full credit for the lab.
Chapter 3 Lab: Ecological Layers

1) Review information about ecological layers in the text (pp. 69-71; Figure 3.5; Box 3.6).
2) Review the scenario assigned to your group (See Chapter 3 scenarios).
3) As a group submit a document that includes the following:
   a) An ecological analysis of your group's scenario.
   b) The answer to the specific question assigned to your group scenario.
   c) Answers to the following questions:
      i) What is the purpose of this activity?
      ii) How does knowledge of diverse populations and of the ecological layers discussed in your test increase your awareness of students/adults with disabilities?
      iii) In future employment situations, why would it be important to know about these diverse populations with disabilities?
   d) Provide a description of each group member's participation in this lab activity.
      Students with limited participation will not receive full credit for the lab.

Chapter 4 Lab: Family Partnerships

1) Review the articles in the Chapter 4 Learning Module and Figures 4.2 (p. 85) and 4.4 (p. 90) in your text. You may divide the articles among group members to read.
2) Come to lab prepared with a summary of main points related to parent partnerships from the readings.
3) As a group, create a document that includes the following:
   a) Determine the main implications for teachers for encouraging partnerships from the articles and list those.
   b) Provide strategies to support families' quality of life in each of the domains listed in Figure 4.2, using documentation from the articles.
   c) Provide strategies to create effective partnerships with families related to the principles listed in Figure 4.4 using documentation from the articles.
   d) Answer the following questions:
      i) What is the purpose of this activity?
      ii) How does what you learned through discussing with your group impact how you will work with families when you are a teacher?
      iii) Discuss the benefits of having partnerships with your students' families.
   e) Provide a description of each group member's participation in this lab activity.
      Students with limited participation will not receive full credit.

Chapter 5 Lab: Learning Disabilities

1) Read the assigned scenario for your group and review Chapter 5.
2) As a group, create a document that includes the following:
a) Answers to the questions included in your scenario.
b) Responses to the following:
   i) What is the purpose of this activity?
   ii) How do we determine appropriate services for students with disabilities?
   iii) How does this procedure change after graduating from high school?
   iv) What is the importance of teaching students with learning disabilities self-determination strategies?
c) Provide a description of each group member’s participation in this lab activity. Students with limited participation will not receive full credit for the lab.

Chapter 7 Lab: Emotional/Behavior Disorders

1) Read your assigned scenario (Iris Center Case Study Unit) and review Chapter 7.
2) As a group, create a document that includes the following:
   a) The assignment associated with your scenario in the Case Study Unit (see bottom of page).
   b) Create a Behavior Intervention Plan for each scenario.
   c) Answer the following questions:
      i) What is the purpose of this activity?
      ii) How does knowledge of emotional and behavior disorders increase your awareness of students/adults with disabilities?
      iii) In future employment situations, why would it be important to know about emotional and behavior disorders?
   d) Provide a description of each group member’s participation in this lab activity. Students with limited participation will not receive full credit for the lab.

Chapter 9 Lab: Intellectual Disabilities

1) Read your assigned case study and review Chapter 9.
2) As a group, complete a wiki page that includes the following:
   a) Completed Person Centered Planning (PCP) frames for your case study student (see PCP forms).
   b) Completed action plan provided within the PCP frames.
   c) Answer the following questions:
      i) What is the purpose of this activity?
      ii) What findings or goals did your group create for the assigned scenario?
      iii) What conclusions can your group make from the Person Centered Planning process and the developed goals?
      iv) How do you think you will be able to apply the PCP process in your classroom as a future general or special educator?
3) Name your page by chapter, topic, section, and group (e.g., Chapter 9 PCP - 501B)
4) After your page is complete, post a detailed description of each group member’s contribution (use first and last names) to the lab at the bottom of your page.
Chapter 11 Lab: Autism

1) Read assigned articles and student scenarios and review Chapter 11.
2) As a group, complete a document that includes the following:
   a) Complete questions pertaining to the assigned student and lesson plan
      (strengths, limitations, potential activities, accommodations, modifications, assistive technology).
      i) Name 5 strengths of the lesson plan.
      ii) Name 5 limitations of the lesson plan.
      iii) Name 4 activities the student may have problems completing within the activity.
      iv) What are some accommodations the student could use for the activity?
      v) What are some modifications for this activity?
      vi) What are the assistive technology devices that would be appropriate to use for this activity?
   b) Answer the following questions in a summary statement:
      i) What is the purpose of this activity?
      ii) What is the difference between an accommodation, a modification, and an AT device?
      iii) What conclusions can your group make about the characteristics of students with autism and involving students with autism in classroom activities?
   c) Provide a description of each group member's participation in this lab activity.
      Students with limited participation will not receive full credit for the lab.

Ch 14/6 Lab: Social Stories

1) Read your assigned social story scenario and review Chapters 6 and 14.
2) Review the document How to Write a Social Story.
3) As a group, complete the following:
   a) Completed social story for your group's assigned scenario.
      i) Answer the following questions in a summary statement:
      ii) What is the purpose of this activity?
      iii) What findings or goals did your group create for the assigned scenario?
      iv) What conclusions can your group make from creating a social story for your assigned scenario?
      v) How did this activity increase your awareness of the difficulties deaf and hard of hearing people may experience?
   b) Provide a description of each group member's participation in this lab activity.
      Students with limited participation will not receive full credit for the lab.
Chapter 16 Lab: Giftedness

1) Read the lesson plan assigned for your group and review Box 16.3 on page 381 of your text, related to differentiated instruction.

2) As a group, complete a document that includes the following:
   a) Redesign of your assigned lesson by application of the autonomous learning model (Box 16.5, p. 383) to your lesson plan (i.e., adapt the lesson to address each of these 5 considerations.
   b) A list of five characteristics of GT students and five limitations that you need to consider when planning a lesson.
   c) A description of how you would differentiate instructions to the lesson that would effectively and meaningfully engage your students who are GT.
   d) An explanation of how the extensions you develop will challenge the students who are GT.
   e) A description of assistive technology devices, accommodations, and/or modifications that could provide to support to GT students with limitations (i.e., twice exceptional).
   f) Answer the following questions in a summary statement:
      i) What is the purpose of this activity?
      ii) Why is it important to consider GT student characteristics when developing lesson differentiation?
      iii) What conclusions can your group make about the importance of extending or enriching learning for GT students?
      iv) How did this activity help you better understand children and adults with gifted abilities?
   g) Provide a description of each group member’s participation in this lab activity. Students with limited participation will not receive full credit for the lab.

Group Presentation

1. Research your group’s assigned disability
2. Identify the following (Information in A-F should be completed for Outline):

   a. **Prevalence** - Definition, Characteristics, and Prevalence (boys vs girls, age, graduation, go on to work, go on to college, etc.)
   b. **Eligibility and disability criteria through IDEA**
   c. **Eligibility criteria through 504** (if services through IDEA were not needed)
   d. **Researched Based/Evidenced Based Interventions**
   e. **Resources** which provide evidence based interventions. (websites, books, Journals such as Journal of Applied Behavior Analysis, CEC, etc.) Google Scholar can be very helpful
   f. **Resources for parents** (Check book for resources to get you started also look back at the Power Points)
3. Create a PowerPoint presentation as a group to share during your assigned lab time. Each team member will need to present during the presentation. Keep presentations 10-15 minutes long. Include 3 questions for the class to answer.

4. Include no more than 10 slides
   A. Description & definition of the disability
   B. Prevalence rates
   C. Services provided through IDEA & Section 504 such as common accommodations and modifications
   D. Research based/evidence based interventions with relevant examples

5. Develop a reader-friendly handout which gives an overview of the assigned disability and where to find resources on evidence-based interventions will be provided to your lab section. Handouts should give each lab section a quick reference sheet of the assigned disability and where to find information on evidence based interventions and treatments. (A-F above)

Inclusion Debate Guidelines

Prior to class

Read the following articles (at least one person in each group should read one article and make notes regarding points related to inclusion practices):


In-class Preparation (5 minutes)

Teams A, C, and E will brainstorm arguments supporting inclusion. Teams B, D, and F will brainstorm arguments against inclusion.
While each team is presenting, teams that will follow in subsequent rounds should be taking notes to develop rebuttals to arguments previous teams have made.

**Round 1:** Make logical points for your side of the argument

1. Team A - 3 minutes to present argument FOR inclusion
2. Team B - 3 minutes to present argument AGAINST inclusion

**Round 2:** Make counterpoints for each argument posed in the first round.

1. Team C - 3 minutes to present argument FOR inclusion
2. Team D - 3 minutes to present argument AGAINST inclusion

**Round 3:** Restate the strongest points and make a concluding statement.

1. Team E - 3 minutes to summarize "for" and "against" arguments and determine the winning argument; provide justification.

**Discussion**

1. What were the most convincing points on the FOR inclusion side?
2. What were the most convincing points on the AGAINST inclusion side?
3. What were the weakest points on either side?