

# SED 482: Teaching Exceptional Students in Secondary Education Classrooms

Tuesdays, 5:00-7:30 pm, Davis Hall Rm 222

Section 02, 3 credit hours

## SOUTHERN CONNECTICUT STATE UNIVERSITY

Course Syllabus

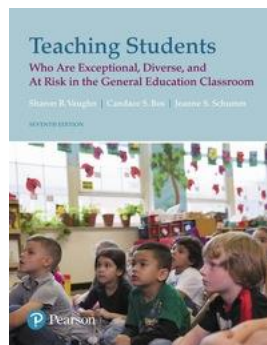
Fall 2018

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Instructor	Office	Communications	Office Hours
Jessica Monahan	Davis Hall, room 210G	<a href="mailto:monahanj5@southernct.edu">monahanj5@southernct.edu</a> 203-392-5933 twitter: @jess_monahan912 skype: Jessica.monahan929	Tuesdays & Thursdays  12:30-3:00 pm

### Required Course Materials:

Vaughn, S. R., Bos, C. S. & Schumm, J. S. (2018). Teaching students who are exceptional, diverse and at risk in the general education classroom. (7<sup>th</sup> Ed.) New York: Pearson.



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### ***Students with Disabilities***

Southern Connecticut State University provides reasonable accommodations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, for students with documented disabilities on an individualized basis. If you are a student with a documented disability, the University's [Disability Resource Center \(DRC\)](#) can work with you to determine appropriate accommodations. Before you receive accommodations in this class, you will need to make an appointment with the DRC, which is located at EN C-105A. To discuss your approved accommodations or other concerns, such as medical emergencies or arrangements in case the building must be evacuated, please make an appointment to meet with the course instructor as soon as possible. You may also reach the DRC at (203) 392-6828 or [drc@southernct.edu](mailto:drc@southernct.edu).

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**Course Description:**

Acquaint regular educators with the characteristics and needs of exceptional students. Introduce methods for identifying, planning for and working effectively with exceptional students. Grades K-12 are covered with an emphasis on the secondary classroom. Prerequisite: not open to freshmen.

**Course Rationale:**

In recognition that most students with special needs are included in the mainstream of education, the state of Connecticut mandates that all personnel working in a school take at least one class in special education. *This course fulfills that requirement.*

**Course Contribution:**

This course offers teachers in training the opportunity to learn about the growth and development of exceptional students (students with disabilities and gifted and talented). Students will learn methods for identifying specific needs, strategies related to modifying content, provide accommodations, and differentiate instruction for exceptional students in the general education setting.

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**Learner Outcomes**

Upon completion of SED 225, the student will demonstrate an understanding of:

1. the rationale for the inclusion of students with disabilities into general education setting (INSTAC: 1, 2, 9, 10; CT Common Core: 1.1, 1.2, 1.3, 2.3; NAEYC: 1, 4, 5; CEC: 1, 8).
2. the collaborative roles of the parents and the various professionals involved in providing an appropriate education for individuals with exceptionalities (INSTAC: 2, 3, 4, 6, 7, 9, 10; CT Common Core: 1.3, 1.6, 2.4, 3.1; NAEYC: 1, 2, 3, 5; CEC: 7, 8)
3. the federal and state policies and practices pertaining to the identification and servicing of students in each of the IDEA categories as well as those identified as gifted and talented (INSTAC: 1, 2; CEC: 1,3; CT Common Core: 1.1, 1.4).
4. the educational characteristics and needs of students in the various special education categories of IDEIA and those identified as gifted and talented (INSTAC: 1, 2; CEC: 2; CT Common Core: 1.1, 1.2, & 1.6)
5. the instructional modifications, adaptations, and accommodations appropriate for each of the disability categories identified through IDEIA and those for serving the gifted and talented (INSTAC: 3, 4, 5, 6, 8; CT Common Core: 1.2, 1.4, 1.5, 1.6,2.1, 2.2,2.6, 2.7, 3.2).

**Standards Guidelines**

<p><b>INTASC [Interstate New Teachers' Assessment &amp; Support Consortium]</b></p> <p>As it relates to SCSU's Conceptual Framework – "CALL"</p> <p><b>C – Collaborating within and across diverse contexts</b>                  2. Learning differences                  3. Learning environments</p> <p><b>A – Applying skills to impact learning and development</b>                  1. Learner development                  4. Content knowledge                  5. Application of content                  6. Assessment                  7. Planning for instruction                  8. Instructional strategies</p> <p><b>L – Leading for excellence</b>                  10. Leadership and collaboration</p> <p><b>L – Learning through inquiry, experience, and reflection</b>                  9. Professional learning and ethical practice</p>	<p><b>CEC STANDARDS Individualized General Curriculum Referenced Standards</b></p> <ol style="list-style-type: none"> <li>1. Philosophical, Historical, and Legal Foundations of Special Education</li> <li>2. Characteristics of Learners</li> <li>3. Assessment, Diagnosis, &amp; Evaluation</li> <li>4. Instructional Content &amp; Practice</li> <li>5. Planning and Managing the Teaching and Learning Environment</li> <li>6. Managing Student Behavior and Social Interaction Skills</li> <li>7. Communication and Collaborative Partnerships</li> <li>8. Professionalism and Ethical Practices</li> </ol>	<p><b>CCCT {CONNECTICUT COMMON CORE OF TEACHING}</b></p> <p><u>DEMONSTRATIONS OF KNOWLEDGE:</u>                  1.1 understanding of student learning &amp; development                  1.2 understanding of need for different learning approaches                  1.3 proficiency in reading, writing and mathematics                  1.4 understanding of central concepts &amp; skills, tools of inquiry and structures of discipline(s)                  1.5 knowledge of how to design and deliver instruction                  1.6 recognition of need to vary instructional methods</p> <p><u>APPLICATION OF KNOWLEDGE:</u>                  2.1 instructional planning based upon knowledge of subject, students, curriculum &amp; community                  2.2 selection and/or creation of learning tasks that make subject meaningful for students                  2.3 establishment and maintenance of appropriate behavior standards and creation of positive learning environment                  2.4 creation of instructional opportunities supporting students' academic, social and personal development                  2.5 use of verbal, nonverbal and media communication fostering individual and collaborative inquiry                  2.6 employment of various instructional strategies in support of critical thinking, problem solving and skills demonstration                  2.7 use of various assessment techniques to evaluate student learning &amp; modify instruction</p> <p><u>DEMONSTRATION OF PROFESSIONAL RESPONSIBILITY:</u>                  3.1 professional conduct in accordance with the Code of Professional Responsibilities for Teachers                  3.2 shared responsibility for student achievement and well-being                  3.3 continuous self-evaluation regarding choices &amp; actions on students and school community                  3.4 commitment to professional growth                  3.5 leadership in the school community                  3.6 demonstration of a commitment to students and a passion for improving the profession</p>
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## Course Expectations

### 1. Be responsible

- a. Maintain academic integrity and follow all codes of academic conduct outlined by the university.
- b. Reference the syllabus frequently, and be aware of assignment due dates, as there may not always be reminders in class.

### 2. Be respectful

- a. Phones must remain on silent and out of view unless discussed with professor prior to class. Repeated abuse of this policy will result in removal from the course
- b. Activity on electronic devices (laptops, tablets, etc.) should be strictly related to class content.
- c. Engage in group discussion and debate tactfully, without degrading classmates' opinions and philosophies.
- d. Actively participate in class discussions and give classmates and instructor your attention when they are speaking or presenting.
- e. Maintain professionalism while at sites for field work. Remember, you are representing Southern Connecticut State University.
- f. If you are feeling ill, please let the instructor know and do not come to class if you are contagious or will need to be sleeping.

### 3. Be prepared

- a. Read all assignments prior to coming to class.
- b. Check Blackboard and your SCUS email for announcements regarding course assignments, class times, etc.
- c. Complete all assignments in and out of class by their due dates and discuss any potential issues on assignments with instructor prior to their due dates.

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**Course Assignments:** *Please proofread your written assignment prior to submission.* Written assignments are expected to be scholarly and submitted on time into Blackboard. Points will be deducted if assignment contains numerous writing errors and/or is submitted after posted due date.

- ✓ **Course Participation; 15 points (1 pt/week) & One Note set up (1 pt)**
  - Allows for two absences without a make-up.
- ✓ **Assignment 1: Online Discussion Post & Follow up, 10 pts, due 9/3/18 & 9/24/18:** Students will read and respond to a discussion board post and respond to at least two peers. Assignment 1a will require students to read “Belonging as a Guiding Principle in the Education of Adolescents” by 9/3 and Assignment 1b will require students to respond to an activity by 9/24.
- ✓ **Assignment 2: Teacher Interview Reflection Paper, 10pts, due 10/9/18:** Student will find and interview an experienced high school regular education teacher and record answers to the questions provided. Following the interview, each student will write a one-page reflection paper (typed, single-spaced, 12 pt, TNR) that tells what s/he learned from his/her interview experience.

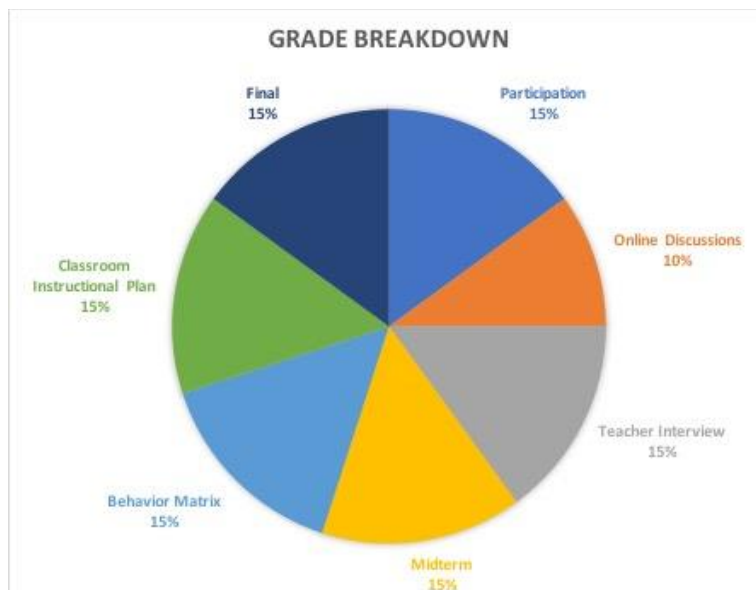
- ✓ **Assignment 3: Behavior Matrix, 15 pts, due 11/6/18:** Using the rubric and template provided, students will create a behavior matrix that can be used in the secondary general education setting. Students will also provide a one-page explanation of the setting and rationale for the settings chosen. Rubric will be provided.
- ✓ **Assignment 4: Classroom Instructional Plan, 15pts, due 12/6/18:** Using professional sources and a template provided by the instructor, students will develop and type a 7-page classroom instruction plan for teaching students with disabilities that includes: (1) three graphic organizers (one page each), (2) a brief statement for each graphic organizer (one paragraph each), that explains why each one was chosen and its relative value for helping students with disabilities, and (3) an explanation of three research-based instructional strategies which may be utilized to help struggling students and students with disabilities understand new educational material, and thus, achieve learning objectives. **Be sure to cite all sources appropriately, using APA style.**
- ✓ **Midterm Exam; 15 points, online by 10/22/18**
- ✓ **Final Exam; 15 points, TBD**

**Total Points Possible: 100**

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### Grades & Grading Policy

Final grades will be calculated by obtaining a percentage of points earned in relation to the total points possible. Late assignments will lose 2 points each day. If the assignment has not been handed in two weeks after the due date, the assignment will receive a grade of zero. All extension requests must be submitted via the link below. Extension requests must be made **FIVE** calendar days before the due date in One Note. Once I have received a request, I will connect via email with a response.



<b>Grade Determination</b>	<b>Points</b>	<b>Due Date</b>
Participation	15 points	--
Online Discussions	10 points	September 3 & 24, 2018
Teacher Interview	15 points	October 9, 2018
Midterm Exam	15 points	due by October 22, 2018
Behavior Matrix	15 points	November 6, 2018
Classroom Instructional Plan	15 points	Day of final exam
Final Exam	15 points	TBD
Total possible points	100 points possible	
A+ = 98 – 100 %	A = 93 – 97 %	A- = 90 – 92 %
B+ = 88 – 89 %	B = 83 – 87 %	B- = 80 – 82 %
C+ = 78 – 79 %	C = 73 – 77 %	C- = 70 – 72 %
D+ = 68 – 69 %	D = 63 – 67 %	D- = 60 – 62 %

**Course Calendar** \*subject to change given the interests and needs of the class\*

Week	Date	Topic	Reading & Assignments Due on Class Date
1	8.28	Introduction, course overview, overview of assignments, One Note, History of Special Education	
2	9.4	Belonging: Foundations of Special Education, Legislation, and IEP  Review Assignment 2	<b>Online Reading:</b> Belonging as a Guiding Principle <b>Online Reading:</b> A Parent's Guide to Special Education in CT (skim it) <b>Text Reading:</b> Chapter 1  <b>Online Assignment:</b> Assignment 1a due by 9/3/18
3	9.11	Response to Intervention and Multitiered Systems of Support	<b>Online Activity:</b> IRIS module: <a href="https://iris.peabody.vanderbilt.edu/module/rti01/#content">https://iris.peabody.vanderbilt.edu/module/rti01/#content</a>  <b>Text Reading:</b> Chapter 2
4	9.18	Communicating and Collaborating with Other Professionals and Families	<b>Text Reading:</b> Chapter 3  <b>Suggested due date:</b> Have an interview with a general education teacher scheduled
5	9.25	Multicultural, Bilingual, and Diverse Schools	<b>Text Reading:</b> Chapter 4  <b>Online Assignment:</b> Assignment 1b due by 9/24/18
6	10.2	Promoting Social Acceptance and Managing Student Behavior  Review Assignment 3	<b>Text Reading:</b> Chapter 5
7	10.9	Learning Disabilities and ADHD  Review for midterm	<b>Text Reading:</b> Chapter 6  <b>Assignment 2 due</b>
8	10.16	Reading Day	<b>Midterm due online by 10.22</b>
9	10.23	Communication Disorders	<b>Text Reading:</b> Chapter 7  <b>Online Videos:</b>  - Stuttering, Straight Talk for Teachers  <a href="http://www.stutteringhelp.org/content/stuttering-straight-talk-teachers">http://www.stutteringhelp.org/content/stuttering-straight-talk-teachers</a>

			<p>Expressive Language Disorder</p> <p><a href="https://www.youtube.com/watch?v=BnRNeDtme0g">https://www.youtube.com/watch?v=BnRNeDtme0g</a></p> <p><b>Online Readings:</b></p> <p>23 Ways to Communicate with a Non-Verbal Child – from parents:  <a href="http://www.friendshipcircle.org/blog/2013/04/16/23-ways-to-communicate-with-a-non-verbal-child/">http://www.friendshipcircle.org/blog/2013/04/16/23-ways-to-communicate-with-a-non-verbal-child/</a></p> <p>An Invisible Disability: Language disorders in high school students  <a href="http://speech-language-therapy.com/pdf/aPatchellHand1993.pdf">http://speech-language-therapy.com/pdf/aPatchellHand1993.pdf</a></p>
10	10.30	Students with Emotional or Behavioral Disorders	<b>Text Reading:</b> Chapter 8
11	11.6	Autism Spectrum Disorders	<p><b>Text Reading:</b> Chapter 9</p> <p><b>Watch:</b>  Understanding Autism (stop at 5 minutes)  <a href="http://www.youtube.com/watch?v=4yAAOI6JUsM">http://www.youtube.com/watch?v=4yAAOI6JUsM</a></p> <p>Anxiety in School  <a href="https://www.youtube.com/watch?v=riS53sCbLfo">https://www.youtube.com/watch?v=riS53sCbLfo</a></p> <p>Temple Grandin  <a href="https://www.youtube.com/watch?v=bnI_Y8PyTHM">https://www.youtube.com/watch?v=bnI_Y8PyTHM</a></p> <p>John Elder Robison Interview on Today  <a href="https://www.youtube.com/watch?v=SwzfgNWmR6E">https://www.youtube.com/watch?v=SwzfgNWmR6E</a></p> <p><b>Assignment 3 due</b></p>
12	11.13	Intellectual and Developmental Disabilities	<b>Text Reading:</b> Chapter 10
13	11.20	Lower Incidence Disabilities & Gifted and Talented	<b>Text Reading:</b> Chapter 11
14	11.27	Promoting Content Learning Through the Teaching and Learning Connection	<b>Text Reading:</b> Chapter 13
15	12.4	Differentiating Instruction and Assessment	<b>Text Reading:</b> Chapters 12
		Final Exam Review	
		Final Exam	<b>Assignment 4 due</b>



<b>Student Learning Activity</b>	<b>Weekly Hours Spent Toward Course</b>	<b>Total Hours Spent Toward Course per Semester</b>	<b>Credits Earned</b>
<i>Contact Hours</i>	2.5	37.5	
<i>Readings</i>	2	30	
<i>Assignment 1</i>	--	3	
<i>Assignment 2</i>	--	4	
<i>Assignment 4</i>	--	4	
<i>Exams (2)</i>	1 ME/FE	20	
<b>Total Hours</b>	Minimum 5.5	98.5	3