Welcome to a journey of discovery this trimester. It is my honor to be your guide as we explore the world of exceptional learners and discover techniques to ensure their success.

Course Description
In this course we explore multiple major theories of typical cognitive and affective development, and their concomitant approaches to understanding and managing neurodiversity in the inclusive classroom. The focus is on integrating across theoretical frameworks in order to maximize classroom support and minimize the need for individual differentiation for students struggling with physical, academic or emotional challenges, such as learning disabilities, emotional disability, attention deficit disorder, and autism spectrum disorder. Theoretical concepts are introduced in both readings and lecture. Students will also be introduced to Special Education Law and various IDEA disabilities to intertwine theory with practical application to prepare for diverse learners in the classroom.

We will approach this class from a variety of perspectives. As with all teaching, we must always understand the needs of the students in our class. We will probe your individual philosophy and expand your repertoire for educating students with disabilities in a general education setting.

Course Objectives Students will demonstrate the ability to:
1. Compare and contrast theories of atypical cognitive and affective development as they apply to the identification, understanding and management of language, learning, behavioral and physiological disabilities in diverse learners.
2. Assess the impact that disabilities have on cognitive, physical, emotional, social and communication development of an individual and provides opportunities that support the intellectual, social and personal development of all students.
3. Analyze multiple approaches to assessment, accommodation and intervention in childhood exceptionalities, including current laws, regulations, and educational practices.
4. Assess the efficacy, maintenance and generalization of intervention techniques across functional environments.
5. Explain how students differ in their approaches to learning and how to create instructional opportunities that are adapted to diverse learners.
6. Plan and design instruction based on knowledge of discipline, students, community and curriculum goal.
7. Adapt expectations, classroom environments and curricula to meet the needs of diverse learners.
8. Raise the self-awareness and strategic functioning of exceptional children to help them manage their own learning and behavior at home, school and work.
9. Collaborate and conference with schools and families to advocate for appropriate goals, accommodations, interventions, and transitions for children, emphasizing respect for individual
differences and cultural diversity.

Northwestern Teacher Education Conceptual Framework

Mission
Our mission is to prepare knowledgeable, reflective and innovative teachers who will lead and inspire students.

Vision
The Teacher Education Program at Northwestern University is guided by a conceptual framework for teacher education, organized around a vision of learning, learners and teaching. The conceptual framework focuses on

A vision of learning that includes:
1.1. how students come to understand and think about subject matter;
1.2. an emphasis on inquiry and reflection;
1.3. the importance of collaboration and social interaction; and
1.4. experiential activities that are relevant and engaging.

A vision of learners that includes:
2.1. the belief that every person is capable of learning;
2.2. that development is shaped by social contexts; and
2.3. equitable experiences for all.

A vision of teaching that includes:
3.1. connecting theory and practice;
3.2. inquiry, reflection, collaboration, and innovation;
3.3. creating a climate of learning for all students; and
3.4. acting professionally, responsibly, and ethically.

Dispositions
Dispositions are habits of professional action and moral commitment to teaching. The program will help candidates acquire the following dispositions to the level of proficiency:

- reflect on one’s own practice and make changes as appropriate
- support students as individuals
- collaborate with all stakeholders
- engage all students
- incorporate innovations in teaching, including the use of new technologies
- conduct oneself professionally, responsibly and ethically

ILLINOIS PROFESSIONAL TEACHING STANDARDS (2013)
Standard 1 - Teaching Diverse Students – The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.

Standard 2 - Content Area and Pedagogical Knowledge – The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.

Standard 3 - Planning for Differentiated Instruction – The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data,
curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.

Standard 4 - Learning Environment – The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.

Standard 5 - Instructional Delivery – The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

Standard 6 - Reading, Writing, and Oral Communication – The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.

Standard 7 - Assessment – The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.

Standard 8 - Collaborative Relationships – The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.

Standard 9 - Professionalism, Leadership, and Advocacy – The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.

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:
It is very important that all students are comfortable and can succeed in this class. 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 mailto:ssd@northeastern.edu. SSD is located in the basement of Scott Hall. SSD also has an excellent web-site, which is viewable at: http://www.Stuaff.northwestern.edu/ssd/.

ATTENDANCE:
Student attendance at every class meeting is expected. Your presence as part of a collaborative learning community is key to your development and the development of your colleagues. If for some reason you must be absent from a class session, you must inform the instructor before your absence. Because of the short number of overall class sessions in the quarter system, missing two class sessions puts your ability to pass the class in jeopardy. Missing three class sessions will result in an automatic grade of “Incomplete” and you will have to re-take the class at another time.

CANVAS:
Weekly class meeting times will be a time for active engagement, collaboration, sharing of ideas and learning new information. CANVAS provides an additional opportunity to work asynchronously during the week. There will be discussions posted as well as updates. Weekly readings and assignments are accessed through CANVAS. This is also a place for you to post questions, observations and ideas. Please make checking in on CANVAS part of your regular weekly routine.

Required Text
3. Final Project Text: TBA

COURSE REQUIREMENTS

1. **Active Participation** in the Learning Community:
Your attendance and participation in each class session will be part of your final grade. Students are expected to attend class. In the event you will not be able to attend, please email the instructor. Students who miss class may have 10 points per class missed deducted from their total cumulative score. Missing three class sessions will result in an automatic grade of “incomplete” and you will have to re-take the class at another time. Late assignments will be accepted but receive point deductions.

2. **Discussion Posts**: 5 points each (Total 45 points)
Each week, you are responsible for posting a short comment or reflection on the Canvas Discussion board (1 paragraph minimum) and a response/reply to at least one other post. Consider posing 1-2 questions at the end of your post. Post for each week will be open from the class date to midnight the night before the next class. These are given points based on completion.

3. **Response Journals**: 10 points each (Total 90 points)
Each week you will be asked to write a reflective journal on course concepts and ideas. You will be given a specific topic to write about. Journals are typically one page single-spaced but can be longer. Entries are to reflect new learning, how you will apply your learning, and questions remaining. These should be submitted through Canvas.

4. **Differentiated Instruction Project**: (55 points)

4. **Book Review**: (60 points)
5. **Position Paper**: (60 points)

Scoring rubrics for assignments are included in this syllabus

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**Differentiated Instruction Project**
*Due Week 4 – October 16, 2017*

Read the following text having to do with differentiation and inclusion.


The goal of this assignment is to provide a broad overview of the book, incorporate your perspective and insights you have learned as a result of the reading. You will share your ideas and information with your peers in a discussion format.

Create a brief presentation in PowerPoint, Prezi or some other creative presentation format. You will hand in your presentation and share with the class. The version of the presentation you hand in should be sufficiently self-explanatory so someone not listening to your presentation understands the points made. This can be done with additional notes pages if necessary. Presentations should be no more than 10 minutes in length and should be self-explanatory. The presentation should answer the following guiding questions:

1. Using specific examples from the reading, what does the differentiated classroom mean to you?
2. Using specific examples from the reading select a disability area and create 3-5 differentiated instructional examples. These should be detailed and specific to a lesson. It is not necessary to create a detailed lesson plan, however the differentiated activities should be clear and related to the readings.
3. Describe an ‘aha’ moment you had as a result of reading this book. Using a de-identified situation you have encountered or observed, describe how you would manage it differently applying information from this text to your instructional practice.

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**Position Paper**
*Due Week 8 – November 13, 2017*

Within the field of exceptional education, there are many legal, moral and ethical views, some of which are diametrically opposed to each other. Throughout the course, these topics will be discussed. Your assignment is to select a topic that can be viewed from multiple perspectives and research the topic from at least two different views. You will write a point-counterpoint paper giving an overview of these perspectives and conclude with the position, you endorse and why. You must use and cite at least 5 scholarly articles (at least 2 should be from peer-reviewed journals). Incorporate information from the course and your readings to further support your positions. You will have the opportunity to share your information with your peers in an informal discussion format. Come prepared with your topic idea by Week 5 (October 23, 2017).

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“Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.”

Albert Einstein
You will write a paper including:

1. In no more than 5-7 typewritten, double-spaced pages:
   a. Write an effective introduction establishing your position.
   b. Provide a clear overview of the topic and explanation of the two opposing views including their similarities and differences.
   c. Using the articles, information from class and your readings, develop an argument supporting one perspective and refuting the opposing view.
   d. Within your paper, incorporate real-life examples that support or refute your position.
   e. Develop a well-organized conclusion that includes a position strong statement.
   f. Points and counter-point should be well supported by the articles you read and incorporate information from the class and readings.
   g. Papers will be evaluated in terms of both content and style, so be sure to organize your paper cogently, write clearly, and proofread carefully.
   h. Site articles throughout the text and include a bibliography using APA style

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**Book Reflection**

**Due Week 9 – November 20, 2017**

Books: The goal is for you to read a nonfiction book that explicates and applies serious academic/theoretical concepts to the work of understanding and supporting areas related to education and affective development of students with unique educational needs. As you read whichever book you select, focus on those theoretical concepts and how they can be integrated with information from other course readings and/or course material to increase your skill in instructing developing children and/or teens. Reflect on how this author’s approach compares and contrasts with your own experiences and your prior views. There are several books listed in your syllabus. This is not an exhaustive list; however books not on the list must be approved by your instructor. **Book reviews are due Session 9 (November 20, 2017). You will discuss the information you learned with others in class.**

Come to class the second session committed to a book title by Session 6 (October 30, 2017). For books not on this list, please come to class with information as to how this book applies to the course content.

In 3-5 typewritten, double-spaced pages:

1. Give a general overview of the author’s perspective on in terms of the concepts introduced and/or applied in the text and sets up the overall purpose of the paper.
2. Your paper integrates information from the course, explains the perspective of the disabled individual(s) and education insights. This can be from readings, class material and class presentations.
3. Response provides an overview of the experiences in the person’s life that positively or negatively impacted their development or how they became as an adult.
4. Describe how the information in this book will shape you as an educational professional. For example, you can describe a (de-identified) situation you have encountered or observed and discuss how you might understand and manage it differently than either you or someone else
managed it, based on insights gleaned from this book or how you will apply this information in your teaching practice.

5. How might the concepts in this book help you to advocate better for struggling children when discussing their issues with parents and/or your colleagues.

6. Papers will be evaluated in terms of both content and style, so be sure to organize your paper cogently, write it clearly, revise it assiduously, and proofread it carefully.

Partial Book List: (Additional books will be shared with you during class.)


Your assignments will be scored according the following scoring rubrics.

<table>
<thead>
<tr>
<th>Area</th>
<th>Criteria</th>
<th>Points</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis</td>
<td>Idea, opinion or impression of the reflection is clearly stated and sets up the purpose of the reflection.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Integration of course content</td>
<td>Response integrates an element of the course. This can be from readings, class material, or class presentations.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Application of concept</td>
<td>Response applies what you have learned to a real life situation. This can be an ‘Aha’ moment, an application to your future teaching or questions you may have that remain.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td>Journals, while meant to be a personal reflection of your</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
learning, must still be coherent, organized and professionally written.

| Total | 10 |

### Differentiated Instruction Project

<table>
<thead>
<tr>
<th>Area</th>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis</td>
<td>Using specific examples from the reading, provide a clear definition of what the differentiated classroom mean to you,</td>
<td>15</td>
</tr>
<tr>
<td>Integration of course content</td>
<td>Response demonstrates at least 3-5 specific examples of accommodations or modifications for a student with a disability.</td>
<td>15</td>
</tr>
<tr>
<td>Application of concepts</td>
<td>Response describes an Aha moment from the reading. Response integrates information from the text to describe how a situation could be handled differently applying the information from the text.</td>
<td>15</td>
</tr>
<tr>
<td>Presentation</td>
<td>Presentation is professional and creative with clear organization, well developed themes, proper citation (if relevant) and void of technical errors.</td>
<td>5</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Collaboration with classmates is authentic and clear. Communication is two-way.</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>55</td>
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</table>

### Book Reflection

<table>
<thead>
<tr>
<th>Area</th>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis</td>
<td>A brief overview of the author’s perspective on education that sets up the purpose of the overall paper.</td>
<td>5</td>
</tr>
<tr>
<td>Integration of course content</td>
<td>Response integrates information with the course, explains the perspective of the disabled individual(s) and educational insights This can be from readings, class material, and class presentations.</td>
<td>10</td>
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</tbody>
</table>
### Position Paper

<table>
<thead>
<tr>
<th>Area</th>
<th>Criteria</th>
<th>Points</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis</td>
<td>Write an effective introduction establishing your perspective</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Understanding of the two opposing perspectives</td>
<td>Provide a clear overview of the topic and explanation of the two opposing views including their similarities, differences.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Application of concepts</td>
<td>Your paper incorporates real-life examples that support or refute your perspective.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Analyze the two opposing perspectives.</td>
<td>Using the articles, information from class and your readings, develop an argument supporting one perspective and rebuffing the opposing view.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Evaluate the information</td>
<td>Develop a well-organized conclusion that includes a strong statement of your perspective.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Professional presentation of the information</td>
<td>Paper is professionally written with clear organization, well developed themes, proper citation and void of technical errors.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>60</td>
<td></td>
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</tbody>
</table>
**Course Flexibility and Student Input:**
This syllabus and course outline represent a best estimate of the topics we will discuss and the activities we will complete. The course may well evolve based on the interests, experiences and needs of our unique learning community. Please bring an open mind and questions, concerns and ideas to share so this class can be dynamic and relevant. The articles listed below are not set in stone and may be changed on CANVAS. All articles will be posted on CANVAS or handed out in class.

<table>
<thead>
<tr>
<th>Week 1- September 25, 2017 Introduction</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Getting to know each other</td>
<td><strong>Reading:</strong> Human Exceptionality Chapter 1-2</td>
</tr>
<tr>
<td>● Introduction to the course</td>
<td>pp 1-47</td>
</tr>
<tr>
<td>● Role of the General Educator in a student’s with a disability education</td>
<td></td>
</tr>
<tr>
<td>● Alphabet soup</td>
<td></td>
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<tr>
<td>● History of Special Education</td>
<td></td>
</tr>
<tr>
<td>● Court case activity handed out</td>
<td></td>
</tr>
<tr>
<td>IPTS standards addressed: 1A(INT), 1D(INT), 1F(DEV), 3C(DEV), 8I(INT), 9H(INT)</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2- October 2, 2017 Special Education Law</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Special Education Law – IDEA, IEPs, and LRE</td>
<td>a. Write a reflective journal on the ideas and concepts you found most useful or interesting. You may want to comment on each reading or choose a topic to explore based on the reading (1 page single spaced). 10 pts. (NUCF 1.2, Disp. 1, Disp. 2, IPTS 7, 9, 10, 11)</td>
</tr>
<tr>
<td>● 504 Plans</td>
<td>b. <strong>Discussion Post:</strong> Post a short comment or reflection on the Canvas Discussion Board (1 paragraph minimum) and a response/reply to at least one other post. 10 pts. (NUCF 1.2, Disp. 1, Disp. 2, IPTS 1, 2, 3, 8, 9)</td>
</tr>
<tr>
<td>● Teacher role in IEP meetings</td>
<td>c. Complete Court Cases Activity (IPTS1)</td>
</tr>
<tr>
<td>IPTS standards addressed: 1A(Dev), 1D(INT), 1F(DEV), 3E(INT), 4F(INT), 7H(INT), 8I (INT), 9F(INT)</td>
<td>d. <strong>Reading:</strong></td>
</tr>
<tr>
<td></td>
<td>a. 23 Ill Admn Code 226 Subpart C</td>
</tr>
</tbody>
</table>
### Week 3 - October 9, 2017 - Cognitive Theories & LD simulation

**Assignments Due**

- LD simulation
- Cognitive Development (Piaget, Brunner, Vygotsky)

IPTS standards addressed: 1A (DEV), 1C (DEV), 1E (DEV), 2C (DEV), 3C (DEV), 3D (DEV), 3F (INT), 5C (DEV), 5E (DEV), 5G (DEV), 5H (DEV), 8B (DEV), 8C (DEV), 8G (DEV), 9F (DEV), 9G (DEV)

**a.** Write a **reflective journal** on the ideas and concepts you found most useful or interesting. You may want to comment on each reading or choose a topic to explore based on the reading (1 page single spaced). 10 pts.  
(NUCF 1.2, Disp. 1, Disp. 2, IPTS 7, 9, 10, 11)

**b.** **Discussion Post:** Post a short comment or reflection on the Canvas Discussion Board (1 paragraph minimum) and a response/reply to at least one other post. 10 pts. (NUCF 1.2, Disp.1, Disp.2, IPTS 1,2,3,8.9)

**c.** **Reading:**
- Inclusion Strategies that Work Chapter 3 pg. 50-77
- Human Exceptionality Chapter 7 pp 148-175

### Week 4 - October 16, 2017 Inclusion and Differentiation

**Assignments Due**

- Co-teaching
- Differentiation at various grade levels
- Differentiation Project presentations

IPTS standards addressed: 1A (DEV), 1C (DEV), 1E (DEV), 2C (DEV), 3C (DEV), 3D (DEV), 3F (INT), 5C (DEV), 5E (DEV), 5G (DEV), 5H (DEV), 8B (DEV), 8C (DEV), 8G (DEV), 9F (DEV), 9G (DEV)

**a.** Write a **reflective journal** on the ideas and concepts you found most useful or interesting. You may want to comment on each reading or choose a topic to explore based on the reading (1 page single spaced). 10 pts. (NUCF 1.2, Disp. 1, Disp. 2, IPTS 7, 9, 10, 11)

**b.** **Discussion Post:** Post a short comment or reflection on the Canvas Discussion Board (1 paragraph minimum) and a response/reply to at least one other post. 10 pts. (NUCF 1.2, Disp.1, Disp.2, IPTS 1,2,3,8.9)

**c.** **Differentiation Project Due**

**d.** **Reading:**
- Human Exceptionality Chapter 3-4 pp 48-93
- Tomlinson: How to Differentiate Instruction in Academically Diverse Classrooms

### Week 5 –October 23, 2017 Learning Disabilities, MTSS, and RtI

**Assignment Due**

- Crosswalk between IDEA/RtI
- General education involvement in MTSS
- LD identification via RtI
- Accommodations
- Assistive Technology

**a.** Write a **reflective journal** on the ideas and concepts you found most useful or interesting. You may want to comment on each reading or choose a topic to explore based on the reading (1 page single spaced). 10 pts. (NUCF 1.2, Disp. 1, Disp. 2, IPTS 7, 9, 10, 11)

**b.** **Discussion Post:** Post a short comment or reflection on the Canvas Discussion Board (1 paragraph minimum) and a response/reply to at least one other post. 10 pts. (NUCF 1.2, Disp.1, Disp.2, IPTS 1,2,3,8.9)
IPTS standards addressed: 1A(DEV), 1C (DEV), 1D (DEV), 1G (INT), 3E (INT), 7A (INT), 7G (INT), 7I (INT), 8C (INT), 8F (INT), 9F (DEV), 9H (DEV) paragraph minimum) and a response/reply to at least one other post. 10 pts. (NUCF 1.2, Disp.1, Disp.2, IPTS 1,2,3,8,9)

c. **Come to class prepared with Book Reflection selection.**
d. **Reading:**
   a. *Human Exceptionality* Chapter 7 pp 154-179
   b. Fuchs & Fuchs *Rt: Multilevel Assessment and Instruction as Early Intervention and Learning Disabilities Identification*
   c. *ISBE Guidance Document 12-04*
   d. Kavale: Identifying SLD; Is RtI the answer?
   e. Vellutino, F.R.: Specific Reading Disability (Dyslexia): what we have learned in the past 4 decades?

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**Week 6- October 30, 2017**
**ED/Behavior/Behavior Management and Autism**

- Affective Development
  - Temperament
  - Behavior Theorist
- Classroom Strategies
- Bullying and Harassment and the Law
- Self-efficacy
- Accommodations
- Students with Autism Spectrum Disorders (ASD)
- Understanding Theories of ASD
- Assistive Technology

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IPTS standards addressed: 1A (DEV), 1C (INT), 1D (DEV), 2A (INT), 2B (INT), 2E (INT), 3C (DEV), 3D (DEV), 3E (DEV), 3F (DEV), 4A (DEV), 4B (INT), 4C(DEV); 4D (INT), 4E (DEV), 4F (DEV), 4G (DEV), 4H (DEV), 5A (INT), 5E (DEV), 5F (DEV), 5G (DEV), 7H (DEV), 8D (DEV), 8F (DEV), 8H (DEV), 8I (DEV), 9F (DEV), 9H (DEV)

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a. Write a **reflective journal** on the ideas and concepts you found most useful or interesting. You may want to comment on each reading or choose a topic to explore based on the reading (1 page single spaced). 10 pts. (NUCF 1.2, Disp.1, Disp.2, IPTS 7, 9, 10, 11)

b. **Discussion Post:** Post a short comment or reflection on the Canvas Discussion Board (1 paragraph minimum) and a response/reply to at least one other post. 10 pts. (NUCF 1.2, Disp.1, Disp.2, IPTS 1,2,3,8,9)

c. **Come to class prepared with Position Paper topic.**

d. e. **Reading:**
   - *Human Exceptionality* Chapter 8 and Chapter 11 pp 176 -203; 262-291
   - Keogh, B. How temperament affects parents, children, and family life
   - Supporting Students with ASD I the General Education (2002) Teaching exception children

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**Week 7 November 6, 2017**
**Intellectual Disabilities and Multiple Disabilities**

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Assignments Due
### Week 8 November 13, 2017 Communication Disorders, Physical Impairments, and Other Health Impairments

- Impact of communication on learning
- Understanding theories of ADHD
- Concussions
- TBI challenges
- Case Studies
- Homebound Tutoring
- Accommodations
- Assistive Technology
- Sharing of position papers

**IPTS standards addressed:**
- 1A (DEV), 1D (DEV), 1F (DEV), 1G (DEV), 2E (DEV), 2F (DEV), 2H (INT), 3C (DEV), 3D (DEV), 3E (DEV), 3F (DEV), 4E (DEV), 4G (DEV), 4H (DEV), 5A (DEV), 5C (DEV), 5E (DEV), 5F (DEV), 5G (DEV), 5H (DEV), 7H (DEV), 9F (DEV), 9H (DEV)

**Assignments Due**

| a. Write a **reflective journal** on the ideas and concepts you found most useful or interesting. You may want to comment on each reading or choose a topic to explore based on the reading (1 page single spaced). 10 pts. (NUCF 1.2, Disp. 1, Disp. 2, IPTS 7, 9, 10, 11) |
| b. **Discussion Post:** Post a short comment or reflection on the Canvas Discussion Board (1 paragraph minimum) and a response/reply to at least one other post. 10 pts. (NUCF 1.2, Disp.1, Disp.2, IPTS 1,2,3,8.9) |
| c. **Position Papers Due** |
| d. **Reading:** |

### Week 9 November 20, 2017 Sensory Disabilities

- Students that are visually impaired/blind
- Students that are Deaf/ Hard-of-Hearing
- Accommodations
- Assistive Technology
- Collaboration
- Book Review Discussion

**IPTS standards addressed:**
- 1A (DEV), 1D (DEV), 1F (DEV), 1G (DEV), 2E (DEV), 2F (DEV), 2H (INT), 3C (DEV), 3D (DEV), 3E (DEV), 3F (DEV), 4E (DEV), 5C (DEV), 5E (DEV), 5H (DEV), 7F (DEV)

**Assignments Due**

| a. Write a **reflective journal** on the ideas and concepts you found most useful or interesting. You may want to comment on each reading or choose a topic to explore based on the reading (1 page single spaced). 10 pts. (NUCF 1.2, Disp. 1, Disp. 2, IPTS 7, 9, 10, 11) |
| b. **Discussion Post:** Post a short comment or reflection on the Canvas Discussion Board (1 paragraph minimum) and a response/reply to at least one other post. 10 pts. (NUCF 1.2, Disp.1, Disp.2, IPTS 1,2,3,8.9) |
| c. **Book Review Due** |
| d. **Reading:** |

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- Students with Intellectual Disabilities
- Students with Multiple Disabilities
- Accommodations
- Assistive Technology

**IPTS standards addressed:**
- 1A (DEV), 1D (DEV), 1F (DEV), 2E (DEV), 2F (DEV), 2H (INT), 3C (DEV), 3D (DEV), 3E (DEV), 3F (DEV), 4E (DEV), 5C (DEV), 5E (DEV), 5H (DEV), 7F (DEV), 7H (DEV), 8B (DEV), 8C (DEV), 8F (DEV), 9F (DEV), 9H (DEV)
| Assignment Due                                                                 | a. Write a **reflective journal** on the ideas and concepts you found most useful or interesting. You may want to comment on each reading or choose a topic to explore based on the reading (1 page single spaced). 10 pts. (NUCF 1.2, Disp. 1, Disp. 2, IPTS 7, 9, 10, 11)  
| b. **Discussion Post**: Post a short comment or reflection on the Canvas Discussion Board (1 paragraph minimum) and a response/reply to at least one other post. 10 pts. (NUCF 1.2, Disp.1, Disp.2, IPTS 1,2,3,8,9)  
| c. **Reading**:  
| a. *Human Exceptionality* Chapter 13 pp 312-353  
| b. Effective classroom adaptation for students with visual impairments (2001) Cox & Dykes |

| Week 10 November 27, 2017 Exceptionalities, Family and School Partnership |  
| a. *Human Exceptionality* Chapter 13 pp 312-353  
| b. Effective classroom adaptation for students with visual impairments (2001) Cox & Dykes |

| IPTS standards addressed: 1A (DEV), 1D (DEV), 2E (DEV), 3C (DEV), 3D (DEV), 3E (DEV), 3F (DEV), 4A (DEV), 4C (DEV), 4E (DEV), 4F (DEV), 4G (DEV), 5E (DEV), 5F (DEV), 5G (DEV), 5H (DEV), 7H (DEV), 8D (DEV), 8F (DEV), 8H (DEV), 8I (DEV), 9F (DEV), 9H (DEV) |

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- Parent Perspective
- Impact of Culture and Diversity
- Welcome to Holland
- Case Study Experience

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