

Northwestern University | School of Education & Social Policy

TCH ED 327/MS ED 427

Educating Exceptional Children - Online

Summer 2021

Instructor: Lanée Walls, Ed.D.

Course Meeting: Tuesday and Thursday, 3:30-6:00pm

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Virtual Office Hours: By appointment, during asynchronous class times

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 with physical, academic or emotional challenges, such as learning disabilities, emotional disability, attention deficit hyperactivity disorder, and autism spectrum disorder. Theoretical concepts are introduced in both readings and lectures. Students will also be introduced to Special Education Law and IDEA disabilities to intertwine theory with practical application. Teamwork exercises designed to promote research and theory-based practice provide students with opportunities to analyze case studies, while developing skills in meeting the needs of all learners.

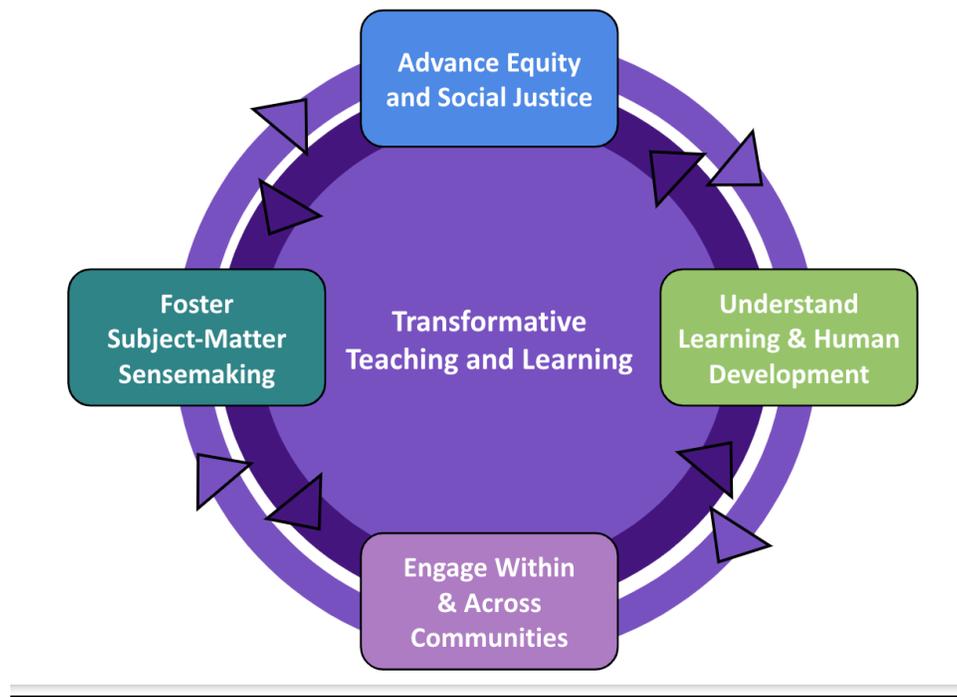
We will approach this class from a variety of perspectives. As with all teaching, we must always understand the needs of the students in our class. We will probe your individual philosophy and expand your repertoire for educating students with disabilities in a general education setting.

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 provide 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 curricular goals.
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.

Guiding Commitments for Developing Educators to Engage in Transformative Teaching and Learning



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.

Illinois Social and Emotional Learning Standards

Goal 1: Develop self-awareness and self-management skills to achieve school and life success.

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

Academic Integrity

Students in this course are required 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 submitted electronically unless otherwise instructed by the professor. Your written work may be tested for plagiarized content using TurnItIn via Canvas. For details regarding academic integrity at Northwestern or to download the guide, visit:

<http://www.northwestern.edu/provost/policies/academic-integrity/index.html>

Accommodations for Students with Disabilities

In compliance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Northwestern University is committed to providing equal access to all programming. Any student requesting accommodations related to a disability or other condition is required to register with [AccessibleNU](#) (847-467-5530) and provide professors with an accommodation notification from AccessibleNU, preferably within the first two weeks of class. All information will remain confidential.

Attendance & Participation

Regular, prompt and full attendance, along with active participation, is necessary for acquiring a full perspective, appreciation and understanding of the topics studied. Your presence as part of a collaborative learning community is key to your development and the development of your colleagues. Students are required to attend all synchronous class sessions. We will connect via Zoom, and you will be able to access the link in Canvas (See "Course Technology" for information on these platforms).

All students are also expected to actively participate in meaningful discussion of course topics. Absences or tardiness may result in a lower course grade. 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 retake the class at another time. Additionally, reporting 15 minutes or more after the start of class will also adversely impact progress in this course, and may lead to a lowered final grade.

Please carefully consider absences, tardies and participation. Advise the instructor of all absences in advance, and understand that reporting absences does not relieve the student of academic responsibilities.

Community Climate

To facilitate the nurturing of all class members in their pursuit of knowledge, mutual respect, professionalism and consideration for colleagues are expected at all times. Without being able to see body language and participate in immediate reciprocal discourse, words and intentions can often be misinterpreted. Knowing these challenges are present, classroom community members are encouraged to be thoughtful and intentional in communication, and to assume good intent of others. It is also essential to ask clarifying questions immediately and often to help address and correct microaggressions, miscommunications, and misunderstandings.

As educators and learners, we must share a commitment to diversity and equity, removing barriers to education so that

everyone may participate fully in the community. In this course, we respect and embrace the unique experiences that brought each person here, including backgrounds, identities, learning styles, ways of expression, and academic interests. The broad spectrum of perspectives represented by our community enriches the collective experience, and we strive to meet each with openness and respect.

Person-First Language

Students are expected to use person-first language when discussing or writing about persons with disabilities or persons from non-traditional backgrounds. Person-first language refers to identifying an individual as a human being, *first*; then who possesses a disability, *second*. Person-first language maintains the dignity and worth of individuals with disabilities.

Academic Behaviors

Plan ahead: Plan ahead for both synchronous and asynchronous work sessions. Issues with submitting on Canvas, attaching documents, uploading videos, and lost connectivity are just a few events that may arise. Reach out immediately to [Northwestern IT Support Center](#) *and* the instructor when you experience issues that are not immediately or independently resolvable.

Time Management: Make sure you understand when assignments and activities are due. Make sure to read the syllabus and schedule and ask for clarification from the instructor if you have questions.

Course Content

Sharing Course Content: Content within this course may not be distributed outside of the course.

Student Ownership of Content: Students retain ownership of all content developed while completing this course, as dictated by the university [Copyright Policy](#). Per the Family Educational Rights and Privacy Act ([FERPA](#)), if your instructor wishes to share your work with future students, your permission must be obtained in writing.

You may have limited access to course content at the conclusion of the term. When you complete the course, please ensure that you have saved all work. You may not be able to return to the course to download your submissions.

Course Technology

Technical Help and Support: The [Northwestern IT Support Center](#) is available to support technology needs. Please contact them as often as needed.

Required Technical Skills: Communicate via email and Canvas discussion forums; Use web browsers and navigate the internet; Use the learning management system Canvas; Use integrated Canvas tools (e.g., Zoom, Panopto, Collaborations, Discussions); Use applications to create documents and presentations (e.g., Microsoft Word, PowerPoint, Google Suite); Use applications to share files (e.g., Google Drive).

Canvas

Synchronous class meeting times will be a time for active engagement, collaboration, sharing of ideas and learning new information. Students are also expected to engage asynchronously during the week. With the exception of information shared in synchronous sessions, nearly all announcements and assignments are accessed and submitted through Canvas. Please make accessing Canvas part of your daily routine.

The [Canvas Student Center](#) includes information on communicating in Canvas, navigating a Canvas course, grades, additional help, and more. The [Canvas at Northwestern](#) website provides information on getting to know Canvas at

Northwestern and getting Canvas support. The [Canvas Student Guide](#) provides tutorials on all the features of Canvas. The [Canvas Accessibility Statement](#) and [Canvas Privacy Policy](#) are also available.

Zoom

Zoom will be used for synchronous meetings. This platform allows for sharing computer screens, a collaborative white board for demonstrations, and other features. Zoom can be used for group projects. The [Zoom for Students in Canvas](#) page has guidance specifically for students, and the [Zoom support page](#) provides additional information on using Zoom. The [Zoom Privacy Policy](#) and the [Accessibility Features on Zoom](#) are also available.

Camera, audio and chat: Please ensure that camera and audio technology are properly functioning. Students are not required to join any synchronous session with the camera on. While I hope you choose to, please know that the use of the camera feature is at your sole discretion. During whole class discussions, please be mindful to mute your microphone if you are not speaking. Doing so will enhance our ability to hear each other by the elimination of background noise. To facilitate an orderly manner of participation, students will be asked to enter their names in the chat to be acknowledged to contribute to and lead class discussions.

Recordings by instructor: This class or portions of this class may be recorded by the instructor for educational purposes. These recordings will be shared only with students enrolled in the course and guest speakers. Your instructor will communicate how you can access the recordings.

Recordings by students: Student recordings of classroom or other academic activities (including consultative sessions and office hours) are prohibited. Unauthorized recording is unethical and may also be a violation of University policy and state law. Students requesting the use of assistive technology as an accommodation should contact [AccessibleNU](#). Unauthorized use of classroom recordings – including distributing or posting them – is also prohibited. Under the University’s [Copyright Policy](#), faculty own the copyright to instructional materials – including those resources created specifically for the purposes of instruction, such as syllabi, lectures and lecture notes, and presentations. Students shall not copy, reproduce, display, or distribute these materials. Students who engage in unauthorized recording, unauthorized use of a recording, or unauthorized distribution of instructional materials will be referred to the appropriate University office.

Panopto

Videos in this course may be hosted in Panopto. You may also be asked to create videos using Panopto in addition to viewing content that your instructor has provided through Panopto. If you have not used Panopto in the past, you may be prompted to login to Panopto for the first time and authorize Panopto to access your Canvas account. You can learn more about using Panopto and login to Panopto directly by visiting the Panopto guide on the [Northwestern IT Resource Hub](#). The [Panopto Privacy Policy](#) and the [Accessibility Features on Panopto](#) are also available.

Required Texts

1. Friend, M., & Bursuck, W. D. (2019). *Including Students with Special Needs: A Practical Guide for Classroom Teachers*. (8th ed.). New York, NY: Pearson.

2. Tomlinson, C. (2017). *How to Differentiate Instruction in Academically Diverse Classrooms*. (3rd ed.).

Alexandria, VA: ASCD.

Supplemental Text

Hammond, Z. (2015). *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*. Thousand Oaks, CA: Corwin.

Assignments

All assignments will be graded for meeting the descriptions below, additional guidelines set forth in Canvas, and conforming to standard English, spelling and grammar. You are a writing model for your students, and must speak and write professionally for instruction and communication with parents, colleagues and others. All written material submitted must be typed, *double-spaced, and where appropriate, submitted in APA (7th edition) format. American Psychological Association website: <https://apastyle.apa.org/>

You are expected to keep up with weekly readings and come to class ready to contribute to an active conversation about those readings. Assignments are due in Canvas on the dates indicated on the course schedule, by 11:59 pm. You are encouraged to make your best effort to submit all assignments on time, with the understanding that sometimes circumstances arise that are beyond our control. If you need an extension, please contact the professor. Assignments submitted late without prior approval will not be eligible for full credit.

Assignment Descriptions

1. Reflective Response (10 points each, 50 points total)

Each week, you will engage in a variety of course content. The material should promote some form of opinion, reaction or response. You will write a ONE page, *single-spaced reflective response on course concepts and ideas. Responses must reflect new learning, how you will apply your learning, and your remaining wonderings.

2. Family Interview e-Presentation (100 points)

You will conduct a personal interview with a parent/guardian of an adult or student with a disability. If appropriate, you may instead interview the adult or the student. You may use the sample questions on Canvas to guide your interview.

A 5-slide (*you may add an additional cover slide*), 10-minute e-presentation overview of the subject's disability from your interview must be presented. **Tell the individual's story!** This assignment must be uploaded in the designated area of our Canvas site by 11:59p on your presentation date. You are also expected to submit your transcript from the interview (*which may be linked on your final slide*). In your presentation, include:

- i. An overview and characteristics of the disability
- ii. Disability manifestation in classroom setting (home or workplace if the subject is an adult)
- iii. Management techniques, resources & supports
- iv. Teaching implications for individuals who may present with a similar disability
- v. Relevant research/resources in APA format (3 resources required; class text can count as 1 if appropriate).

3. Observation Journal (50 points)

In partnership with [NU's Center for Talent Development \(CTD\)](#), you will observe exceptional students who are gifted and talented. At the conclusion of your observation, you will submit an observation journal. You may use this [Observation Template](#) to guide your observations. Your journals will be assessed in Canvas, according to the rubric included in this syllabus.

NU's Center for Talent Development: In order to plan for your visit, we need you to complete an [Observation Request Form](#). Please complete the form by **4 p.m. Sunday, June 27, 2021**. The form, and additional overview and logistical information, are linked [HERE](#).

4. Differentiated Instruction Presentation (50 points)

Read selected/assigned chapters from the Tomlinson (2017) text, *How to Differentiate Instruction in Academically Diverse Classrooms*. (3rd ed.). You will teach your chapters to the class. The goal of this assignment is to provide a broad overview of your chapters (incorporating perspective and insights you have learned as a result of the reading), while engaging colleagues in learning, reviewing, and investigating the content.

Create a brief presentation in the electronic format of your choice. Remember, this text is all about differentiation, so be creative! The challenge is to incorporate the use of a game, or some form of interactive activity to enhance student learning. You may incorporate any interactive format you like, and any design that will keep interest, and advance learning in response to the chapters. Further, your instruction must include evidence of the incorporation of information gleaned from previous chapters (there does not need to be evidence from every chapter). Your final presentation should highlight the most salient points in the chapters. Presentations should be no more than 25 minutes total, budgeting appropriate time for direct instruction *and* your interactive game/activity. You will provide and receive feedback on your presentation using the [DI Observation & Feedback Tool](#). Your final product will be assessed in Canvas, according to the rubric included in this syllabus.

5. Attendance/Class Engagement & Participation/Dispositions (24 points)

See Attendance and Participation expectations on page 3 of this document.

Course and Teaching Assessments

Reflective Response (5 total, 10 points each)	50 points
Observation Journal	50 points
Differentiated Instruction Presentation	50 points
Family Interview Presentation	100 points
Attendance/Class Engagement & Participation/Dispositions <ul style="list-style-type: none"> ▪ Submits assignments on time, following directions, attending all meetings ▪ Actively engages & participates in class activities and discussions ▪ Articulates information in a professional manner that adds educational value (orally and in written form) ▪ Respectfully comments on the work of peers, demonstrates awareness of course content in relation to observation of own teaching philosophy 	*24 points (4 points per week)
Total Possible	274 points

Grading Scheme

A	274-246
B	245-219
C	218-191
D	190-164
F	163 and below

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 evolve based on the interests, experiences and needs of our unique learning community. Please bring an open mind, questions, and ideas to share so this class can be dynamic and relevant. You are expected to read and view all appropriate material prior to the class discussion. It is your responsibility to check Canvas announcements regarding changes, assignment due dates, and availability of course documents and resources. Selected materials on relevant topics may be assigned throughout the quarter.

Evaluation of Candidates/Course Assignments

Learning experiences may include lectures, cooperative learning groups, presentation, written projects, observation and others.

Session Date	Topic	Assignment/Due Date
Week #1		
6/22	Introductions, Syllabus, Canvas Foundations ADA, 504, IDEA ISBE Disability Areas	Acronyms Chapters 1 (F&B) Sign Up (Family Interview & DI) <i>“Remote Learning Shifts Leaves Students with Disabilities Behind” article</i>
		Website: Special Books by Special Kids
6/24	Special Education Procedures & Services Early Childhood Through Transition Students with Special Needs other than Disabilities	<i>Guests: Susan Corwith & Kate Cichon, CTD</i> Chapters 2 & 8 (F&B) Reflective Response #1 CTD Observation Sign Ups (due 6/27) <i>“Rethinking What Gifted Education Means and who it Should Serve” article</i>
Week #2		
6/29	Students with Low Incidence Disabilities Students with High Incidence Disabilities	Activity Chapters 6 & 7 (F&B) <i>Video: Tour of a Successful Classroom for Students with Severe Disabilities</i> <i>Video: Surviving Anxiety: Salome Tibebe</i> <i>Video: Traumatic Brain Injury</i> <i>Video: Orthopedic Impairment</i> <i>Article: “The Forgotten Ones”</i> Website: Autism Speaks
7/1	Vision and Hearing Presentations	<i>Guest: Laurel Burman, Professor</i> <i>Guest: Jessica Pierson, Teacher</i> Reflective Response #2
Week #3		
7/6	Legal Presentation Partnerships & Collaboration Responding to Student Behavior	<i>Guest: Jennifer Smith, Attorney</i> Chapters 3 & 12 (F&B) <i>“Far From Home” NPR Series articles & audio</i> <i>Pre-K Expulsions & Implicit Bias video</i>
7/8	Assessing Needs Planning Instruction	Activity Chapters 4 & 5 (F&B) Family Interview E-Presentations Reflective Response #3 <i>Zaretta Hammond: Culturally Responsive Teaching and the Brain webinar</i>
Week #4		

7/13	Adjusting Instruction Differentiated Instruction (DI) Observation & Feedback Tool DI Game	Chapter 9 (F&B) Family Interview E-Presentations
7/15	Strategies for Student Independent Learning	Chapter 10 (F&B) DI Presentation Group Planning Reflective Response #4
Week #5		
7/20	Evaluating Student Learning	Chapter 11 (F&B) Family Interview E-Presentations <i>Video: The Danger of a Single Story by Chimamanda Ngozi Adichie</i>
7/22	Differentiating Instruction Presentations Groups 1-3	DI Chapter Presentations <ul style="list-style-type: none"> ● Group #1- Chapters 1 & 2 (DI) ● Group #2- Chapters 3 & 4 (DI) ● Group #3- Chapters 5 & 7 (DI) Differentiation Project Due for Groups 1-3
Week #6		
7/27	DI Chapter Presentations Groups 4-6	DI Chapter Presentations <ul style="list-style-type: none"> ● Group #4- Chapters 9-11 ● Group #5- Chapters 12-14 ● Group #6- Chapters 15 & 8 (DI) Differentiation Project Due for Groups 4-6
7/29	Course Wrap Up	Reflective Response #5 CTD Observation Journal <i>Videos: Audri's Monster Trap & The Backwards Brain Bicycle</i>

**Assignments are posted in Canvas including additional readings and course content.
This list does not include all requirements for the week.*

Some of your assignments will be assessed according to the following scoring rubrics:

Observation Journal			
Area	Criteria	Points	Score
Description	Description of classroom activities, student engagement, teaching strategies, assistive technology, etc.	10	

Integration of course content	Response integrates an element of the course. This can be from readings, class material, or class presentations.	10	
Application of concept	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.	20	
Presentation	Journals, while meant to be a personal reflection of your learning, must still be coherent, organized and professionally written.	10	
Total		50	

Differentiated Instruction Presentation

Area	Criteria	Points	Score
Content Coverage	A broad overview of assigned chapter content (incorporating perspective and insights you have learned as a result of the reading) is delivered. The content delivery style engages colleagues in learning, reviewing, and investigating the content. The presentation is sufficiently self-explanatory so someone not listening to your presentation understands the most salient points in the chapters.	10	
Presentation	Presentation is professional and creative with clear organization, well developed themes, proper citation (if relevant) and void of technical errors.	10	
Engagement Activity	Engagement Activity is well-designed, highly interactive, easy to implement, and has a clear connection to chapter content.	10	
Preponderance of Evidence	While not every area of the DI Observation & Feedback Tool must be observed, the preponderance of evidence across domain components is observed.	10	
Collaboration	Collaboration with classmates & group partners is shared, authentic and clear. Communication is two-way.	5	
Incorporation of Prior Learning	There is clearly identifiable evidence that prior learning is incorporated into the presentation (i.e., Chapters 1-5)	5	
Total		50	

Family Interview Presentation Rubric

	Developed	Developing	Points	Score
Overview of characteristics of the disability	Candidate demonstrated knowledge of laws and legal documents that protect individuals with exceptionalities, assigning them to specific categories for service.	Inadequate knowledge of relevant laws, documents and/or disability categories.	15	
Discussion of familial cultural &	Candidate demonstrated knowledge of contextual factors	Limited description of the family context.	15	

contextual factors.	(family structure, SES, level of education of parents/guardians, family values, cultural identity) that may impact the growth and development of an individual.			
Discussion of how the individual's disability influences family life and the home environment.	Candidate collected information and discussed the aspects of family life that involve an individual with exceptionalities.	Limited discussion of the family life of an individual with exceptionalities.		
Discussion of student's and parents' experiences at school.	Candidate collected information and discussed the family perspective on school experiences of a student with exceptionalities	Limited discussion of school experiences.	15	
Discussion of management techniques, resources and supports	Candidate collected information and discussed effective management techniques, interventions, resources and supports.	Limited discussion of management techniques, interventions, resources and supports.	15	
Reflection on the learning from the interview and teaching implications	Candidate demonstrated skills of reflection on the learned information and the ability to consider the learned information to future practice.	Limited reflection.	15	
Communication of ideas and APA Style.	Candidate wrote logically and communicated ideas clearly. The paper is free of grammatical and mechanical errors and it is in compliance with APA style.	Inadequate writing.	25	
Submission of interview transcript	Substantive transcript submitted.	Transcript limited or missing.		
Total			100	