

MS ED 427
EDUCATING EXCEPTIONAL CHILDREN
Summer 2022

Tuesday 1:30 -5:30 p.m.

Kresge Hall 2-415

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Hours: By Appointment
Cell:
Pronouns: She/Hers



THERE IS NO GREATER
DISABILITY IN SOCIETY THAN THE
INABILITY SEE THE PERSON AS

MORE.

Robert M. Hensel

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

Critical question: How do we humanize the experience of individuals with differing abilities?

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. 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.

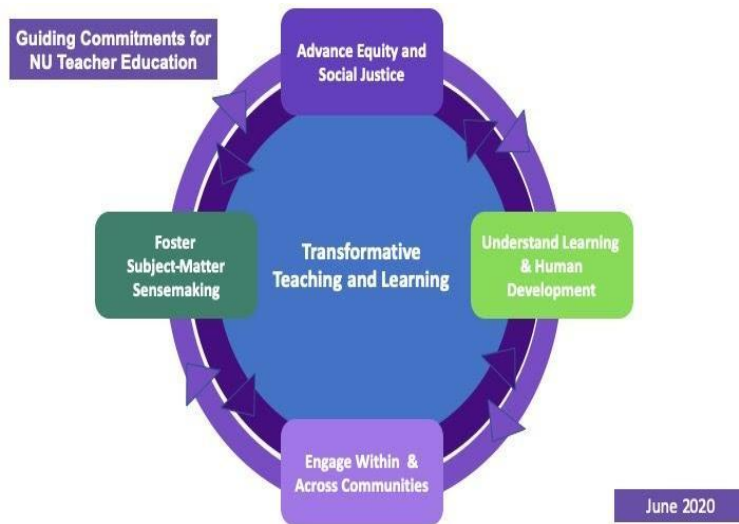
We will approach this class from a variety of perspectives. As with all teaching, we must always understand the needs of the students in our class. We will probe your individual philosophy and expand your repertoire for educating students with disabilities in a general education setting.

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 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 Guiding Commitments:

Northwestern Teacher Education: Guiding Commitments for Developing Educators to Engage in Transformative Teaching and Learning



- Understand teaching as a critical scholarly endeavor that is situated within systems of history, knowledge, and power
- Articulate how teaching practices are grounded in and informed by theories of learning, development, and pedagogy
- Design equitable and inclusive learning environments (lessons, interactions, materials, technological tools, classrooms)
- Engage in developmentally appropriate culturally sustaining pedagogical practices that are responsive to students’ needs and based on understanding human learning as fundamentally cultural
- See students, families, and communities as holding valuable expertise and knowledge to be incorporated into teaching and learning
- Recognize and utilize various forms of assessment and evaluation that support asset-based student learning

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@northwestern.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.

Remote Learning Instructions:

We will start the first week of this quarter in a remote setting. It is understood that remote learning is not ideal. Please adhere to the following guidelines to help make this process as smooth as possible:

[Zoom- Here is My Zoom Link](#)

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. Portions of recordings in which students are visible will be deleted at the end of the end of the Summer 2023 term. 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) is **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 cannot 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.

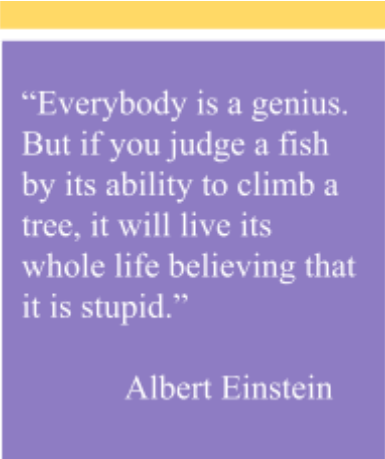
Required Texts:

- Friend, M, Brusuck, W (2019) Including Students with Special Needs; A practical Guide for Classroom Teachers, 8th edition
ISBN-13: 978-0-13-480167-4
ISBN-10: 0-13-480167-9
soft cover: \$97.75
e-text: 49.99

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 two class sessions may result in a grade of “incomplete” Late assignments may be accepted but receive 10% or more point deduction. If you anticipate you will not meet the assigned deadlines, please notify the instructor as soon as possible.



“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

2. **Weekly Reflections:** 20 points each- 5 posts (Total points 100)

Over the course of the quarter, you will be asked to write a reflective journal on course concepts and ideas. You will be given a specific topic to write about including reflecting on the readings and class discussion, selecting what is relevant and meaningful to you. 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.

3. **Discussion Posts:** 5 points each (Total points TBD)

As part of our asynchronous learning, you may be responsible for responding to questions posed by your peers from the weekly required readings. Postings are generally a short response on the Canvas Discussion board (approximately 1-2 paragraphs). Additionally, reply to at least one other post. These posts are intended to be a natural extension of learning occurring during class and related to your readings. Consider posing 1-2 questions of

your own at the end of your post. Post will be open from the class date to midnight the night before the next class. These are given points based on completion.

4. **Observation Journals** (50 points each, 100 points total)

This year, observations will be held in person. Further instructions will be provided in class.

As a component of this course, you will observe exceptional students at different sites. You will observe students who are gifted and talented and students who have disabilities. These will be off campus experiences. Complete details will be shared during the first class. You will observe for a total of 4-6 hours (2-3 hours at each site)

Observations may be conducted in partnership with [NU’s Center for Talent Development \(CTD\)](#), and The Cove School. At the conclusion of your observations, you will submit a journal for each observation. 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. The link to the form is <https://ctdnorthwestern.wufoo.com/forms/qbr8tbt0unimmf/>.

The Cove School: The Cove School, located at 350 Lee Road, Northbrook, IL, is an ISBE approved private day school for students with significant learning disabilities. This represents a highly restrictive environment but affords you quality observation of students with disabilities. Observations can be conducted across a variety of grades and subjects. You will observe for a 2 hour block.

5. **Least Restrictive Environment Exploration** (50 Points)

6. **Differentiated Instruction Project: (60 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 presentation in the electronic format of your choice. Remember, this text is all about differentiation, so be creative! 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.
- Some guiding questions: (these are only used to guide your thinking):
 - a) Using specific examples from the reading, what does the differentiated classroom mean to you?
 - b) Share important highlights from the book that would be important to an educator in your instructional field.
 - c) Using specific examples from the reading create differentiated instructional examples. They should relate to students with identified disabilities we have read about and analyzed in class. They should be clear, related to the readings and related to your instructional area.
 - d) Describe an ‘aha’ moment you had as a result of reading this book. For example, 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.

7. **Family Interview Presentation (100 points)**

- You will conduct a personal interview with a parent/guardian of an adult or student with a disability. Or, if appropriate, interview the adult or the student.
- You will create a list of questions to help you prepare for the interview. You may use the sample questions on Canvas as a guide. The questions you ask should be thoughtfully created. While during the interview, you will likely not follow the questions in lock-step fashion and may not get to all the questions. **You will turn in your questions.**
- In class, you will present an overview of the subject’s disability from your interview to the class. **Tell the individual’s story!** This is no more than 10 minutes. This can be a power point, Prezi or some other creative way to engage your listeners. This assignment must be uploaded in the designated area of our Canvas site by 11:59 pm on your presentation date.
 - In your presentation must 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. How the individual has needed to self-advocate
 - v. Teaching implications for individuals who may present with a similar disability
 - vi. Relevant research/resources in [APA format](#) (3 resources required; class text can count as 1 if appropriate).

8. **Final project** - (100 points)

- You will be assigned a team and together you will explore an assigned student as a case study. Your tasks will be:
 - Taking the Individual Educational Plan of a student assigned to you, you will serve as the students' IEP team. You will understand the IEP and the students' disability in depth using what you have learned about the law, the disability area, placement options, accommodations and differentiation.
 - Prepare to present to your classmates as if they are the general educational team receiving this student into their classroom. Assume your classmates represent the range of educational instructors generally in public school settings. Your presentation should take no more than 20 minutes. Be creative. Incorporate real life examples. For example, you could present a lesson and illustrate the needs this student would have when learning this topic.
 - As the audience, you will ask meaningful questions related to your understanding of this student and how you might teach them within your class or role.
 - You will turn your paper in to on Canvas, by 11:59 pm the night prior to your presentation date:
 - Presentation. (This is a group project and will be handed in as a group assignment)
 - This should be a clear outline of the student and what your team needs to know.
 - Include specific examples of differentiation. This could take the form of a lesson with examples of differentiation. Be creative!
 - **Individually**, you will create a report detailing the information you have learned about your student. **Use information from the class and from the text.**
 - This report should be approximately 3- 5 pages in length and include:
 - An overview of the student and the disability area. Teaching implications of this student.
 - Some guiding questions: (these are only used to guide your thinking): Using specific examples from the class reading (articles and text), what does the differentiated classroom mean to you for this student?
 - Create differentiated instructional examples. They should relate to your student with their identified disabilities. The differentiated instructional examples should be clear and related to the readings.
 - Your recommended placement for this student. Justify your response.
 - Accommodations and modifications - justify why you chose the ones you recommend.
 - Further questions you may have about this student's needs.
 - Relevant research/resources in [APA format](#)

Course and Teaching Assessments

Weekly Response (5 total, 20 points each)	100 points
Observation Journals (2 total, 50 points each)	100 points
Least Restrictive Environment Exploration (group and individual score)	50 points

Family Interview	100 points
Final Project (group and individual score)	100 points
Discussion posts	TBD
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 (refrains from texting & internet surfing) • 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 	Points can be deducted from total
<i>Total Possible</i>	<i>450+ points</i> <i>(These are estimates as course expectations may change in response to the needs of the learners.)</i>

Your assignments will be scored according to the following scoring guides.

Weekly Reflections		
Criteria	Points	Score
Idea, opinion or impression of the reflection is clearly stated and sets up the purpose of the reflection	5	
Using information from the course, the response clearly answers the reflection prompt.	10	
Journals, while meant to be a personal reflection of your learning, must still be coherent, organized and professionally written.	5	
	20	

Least Restrictive Environment Project			
Part	Criteria	Poi nts	Sc ore
1.	Consider each disability area. What do you notice about the number of students served in each disability area? (group response)	5	

2.	How does that relate to information you have learned about the special education laws and trends in each disability area? (group response)	5	
3.	What conclusions can you draw from this data? <i>This needs to be in your own words, not a group response.</i>	15	
4.	Consider the NCES website and the two Illinois school district profiles you have been given. What conclusions can you draw considering the guiding question included in the assignment? (group response)	5	
5.	Consider the information about LRE. Review the LRE data in various educational environments in the two Illinois school district profiles you have been given. What conclusions can you draw regarding LRE for students in various disability categories and LRE for students in different race and ethnicity categories? (group response acceptable)	5	
6.	What are you AHA! moments after reviewing this data? What ramifications does this have for students with disabilities? <i>Your conclusion must be your own writing, not a group response.</i> (10 points)	15	
Total		50	

Observation Journals			
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. 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	

Family Interview Project

Area	Criteria		
Integration of course content	Response integrates information with the course, explains the needs of the individual with disabilities and insights This can be from readings, class material, and class presentations.	10	
	Questions developed are clear and demonstrate person-first language and a sensitivity to the topic and individual.	10	
Application of concepts	Response demonstrates a clear understanding of the student's disability, applies information from the course in the integration, explanation and understanding.	20	
	Presentation clearly identifies manifestation of the disability in the classroom, home or workplace.	10	
	Presentation includes from a culturally and disability awareness lens the advocacy and supports needed.	10	
	Presentation includes teaching implications for this individual and/ or individuals who may present with similar disabilities.	10	
Presentation	The presentation is clear, organized and informs the team. The presentation is creative.	25	
Collaboration	Collaboration with classmates is authentic and clear. Communication is two-way	5	
Total		100	

Final Project			
Area	Criteria	Points	Score
Individual Paper	Response demonstrates a clear understanding of the student's disability, applies information from the course in the integration, explanation and understanding.	20	
	Paper clearly identifies accommodations and modifications the student requires using information from the course and course readings	10	
	Paper clearly describes differentiation techniques this student will require in order to be successful within a general education environment using information from the course and course readings.	10	
	Paper clearly identifies the placement option you have determined will best meet the student's need and justification for this using information from the course and course readings.	15	
	Paper is professionally written with clear organization, well developed themes, proper citation and void of technical errors.	10	

Presentation Group score	The presentation to the 'instructional team' is clear, organized and informs the team. The presentation is creative.	20	
	Presentation includes differentiation strategies the team can use for the student unique to their professional area.	5	
	Collaboration with classmates is authentic and clear. Communication is two-way	5	
Total		100	

Course Flexibility and Student Input:

This syllabus and course outline represents a best estimate of the topics we will discuss and the activities we will complete. As your guide, we will co-create the course content. The course will likely 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. This means that timelines and articles may shift depending on our co-creative process. Therefore, google documents that can be modified in real time may be used throughout the class. The readings are not set in stone and may be changed on CANVAS or handed out/shared in class.

Session 1- June 21 Introduction Special Education Law & Inclusion	Assignment Due
This class will be held via Zoom. My Zoom link.	
<ul style="list-style-type: none"> ● Getting to know each other ● Introduction to the course ● Role of the General Educator in a student's with a disability education ● Alphabet soup ● History of Special Education ● Introduction to IDEA ● Court case activity ● Special Education Law – IDEA, IEPs, and LRE (Inclusion) ● LRE assignment 	<p>Reading: Read prior to class: Friend & Bursuck: Chapter 1 & 2</p> <p>Assignment: Complete the Self Efficacy Survey prior to class.</p>
Session 2- June 28- Collaborative practices, LD & Gifted	Assignments Due
<ul style="list-style-type: none"> ● Presentation - Gifted and Talented ● Introduction to the IEP & law continued ● Principles of collaboration with special education professionals 	<p>Reading:</p> <p>a) Jorgenson, C. (2005). The least dangerous assumption A challenge to create a new</p>

<ul style="list-style-type: none"> • RtI/MTSS • LD simulation 	<p>paradigm. <i>Disability Solutions</i>, 6(3), 1-9</p> <p>b) Friend and Bursuck Chapters 3-5</p> <p>Assignment:</p> <p>c) LRE Exploration Assignment</p> <p>d) Weekly Reflection</p>
<p>Session 3: July 5- Diversity & High Incidence Disabilities</p>	<p>Assignments Due</p>
<ul style="list-style-type: none"> • Assessment and Planning Instruction- introduction to Differentiation • Exploration of readings • Disadvantaged youth • High Incidence Disabilities -introduction • Other Health Impairments • Students with ADHD and Executive Functioning Delays • Accommodations • ELL and Special Education 	<p>Readings:</p> <p>a) <i>Friend and Bursuck - Chapters 5-7</i></p> <p>a) The Forgotten Ones (Posted in Canvas)</p> <p>b) https://docs.google.com/document/d/1sOE7pF_VU-VyXj_Xm0mur0qGHuOTLqoc0FKkpr8FG4c/edit?usp=sharing</p> <p>c) Morgan et al (2013). Racial and ethnic disparities in ADHD diagnosis from kindergarten to eighth grade. Pediatrics; v132, n 1</p> <p>Assignments Due:</p> <p>a) Weekly Reflection - topic on Canvas</p>
<p>Session 4- July 12- Emotional Disabilities, trauma informed practices</p>	<p>Assignments Due</p>
<ul style="list-style-type: none"> • Adjusting Instruction • Assistive Technology • Collaboration • Students with Emotional Disabilities • Trauma Informed Practices • Students with Speech/Language Disabilities • Students with Autism (autistic individuals) 	<p>Readings:</p> <p>a) <i>Friend and Bursuck - Chapters 12</i></p> <p>b) (Venet) Equity-Centered Trauma-Informed Education</p> <p>c) U.S. Department of Education Dear Colleague Letter, Oct. 21, 2014</p> <p>d) How Temperament Affects Parents, Children, and Family Life (Keogh).pdf</p> <p>e) TEACHING Exceptional Children-2002-Safran-60-6.pdf</p> <p>f) TEACHING Exceptional Children-2003-Marks-50-4.pdf</p> <p>Assignments Due:</p> <p>a) Weekly Reflection - topic on Canvas</p>

Session 5-Low Incidence Disabilities	Assignments Due
<ul style="list-style-type: none"> • Students with Intellectual Disabilities • Students that are visually impaired/blind • Students that are Deaf/ Hard-of-Hearing • Other low incidence disabilities: TBI, PHI • Family Interview Presentations 	<p>Reading:</p> <p>a) Friend and Bursuck - Chapter 8-11</p> <p>Assignments Due:</p> <p>b) Weekly Reflection - topic on Canvas</p> <p>c) Family Interview</p>
Session 6 – July 26- Final Projects and wrap up	Assignment Due
<p>Share out:</p> <ul style="list-style-type: none"> • Final Project workshop • Observation share out 	<p>Assignments Due:</p> <p>a) Weekly Reflection - topic on Canvas</p> <p>b) Final Projects</p> <p>c) Observations</p> <p>All assignments due before class this day.</p>