SURVEY OF EXCEPTIONAL STUDENTS

BROADCAST TITLE: Survey of Exceptional Students

COURSE NUMBER: SPED 510 S

REFERENCE NUMBER: 307527

CREDITS: 3 undergraduate or graduate credit hours

DESCRIPTION: Offered in both lecture and televised formats. Introduces study of various exceptionalities, including learning disabilities and their impact on classroom learning. Focuses on methods for mainstreaming exceptional children and considers legal requirements, policies, and directions in special education. Requires fifteen clock hours of fieldwork.

TUITION AND FEES: Undergraduate: $291.00 Graduate: $306.00

ORIENTATION: GSU (included in first class session) Friday, 4:30-7:30 p.m. May 15, 1998

DISCUSSION/EXAM SCHEDULE: Governors State University
TIME: Fridays, 4:30-7:30 p.m.
DATES: June 5, 1998
June 12, 1998 Midterm-Observation
July 31, 1998 Research Paper Due
August 7, 1998 Final

INSTRUCTOR: Deborah Knox (773) 483-9270

REQUIRED TEXTS: Heward, W.L. Exceptional Children: An Introduction to Special Education. 5th ed. Columbus, OH: Merrill.


GSU, Survey of Exceptional Students Student Packet

VIDEO TAPES: GSU Library 24 one-hour tapes, 2 per week

VIEWING:
- GSU Library
- Orland Park Public Library
- GSU Bookstore
- Kankakee Community College
- Mokena Community Public Library
- Jones Intercable of the Southern Suburbs - Channel 26
Course Title: Survey of Exceptional Students
Course Number: SPED 510 S
Credit Hours: 3.0
Instructor: Deborah Knox (773) 483-9270

Catalog Description:
Offered in both lecture and televised formats, introduces study of various exceptionalities, including learning disabilities and their impact on classroom learning. Focuses on methods for mainstreaming exceptional children and considers legal requirements, policies, and directions in special education. Requires fifteen clock hours of fieldwork.

Text:
Heward, W.L. Exceptional Children: An Introduction to Special Education. 5th ed. Columbus, OH: Merrill.
GSU, Survey of Exceptional Students Student Packet

Rationale:
All applicants for Early Childhood, Elementary, High School or Special certificates are required to complete coursework equivalent to three (3) semester hours in the psychology of exceptional children, identification of exceptional children, and methods of teaching exceptional children. This requirement reflects the current emphasis on integrating exceptional students into the regular education program to the highest degree possible. Practically all elementary and secondary school teachers can expect to assume shared responsibility for the education of exceptional children in their classrooms.

Intended Audience:
Preservice teachers, teachers, support personnel; undergraduate and graduate

Expected Student Outcomes:
The student will be able to:
1. Compare the various types of special education services (including consultation, resource, instructional, co-teaching, inclusion).
2. Consider the implications of the least restrictive environment (LRE) and Regular Education Initiative (REI) concepts for the future of children and youth with disabilities.
3. Review pertinent legislation that has contributed shifts in educational practices.
4. Compare strategies for implementing IEPs in the regular classroom.
5. Discuss the evolution of current special education laws, practices and trends.
6. Analyze issues related to causation, identification, prevention, instruction, and use of teaming and assistive technology regarding children with special learning needs.
7. Identify needs of children with disabilities.
8. Evaluate programs provided for exceptional individuals.
9. Identify and describe "what is special" in special services for various handicapping conditions.
10. Compare the similarities and differences in learning behavior among the physically handicapped, learning disabled, educable mentally handicapped, behavior disordered, and other exceptionalities.
11. Analyze the impact of learning, social, physical, emotional, and cultural differences of individuals with exceptionalities on individuals, their families, and communities.

Instructional Activities:

Related Objectives

The student will:

#1, #4, #6, #7, #8  1. Visit three different types of special education programs in different areas of exceptionality. (15 hours) (Selections must be approved by your instructor.)

#9, #10, #11

#1, #5, #9, #10, #11

1. Submit a typewritten report on each of three (3) visits, including the following: identification of the site, type of disability, description of physical environment and emotional climate, descriptions of lesson(s) observed, method(s) of maintaining on-task behaviors, comparison of characteristics mentioned in the textbook with those observed and a summary listing of positive aspects along with those which need improvement. (Be certain to include your personal reactions to the experience.) 21 points (7 points each). (Minimum of three (3) pages.)

2. Submit a verified report of your visits. (Up to 15 clock hours that will apply toward the 100 clock hours of pre-student clinical experiences required for certification in either elementary education or special education.) The field experience is a requirement of the course. (Copies of the form may be obtained at the orientation meeting or at the Division of Education office).

All objectives 2. Submit a research (referenced) paper on a topic approved by the instructor. Undergraduate students use at least five (5) references and submit typewritten and in APA style. Minimum of ten (10) pages. Graduate students use at least eight (8) references. Minimum of fifteen (15) pages. 27 points.

All objectives 3. Midterm exam (20 points).
Final exam (25 points).
Components of Research Paper

1. Title page
2. Abstract
* 3. Discussion using each source referenced, **(heart of the paper)
 . 4. A summary of the above, usually one paragraph
5. A closing paragraph stating your reaction/opinion
6. A list of references in APA style (see bibliography for model)

* Your own opinion does not belong in this section

** Last name of source with the date of their work in parens.
   Ex: Jones and Smith (1975) believe that...

** ...all exceptional people are people first and exceptional second (Kirk and Gallagher, 1986).

All objectives 4. Participate in class meetings, small group activities, and whole class discussions. 7 points

All objectives 5. Complete two (2) examinations based on the textbook, handouts, and class sessions. Total of 50 points.

Degree of Emphasis: 

Topical Outline:

10%  I. Overview: Who is the exceptional child? Changing perspectives, history of educating exceptional children, current directions, policies, mandates, service options, prevalences, and environmental influences.

30%  II. Service principles and issues
   Individual differences
   Assessing exceptional children
   Special education adaptations, individualizing, teaming, inclusion collaborative consultation, mainstreaming
   Regular education and special education interactions
   Multicultural considerations

60%  III. The exceptionalities, characteristics, and methods:
   gifted and talented
   mentally retarded
   visually impaired
   hearing impaired
   communication impaired
   behaviorally impaired
   learning disabled
   multiply, severely, and physically handicapped
   autistic
   traumatic brain injury
**Evaluation:**

Listed below is the point distribution for instructional activities.

(Refer to Instructional Activities):

- **A** = 90-100
- **B** = 80-89
- **C** = 69-79
- **D** = 58-68
- **F** = 57 or less

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typewritten report on three (3) different types of facilities</td>
<td>7 each</td>
<td>21 points</td>
</tr>
<tr>
<td>Research paper</td>
<td>27</td>
<td>27 points</td>
</tr>
<tr>
<td><strong>(Use APA style)</strong></td>
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<tr>
<td>Two written exams</td>
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<tr>
<td>20 for midterm</td>
<td>20</td>
<td>45 points</td>
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<tr>
<td>25 for final</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Participation in discussions/activities</td>
<td>7</td>
<td>7 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>100 points</td>
</tr>
</tbody>
</table>
PROFESSIONAL POLICIES:

In order to minimize the confusion and alleviate delayed grades and misunderstandings, the following will be enforced:

1. If the above activities do not meet your professional needs, contact the teacher to arrange more appropriate alternatives.

2. You will be held responsible for knowing the contents of the text, the syllabus, class lectures and announcements. (For teleclass students the study guide and videos.) Please read the syllabus or contact the teacher for clarification on assignments before embarking on them, for papers may not be resubmitted.

3. Please type your work. Correct grammar and spelling are expected.

4. Late papers will be downgraded three (3) points unless an "I" is negotiated or other arrangements have been cleared.

5. If you do not take written exams at the scheduled time the points will be lost unless there is documented evidence to support your absence.

6. Downgrading may occur for class absences after one (1), unless permission has been granted.

7. Papers will not be returned, so photocopy them before submitting them.

8. Plagiarism, claiming the thoughts and writings of another as one's own, is a serious matter and will be treated as such.

9. In order to receive an "I", 75% of the requirements must have been completed and the request must be made in writing at least one full week before the final class meeting.
REFERENCES


Journals:

- American Journal on Mental Deficiency
- Exceptional Children
- Exceptional Parent
- Focus on Exceptional Children
- ICEC Quarterly
- Industrial Education
- Journal of Career Education
- Journal of Educational and Psychological Consultation
- Journal of Industrial Teacher Education
- Journal of Learning Disabilities
- Journal of Special Education
- Journal of Speech and Hearing Disorders
- Journal of Speech and Hearing Research
- Learning Disabilities Research
- Mental Retardation
- National Educational Association Journal
- Review of Education Research
- Special Education Index
- Teaching Exceptional Children

*You may check the library and your text for more references.*
Videos/Films Available in GSU Library:

Auditory Perception Training
Beginning With Bong
Behavior Modification in the Classroom, Motion Picture
Harry, Behavioral Treatment of Self-abuse
Hidden Handicaps (LD)
I'm Just Like You: Mainstreaming the Handicapped
IQ Myth
Legal Challenges in Special Education
Like Other People (Physically Impaired)
Mainstreaming in Action
Medical Aspects of Cerebral Palsy
Normalization: The Right of Respect
Puzzle Children (LD) Videorecord 493
Rachel, Being Five
Rachel's Team
Sequencing, Memory, and Language
Shakishe and Friends
Silent World, Muffled Word
Special Needs Students in the Classroom
SPED 510 teleclass videos, 24 episodes
## Teleclass: SURVEY OF EXCEPTIONAL CHILDREN

**CLASS**—Fridays, 4:30-7:30 p.m.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 15, 1998</td>
<td>Orientation</td>
<td>Video Lessons 1-12</td>
</tr>
<tr>
<td>June 5, 1998</td>
<td>Introduction, Rules &amp; Regulations, Least Restrictive Environment, Placement, Individualized Education Program, Learning Disabilities, Characteristics &amp; Methods, Behavior Disordered: Characteristics and Methods, Mental Retardation: Characteristics and Methods</td>
<td>Chapters 1, 2, 3, 4, 5, 6, 15</td>
</tr>
<tr>
<td>June 12, 1998</td>
<td><strong>MID-TERM EXAM</strong> Video Lessons 1-12, Chapters 1, 2, 3, 4, 5, 6, 15</td>
<td>Observation Reports Due</td>
</tr>
<tr>
<td>July 31, 1998</td>
<td>Special Education/Regular Interaction, Physically/Health Impaired, Hearing Impaired, Communication Disorders, Visually Impaired, Parent/Teacher Interactions, Cross Categorical Programming, Vocational Transition, Gifted/Talented, Early Childhood Special Education, Other Issues &amp; Summary</td>
<td>Video Lessons 13-24, Chapters 7, 8, 9, 10, 11, 12, 13, 14, 13, 14, 15</td>
</tr>
<tr>
<td>August 7, 1998</td>
<td><strong>FINAL EXAM</strong> Video Lessons 13-24, Chapters 7, 8, 9, 10, 11, 12, 13, 14, 15</td>
<td>Research Paper Due</td>
</tr>
</tbody>
</table>

### Instructional Activities DUE:

1. Observation Reports Due June 12, 1998 (Due third class date, including orientation)
2. Research Paper Due July 31, 1998 (Due fourth class date, including orientation)
Format for Observation Reports

Use the following at headings:

Identification of the Site

Type of Disability/Exceptionality

Description of Physical Environment and Emotional Climate

Description(s) of Lesson(s) Observed

Method(s) of maintaining On-Task Behaviors

Comparison of Characteristics Mentioned in the Textbook with those Observed

Summary of List of Positive Aspects Along with Those that Need Improvement

BE CERTAIN TO INCLUDE YOUR PERSONAL REACTION TO THE OBSERVATION EXPERIENCE IN THE SUMMARY SECTION!!!

Each observation report (total of THREE reports) should include three typed pages.

Due Date: June 12, 1998.
SURVEY OF EXCEPTIONAL STUDENTS
GRADE EVALUATION FORM

1. Participation 7% ________ ________/7
2. Observation Reports 21% ________ ________/21
   Site: ____________________________/7
   Site: ____________________________/7
   Site: ____________________________/7
3. Research Paper 27% ________ ________/27
   Topic: ___________________________
4. Mid-Term Exam 20% ________ ________/20
5. Final Exam 25% ________ ________/25

Attendance:
June 5 ________ August 7 ________
June 12 ________
July 31 ________

Orientation: May 15 ________
(Five points will be deducted for class absences after two [2])

FINAL GRADE__________________________/100 = ________

Comments:
Special Instructions for Distance Learners

- Attendance at orientations, meetings, and exams are not required. Please use the dates in the cover sheet, syllabus, and calendar to pace yourself throughout the trimester.

- For classes with take-home exams, the instructor will mail the exam(s) to the students. For classes with regularly scheduled exams, students taking the course at a distance may arrange with a suitable proctor to have the exam proctored.

- Students requesting an exam to be proctored, should complete the Request for Examination Forms in this packet as soon as possible, (pink laminated cards located in the back of this packet). Students should plan to take their examinations as close as possible to the published exam dates.

- Some students will be working through a community college or state university and they should ask the college coordinator or Board of Governors Representative who the proctor will be. Otherwise, suitable proctors are: superintendent of schools, high school principal, university or college testing center, library director, registrar, or college administrator. Exams may NOT be taken under the supervision of a member of your family regardless of his or her academic qualifications. Be sure to include the proctor's title and name of institution on the request card.

- Students residing less than 50 miles from GSU are required to take their exams on campus at the published exam times, unless otherwise instructed.

- When taking an examination, either take-home or proctored make sure to fill out and enclose an Examination Submittal Form with your exam.

- Please pay careful attention to the due dates for written work, (if applicable). Remember to include a self-addressed stamped envelope if you would like your written work returned.

- If your instructor does not provide an address to mail assignments to, please mail to:

  Instructor's Name & Class  
  Division of Extended Learning  
  Television Courses  
  Governors State University  
  University Park, IL 60466

- When submitting written work, you should include a Lesson Submittal Form, located in the back of this packet. This form will allow our office and your instructor to easily track your work, as well as provide helpful feedback on your progress. Always keep a copy of all written work submitted.