SURVEY OF EXCEPTIONAL STUDENTS

BROADCAST TITLE: Survey of Exceptional Students
COURSE NUMBER: SPED 510T
REFERENCE NUMBER: 110757
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: $298.50
- Graduate: $314.25
ORIENTATION: GSU (included in first class session)
  - Friday, 4:30-7:30 p.m.
  - September 11, 1998
DISCUSSION/EXAM SCHEDULE:
- Governors State University
  - TIME: Fridays, 4:30-7:30 p.m.
  - DATES: October 2, 1998
    - October 9, 1998 Midterm-Observation
    - November 20, 1998 Research Paper Due
    - December 4, 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.
VIDEO TAPES:
- GSU Library 24 one-hour tapes, 2 per week
VIEWING:
- GSU Library
- GSU Bookstore
- Mokena Community Public Library
- Orland Park Public Library
- Kankakee Community College
- Jones Intercable of Southern Suburbs - Channel 26
- Joliet Junior College North Campus
Database Searching

When searching any of the databases, be sure to read the screen for proper commands. Unfortunately, the commands change depending on the database. Unless you are looking for a specific book or article and already know the title and author, I would begin searching with a title search using several keywords about the subject. If you do not pull up any titles, eliminate a keyword or try a synonym. Once you pull up a list of titles, take down the citation information (author, title, publisher, copyright date or author, title, name of journal, volume, number, date and pages) for any books or articles which look useful. Review the records to find a book or article which is as close as possible to the subject which you seek. Then, find the subject headings on the record for the book or article. Next try a subject search using the subject headings which you identified to locate more titles on your subject.

Interlibrary Loan

If your community college, public, or other local libraries own the book or article, which you need, you have your information. If they do not, they can obtain the book or article for you through Interlibrary Loan. Please contact your local librarian for instructions on making an Interlibrary Loan request. Each library has its own procedures. Often it takes two to three weeks to receive materials through Interlibrary Loan, so you will want to start your research early to ensure you have plenty of time to obtain your information.

Assistance from Your Distance Librarian

If you find that you need help in searching the GSU databases or have other library information access concerns, please contact me. My e-mail address is d-casey@govst.edu, or you can send me an e-mail message from the GSU Library Web page. My office phone number is 708-534-4117. However, I have an erratic schedule, so please leave a message, if I do not answer the phone, and I will return your call as soon as possible.

I hope that you will find your Governors State experience stimulating and fulfilling. Please make use of the information resources, which the University Library provides for all of its students and faculty.

Sincerely,

Diane Dates Casey

Diane Dates Casey, M.A., M.Div., M.L.S.
Course Title: Survey of Exceptional Students
Course Number: SPED 510 T
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.


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. Visit three different types of special education programs in different areas of exceptionality. (15 hours) (Selections must be approved by your instructor.)

2. 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.)

b. 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).

3. 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.

4. Midterm exam (20 points).
5. 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):

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
<th>Total</th>
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<tbody>
<tr>
<td>Typewritten report on three (3) different types of facilities</td>
<td>7 each</td>
<td>21 points</td>
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<tr>
<td>Research paper</td>
<td>27</td>
<td>27 points</td>
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<tr>
<td>Two written exams</td>
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<tr>
<td>20 for midterm</td>
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<td>25 for final</td>
<td>25</td>
<td>45 points</td>
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<tr>
<td>Participation in discussions/activities</td>
<td>7</td>
<td>7 points</td>
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Total: 100 points
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.*
Vide o s/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
Shakisshe and Friends
Silent World, Muffled Word
Special Needs Students in the Classroom
SPED 510 teleclass videos, 24 episodes
Fall 1998  
Facilitator: Deborah Knox

Teleclass: SURVEY OF EXCEPTIONAL CHILDREN

CLASS--Fridays, 4:30-7:30 p.m.

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
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</table>
| 1 September 11, 1998 | Orientation | Video Lessons 1-12  
Chapters 1, 2, 3, 4, 5, 6, 15 |
| 2 October 2, 1998 | Introduction  
Legislation, Rules & Regulations  
Least Restrictive Environment  
Placement  
Individualized Education Program  
Learning Disabilities  
Characteristics & Methods  
Behavior Disordered: Characteristics and Methods  
Mental Retardation: Characteristics and Methods | Video Lessons 1-12  
Chapters 1, 2, 3, 4, 5, 6, 15 |
| 3 October 9, 1998 | MID-TERM EXAM  
Video Lessons 1-12  
Chapters 1, 2, 3, 4, 5, 6, 15 | Observation Reports Due |
| 4 November 20, 1998 | 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 & Summary | Video Lessons 13-24  
Chapters 7, 8, 9, 10, 11, 12, 13, 14, 15 |
| 5 December 4, 1998 | FINAL EXAM  
Video Lessons 13-24  
Chapters 7, 8, 9, 10, 11, 12, 13, 14, 15 | Research Paper Due |

Instructional Activities DUE:
1. Observation Reports Due October 9, 1998 (Due third class date, including orientation)
2. Research Paper Due November 20, 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: October 9, 1998.
<table>
<thead>
<tr>
<th></th>
<th>Participation</th>
<th>Observation Reports</th>
<th>Research Paper</th>
<th>Mid-Term Exam</th>
<th>Final Exam</th>
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**Attendance:**
- October 2
- October 9
- November 20
- December 4

**Orientation:** September 11

(Five points will be deducted for class absences after two [2])

**FINAL GRADE**

**Comments:**
SPED 510 – Survey of Exceptional Students

Instructions for out-of-state students
Note: if you are taking this course to meet state requirements for a teaching certificate, check with your professor.

FIELD EXPERIENCE REQUIREMENT
You will be responsible for locating a site in your area where you will fulfill the required 15 clock hours of field experience as described in your syllabus. A minimum of three different observations is required. These may be special education programs in local public or private schools, special education cooperatives, or sheltered workshops. The students observed can be selected from early childhood through grade 12, and from mild to severe/profound in level of severity. During the summer when schools are not in session, you may look for park district special recreation services.

Contact an administrator at the sites of your choice, explain that you are a GSU student and ask if you may observe. If they would like to talk with the division chairperson in the College of Education, ask them to contact Maribeth Montgomery Kasik at 708-534-4364, e-mail: m-kasik@govst.edu

Follow these guidelines:
- Ask for the privilege of visitation
- Call well ahead of observation dates desired.
- Assure schools/teachers that observation results will be held in confidence and anonymity.
- Go more than halfway to reach a mutually convenient set of dates and times.
- Be on time or somewhat early.
- Report to administrator upon arrival.
- Dress the part of a professional.
- Advise the school if you must be late or cancel.

Use the notes you have taken to prepare a four page typewritten report for each observation. See the syllabus for the components that must be addressed. Complete the Evaluation of Field Experience form and return the entire form to your instructor with your reports. A signed copy of the form will be returned to you.

If you have questions or comments about the course - besides contacting your instructor - you can reach either of two full-time faculty in the College of Education who are also the authors of this course by e-mail:
Dr. Maribeth Montgomery Kasik: m-kasik@govst.edu
Dr. Jane Andringa: j-andrin@govst.edu