

EDUCATIONAL STUDIES 254—TEACHING EXCEPTIONAL STUDENTS

Sayles-Hill Room 252 T/TH 10:10-11:55 am

Professor Ann Leming

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INTRODUCTION:

As the school population becomes more diverse, teachers must be prepared to recognize the unique learning and behavioral characteristics of each student. In this course, students will recognize the nature and needs of exceptional learners and design appropriate instructional activities and educational environments to facilitate successful learning experiences and social acceptance within the general education classroom.

*If you have a request to accommodate a special need, please talk with the professor.

COURSE OBJECTIVES:

The goals for this course are based upon the teacher licensure standards stated below:

1. **Diverse Learners.** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.
2. The teacher knows about areas of exceptionality in learning—including learning disabilities, visual and perceptual difficulties, special physical or mental challenges and gifted and talented.
3. The teacher makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication and response modes) for individual students who have particular learning differences or needs.
4. The teacher can identify when and how to access appropriate services or resources to meet exceptional learning needs.

REQUIREMENTS:

- Classes consist of lectures, videos, speakers, a field experience, discussions, and presentations. Students are asked to actively participate in discussing and sharing insights and strategies.

- **Readings:**

Pacer Center (2001). Disability Awareness, A Guidebook for Families and Educators (2nd ed). Minneapolis, MN. (Designated as “Pacer”)

Bauer, J.J. (1992). The Runaway Learning Machine: Growing Up Dyslexic. Minneapolis: Educational Media Corporation.

Tomlinson, C.A. (2001). How to Differentiate Instruction In Mixed-Ability Classrooms (2nd ed). New Jersey: Pearson Merrill Prentice Hall.

The following are on reserve in Gould Library:

Turnbull, Turnbull, Shank, Smith (2004). Exceptional Lives: Special Education in Today’s Schools. New Jersey: Merrill/Prentice Hall.

Four articles from: Danforth and Taff, (2004). Crucial Readings in Special Education, New Jersey: Merrill/Prentice Hall. On reserve in the Educational Studies Department Library and Gould Library.

1. Sailor. "Special Education in the Restructured School," 173-189.
2. Gartner & Lipsky. "Beyond Special Education: Toward a Quality System for All Students," 190-210.
3. Ferguson. "The Real Challenge of Inclusion: Confessions of a 'Rabid Inclusionist,'" 276-283.
4. Kohn. "Beyond Bribes and Threats: How Not to Get Control of the Classroom," 350-368.

- Assignments are often the basis for class discussion, and therefore must be completed on the assigned date to receive full credit. Please contact me if you have conflicts.

- Grades are weighted in the following manner:

Reflections	40	Grading criteria in %:
Tutoring/Shadowing	40	A = 93%
Teaching Presentation	100	B = 83%
/Paper		C = 73%
Exam	50	D = 63%
	230pts	+ or - are 2% either side

ASSIGNMENTS:

1. REFLECTIONS on readings (Kohn, Bauer) or class activities (IEP, adapting instruction).

2. TUTOR OR SHADOW AN EXCEPTIONAL STUDENT. (5 hours total).

This is an exciting opportunity for you to observe and work with an exceptional student or students at an elementary, middle, or secondary school of your choice. You are to reflect upon your observations as well as generalize from this experience to your own future teaching.

Please provide the following:

- a. At the beginning, write your goals for this experience and record the time and dates of each session. Share this with your host teacher and have him/her sign the completed sheet. A goal can be general, such as "to better understand the needs of students with ADHD or specific such as "To observe and evaluate the effectiveness of the neurological impress method of teaching reading"; "To rank by effectiveness the different preventive discipline techniques observed or used".
- b. Record and email (to "aleming") a half-page journal for each visit. Observe the environment, the types of instruction, specific personnel, and behaviors in the classroom. Watch for differentiated instruction, inclusion strategies, remedial techniques, or topics you have researched through readings, the Internet, or interviews.
- c. At the conclusion, Type a two-page summary that analyzes as well as describes the student's educational needs and the modification/s utilized, and describes what you have learned during this placement. The content of your written journal will depend upon your particular experience, but usually includes the following:
 - A description of the student and his or her learning characteristics.
 - An evaluation of the effectiveness of the educational strategies currently utilized for this student.
 - A description of your personal philosophy and insights from this experience. You may include specific strategies you would employ when working with students with similar learning styles within your own classroom. You may speculate here as long as you have information to support your speculations.

3. TEACHING PRESENTATION: (Research, Presentation, and Handout)

Individually or in pairs you will research one of the categories of exceptionality and present your findings to the class. You will be the representative or advocate for that disability area during all class activities. You may choose your presentation mode (Power Point, Website, school problem-solving meeting,) and design your presentation accordingly. You must demonstrate teaching techniques in your presentation that would accommodate students having this learning designation.

You, your classmates, and the instructor will evaluate the quality of information, the clarity and creativity of the presentation, and the relevance of the activities and handout.

Individual Requirements:

- a) **Research:** Each person will write a 6-10 page paper, typed, double-spaced in 12-point font, with a bibliography listing at least six references cited from a variety of sources.

Research sources are available in Gould Library and the Educational Studies Library, and must include books, journals, and an interview with parents, professionals, or students, as well as reputable Internet sources. Research an instructional method, a controversial area, or a topic of interest relating to the specific category. For example, one current topic in teaching students with ADHD is the use of self-regulatory strategies to control behaviors.

- b) **Presentation:** Each person or group will have twenty to thirty-minutes to share findings and activities with the class, including specific teaching techniques and relevant issues or research.

- c) **Handout:** Each group will distribute to the class a one-page handout, brochure, or other means of summarizing important information. Be sure to include specific helpful classroom activities and adaptations.

4. FINAL ESSAY EXAM based on the readings and information presented in class composed of questions and case studies.

(Alternative forms of the final may be requested).

EDUCATIONAL STUDIES 254 SCHEDULE—SPRING 2006

Date:	Reading:	Topic:	Assignment:
Tues May 2		Society's Views of Exceptionality Special Education and the Inclusion Movement; Influential legislation	Choose off-campus site Choose a category
Thurs May 4	Pacer 131-139 Bauer 1-48	Responsibilities of the classroom teacher Categories; Continuum of Services; Referral, Assessment, and the IEP process.	Bring visual and activity for your categoral area
Tues May 9	Kohn Artic 5 Bauer 49-94	"At risk" behavior or "at risk" schools? Alternative Learning Center visit Perspectives on Behavioral and Emotional Problems Preventive Discipline	Reflection on Kohn and discipline
Thurs May 11	Tomlinson P1-50	Discussion of <u>The Runaway Learning Machine</u> L. D. "Discipline : When Chips are Down" video Adapting or Differentiating Instruction	
Tues May 16	Pacer 81-98 Tomlinson P50-92	Cognitive or Developmental Difficulties; ADHD, Learning Disabilities	Response to Bauer
Thurs May 18	Pacer 3-44	Vision and Hearing Differences VISIT TO FARIBAULT ACADEMY FOR THE DEAF Meet at Sayles Hill: 10:10-12:30 p.m.	
Tues May 23	Pacer 45-80 Pacer 111-128	Physical Disabilities, TBI Other Health Impairments, ADHD	Teachings
Thurs May 25	Pacer 99-102	Speech and Language Impairments ELL/ ESL	Teachings
Tues May 30	Pacer 103-110	Gifted and Talented; Autism Mental Impairments Sharing techniques from tutoring	Teachings Teaching Papers Due Tutoring Journals

Saturday June 3 8:30-11:00am FINAL