

## **EDUCATIONAL STUDIES 254—TEACHING EXCEPTIONAL STUDENTS**

**Willis Room 114 T/TH 1:15-3:00 pm**

**Professor Ann Leming**

Office: Willis 406 Office Hours: T/TH 10:30-12:00 or M/W/F TBA

Office Phone: x7240 Home Phone: 645-6237 Email: [aleming@carleton.edu](mailto:aleming@carleton.edu)

### **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 (based upon the teacher licensure standards in regard to diverse learners) are stated below. Each student will:

--have an understanding of how students differ in their approaches to learning and has the ability to create instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

--know about areas of exceptionality in learning—including learning disabilities, visual and perceptual difficulties, special physical or mental challenges and gifted and talented.

--be able to make 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.

--be able to 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:**

- Turnbull, Turnbull, Wehmeyer, (2007). Exceptional Lives: Special Education in Today's Schools (5th ed.). New Jersey: Merrill/Prentice Hall.
- Grandin, (2006). Thinking in Pictures: My Life with Autism. New York: Random House.

The following are on reserve in the Educational Studies Library:

1. Ryan and Cooper, (2007). Kaleidoscope: Readings in Education (11<sup>th</sup> ed). Boston: Houghton Mifflin.
2. An article from Danforth and Taff, (2004). Crucial Readings in Special Education, New Jersey: Merrill/Prentice Hall. Kohn. "Beyond Bribes and Threats: How Not to Get Control of the Classroom," 350-368.
3. Rodis, Garrod, Buscardin, (2001). Learning Disabilities and Life Stories. Boston: Allyn & Bacon.

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

- **Assignments** are often the basis for class discussion, and therefore must be completed on the assigned date to receive full credit. Ten percent per day will be deducted for late assignments. Please contact me prior to the due date if you have conflicts.

- **Grades** are weighted in the following manner:

Reflections	20 %	Grading criteria in %:	
Tutoring/Shadowing	15 %	A = 94-100%	C+ = 77-79
Teaching Presentation/Paper	25 %	A- = 90-93%	C = 73-76
Book response	15 %	B+ = 87-89%	C- = 70-72
Exam	25 %	B = 83-86%	D+ = 67-69
		B- = 80-85%	D = 63-66
		D- = 60-62	

## ASSIGNMENTS:

**1. REFLECTIONS:** Word processed responses to readings (choice of 5) are to be handed in at the beginning of the class period. Unless specified, you are (a) to respond to two ideas within the readings, pose two questions, and choose two specific applications you can use in your teaching, or (b) choose a quote in the text and apply it to your own experience and other readings. (1-2pgs.)  
Meets BOT Standards 3A, 3B, 3M, 3N, 10C.

## **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 the goals you hope to accomplish during this experience. Examples of general goals are: "To better understand the needs of students with ADHD", or "To learn strategies to differentiate instruction" More specific goals might include: "To observe the effectiveness of one method of teaching reading;" or "What are the effects of labeling on students with LD?"

b. Record the date, time, and a half-page response journal for each visit. Each week has a different focus:  
Week 1: The environment and specific personnel. Week 2: Instructional techniques or specific strategies to enhance inclusion. Week 3: Social and behavioral climate of the students and the classroom. Week 4: Notice the use of specific strategies, differentiated instruction or universal design; also any topic relevant specifically to the students observed. You may find resources through readings, the Internet, or interviews.  
Email weekly to "aleming@carleton.edu" or post journals on the server.

c. At the conclusion, type a two-page summary that analyzes as well as describes the student's educational needs and the modifications utilized, and describes what you have learned during this placement. The content of your written journal will depend upon your particular experience, but journals dealing with specific students usually include the following:

- Description of the student's /s' learning characteristics and the learning environment (IEP).
- Analysis of the effectiveness of the educational strategies or program.
- Application to your personal educational philosophy or teaching. Describe insights that affected your personal educational philosophy. You may include specific strategies you would employ when working with students with similar learning styles within your own classroom.
- Controversial topics

- Listing of all references (interviews, Internet sites, books, experiences) used.
- Meets BOT Standards 3A, 3K, 3L, 3N, 7B, 7C, 9C, 10C.

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

#### **A RESEARCH PAPER (6-10 pages) may replace the presentation.**

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 class activities.

You may choose your presentation mode (Power Point, Website, school problem-solving meeting, or discussion) 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 provide feedback regarding 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 research a category utilizing a variety of sources. A minimum of six sources are to be listed and handed in with your presentation evaluation ("d").

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. You are to provide basic information regarding definitions, characteristics, personnel, and specific instructional activities. You may then concentrate on an instructional method, a controversial area, or a topic of interest relating to the specific category. For example, if researching ADHD, you could focus on self-regulatory strategies which are used by students to control their educationally harmful behaviors.

- b) Presentation: Each person or group will have fifteen to thirty-minutes to share findings and activities with the class, including specific teaching techniques and relevant issues or research.
- c) Visual: 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.
- d) Hand in: An evaluation of your presentation and the contributions of each member of the group. List references used. Email to "aleming" or hand in before the next class period.

Meets BOT Standards 3A, 3B, 3M, 3N, 4J, 7C, 10C.

**4. FINAL ESSAY EXAM** is based on the readings and information presented in class and is composed of terms, short answer questions, and applications of case studies.  
(Alternative forms of the final may be requested).

Meets BOT Standards: Section I: 3A, 3B, 3K Section 2: 3K, 3L, 3M, 3N, 4J, 7B, 7C, 7D, 7E.

## EDUCATIONAL STUDIES 254 SCHEDULE—SPRING 2009

Date and Readings:	Topic:	Assignment Due Today:
<b>Tues May 5:</b>	Society's Views of Exceptionality Special Education and the Inclusion Movement Video: Small Differences	<b>Choose off-campus site and category to research</b>
<b>Thurs May 7:</b> T ch 1: Overview of Special Ed	Responsibilities of the classroom teacher Categories; Continuum of Services; Referral, Assessment, and the IEP process Influential Legislation Visit to High School Special Education	<b>Reflection #1 IDEA, NCLB and your educational history (ch 1)</b>
<b>Tues May 12:</b> T ch 7: Students with EBD	Perspectives on Behavioral and Emotional Problems Visit Northfield Alternative Learning Center "At risk" or "resilient" students	<b>#2 Response to visit; discipline issues; and ch 7</b>
<b>Thurs May 14:</b> T Ch 2: Univ Design; Inclus	Learning Disabilities and Discipline "Discipline: When Chips are Down" video Preventive Discipline	<b>Reflection #3: T ch2 (two's) Teaching</b>
<b>Tues May 19</b> T ch 5: T ch 8:	Learning Disabilities Attention Deficit Hyperactivity Disorder	<b>Reflection 4: LD or ADHD Teaching</b>
<b>Thurs May 21</b> Turnbull, T ch 14: Students w Hearing Loss    OR T ch 15: Ss w Vision Loss	Vision and Hearing Differences <b>VISIT TO FARIBAULT ACADEMIES FOR THE DEAF AND BLIND Meet at Sayles Hill: 12:05-3:00 p.m.</b>	<b>Reflection 5</b>
<b>Tues May 26</b> T ch 12: T ch 6: <u>Thinking in Pictures</u> , p1-122	Physical Disabilities; Other Health Impairments Speech and Language Impairments	<b>T in P Book Discussion Teachings</b>
<b>Thurs May 28:</b> <u>Thnking in Pictures</u> , p123-243	ESL/ELL Autism: Speaker	<b>Book Response Due</b>
<b>Tues June 2:</b> T ch 16: T ch 9:	Gifted and Talented; Mental Impairments/Developmental Disabilities	<b>Teachings Tutoring Journals Due</b>

**MINNESOTA STANDARDS OF EFFECTIVE PRACTICE FOR EDUC 254:  
TEACHING EXCEPTIONAL STUDENTS**

Carleton College teacher education candidates must meet the competencies outlined by the Minnesota Board of Teaching standards for licensure. Following are the Education 254 assessment activities designed for each of the standards.

**Standard 3: Diverse Learners.** A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. The teacher must:

**3B** Know about areas of exceptionality in learning, including learning disabilities, perceptual difficulties, and special physical or mental challenges, gifts, and talents. *Assessment:*

- Responses to chapter readings dealing with learning disabilities, emotional or behavioral disorders, ADHD, gifted, developmental delays, autism, other health impairments, physical disabilities, traumatic brain injury, communication disorders, hearing and vision loss.
- Student presentation on an area of disability
- Off-campus observational journal
- Discussion from residential facility for the blind or deaf.

**3C.** Know about the process of second language acquisition and about strategies to support the learning of students whose first language is not English. *Assessment:*

- Reflections on ELL students in off-campus placement
- Case study or applied lesson

**3M.** Accommodate a student's learning differences or needs regarding time and circumstances for work, tasks assigned, communication, and response modes. *Assessment:*

- IEP assignment
- Presentation demonstration
- Reflections from practicum experience
- Adapted lesson in final exam

**3N.** Identify when and how to access appropriate services or resources to meet exceptional learning needs. *Assessment:*

- Reflections on readings
- IEP assignment or Adapted lesson (final exam)
- Practicum reflections

**INTASC Initial Teacher Licensure Standards for Educ 254: Teaching Exceptional Students**

Carleton College teacher education candidates must meet the competencies outlined in the Interstate New Teacher Assessment and Support Consortium (INTASC) standards. In Education 254, activities and assignments have been designed to address the competencies in standard three described below:

**Standard 3: 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.

- 3.12 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.
- 3.33 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.
- 3.34 The teacher can identify when and how to access appropriate services or resources to meet exceptional learning needs.