SPE 3200
Learning Differences of Individuals with
Mild/Moderate Exceptional Learning Needs
Fall 2012

Instructor: Mrs. Stephanie Woodley
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Appointments: Sign up in the notebook in 1212 Buzzard Hall

Location of Class: Room 1103 Buzzard Hall
Time of Class: 12:00 p.m.-1:40 p.m. Tuesdays and Thursdays

Online: http://www.eiu.edu/~ncate/syllabi/index.htm#spe

Catalog Description:
SPE 3200 - Learning Differences of Individuals with Mild/Moderate Exceptional Learning Needs. (4-0-4) F, S. This course examines the differential behaviors (cognitive, language, motor, social and emotional) of individuals with exceptional learning needs. Learning disabilities, emotional disturbance/behavior disorders, and traumatic brain injury are addressed. Additionally, the impact that exceptional learning needs has on an individual's life and learning is discussed.

Learning Model:
The primary learning model for this course is the Ecological Model (Henley, Ramsey, & Algozzine, 1993).

Textbook:
Raymond, E. B. (2012). *Learners with mild disabilities: A characteristics approach* (4th ed.). Boston, MA: Allyn & Bacon.

University student learning goals:

The mission of the general education program at Eastern Illinois University is three-fold:

- To enhance student literacy and oral communication
- To encourage students to think critically and reflectively
- To introduce students to knowledge central to responsible global citizenship

In this content-specific course literacy, including written and oral communication is addressed through varied written and spoken activities and assignments. Your skills of critical and reflective thinking will be assessed through tests and quizzes and you will be expected to demonstrate these skills through participation in class and in your written work. Your knowledge central to responsible global citizenship will be enhanced through lectures, particularly topics related to diversity, and reading of your textbooks and supplemental materials.

SPE 3200 Course Requirements/Assignments

1. Readings: Readings from the course text as well as readings in your packet are assigned for many lectures (SEE PROPOSED CALENDAR). It is essential that you keep up with the assigned readings as a percentage of the exam questions come directly from them.

2. Lectures: Lectures related to each module will be presented in class. Lectures will be related but not repetitious of assigned readings. Knowledge and understanding of information presented during class meetings will be assessed on exams.

3. Participation points: Throughout the course of the semester, various in-class and online activities may be conducted as "class activity points". Points will be assigned to each of these activities and will be completed according to various class topics (e.g. terminology and classification, leading practitioners in Special Education, behaviors and characteristics of students with mild disabilities, and issues related to identification and etiology). If an activity is missed due to an absence, these points cannot be made up. NOTE: These are part of your final grade, not bonus or extra credit points!

4. Exams: There will be 4 exams in the course. Each exam will contain items from lectures and course reading materials, inclusive of handouts.

5. Paper/Outline Assignments: Each candidate will complete a 10-15 page research paper on a topic dealing with learners with mild to moderate exceptional learning needs. The paper will be developed in multiple steps as listed below.

    a. Article Review Each candidate will write *at least* one article review that directly relates to his or her term paper topic. The article review should follow the current APA style. This assignment is designed to assist candidates in completing the annotated bibliography and research paper project.

    b. Outline Prior to writing the paper, an outline will be developed, which serves to assist the candidate in organizing his/her thoughts for the completion of the research paper. The outline will include reference citations from the annotated bibliography.

    c. Annotated Bibliography Each candidate will complete a typed 8-10 article annotated bibliography related to the research paper assignment. Again, the annotated bibliography should be written in APA style and use non-labeling language.

    d. Paper The final paper will be submitted in paper and digital format. Digitally formatted papers may be run through plagiarism checking software.

6. Extra Credit: Extra credit may be earned for participation as a volunteer for approved extra curricular activities such as Family Fun Festival and Special Olympics. Other

activities may be provided at the discretion of the instructor but will NOT exceed 2-3% of the total class points.

7. Notebook: Each candidate should keep a notebook in the form of a 3 ring binder. This binder should contain: in class activities, handwritten class lecture notes, class handouts, and notes from assigned readings. Notes related to completion of your paper, article review, paper outline, annotated bibliography, and final research paper should be included at the end of your notebook. Notebooks will be submitted and evaluated on the day of the final exam. Failure to submit a notebook will result in one letter grade lower than the grade earned for the course. A checklist is provided in your packet to assist with organization and must be included with your notebook for the check.

Evaluation Criteria
Final grades in the course will be based on total points earned on all projects and tests by the end of the semester. You should keep track of your points so you have an idea of your grade.

A = 90-100% of total points
B = 80- 89% of total points
C = 70- 79% of total points
D = 60- 69% of total points
F = 0- 59% of total points

*The instructor reserves the right to change these requirements or the course outline as it may be deemed necessary. The final grade and its determination (based on completion of all requirements) is the purview of the instructor.

SPE 3200 ATTENDANCE POLICY

Department Attendance Policy
Candidates are expected to attend all classes. The Department of Special Education endorses the notion that attendance in classes is essential. The candidate is responsible for initiating all interaction with the instructor relative to absences and related assignments or exams.

Attendance will be taken during each class period. As stated in the Department Attendance Policy, candidates are expected to attend all classes. Candidates who are absent from class, for whatever reason, are held responsible for the material covered during their absence.

The candidate must inform the instructor of the reason for missing class in a timely manner. When the candidate can anticipate the absence, the instructor must be contacted before the absence occurs. You must email the instructor (sawoodley@eiu.edu) of your absence and give a general reason for the absence.

Late Assignment Policy
All assignments are due at the beginning of the class period on the designated date or they are considered late. Late class assignments will be assessed the following penalties:

1. Assignments that are late will be assigned a late penalty (10% of total points for each day late). It is the candidate's responsibility to acquire any information missed due to an unexcused absence from other members of the class.

Writing Policy
The Department of Special Education requires the use of "non-labeling" language. It is expected that all written work submitted will contain non-labeling language as delineated in the TASH guidelines that are distributed in SPE 3000. The APA Style Manual, 6th Edition (fourth printing), is to be used in respect to style and format for all written assignments. This is departmental policy (DCC decision, Sept. 8, 1982). Individuals with writing difficulties will be referred to the University Writing Center.

Assistance:

Each candidate is encouraged to contact the course instructor for assistance with any class-related problem. The instructor is interested in you. If you are having problems with coursework, it is your responsibility to initiate contact to solve the problem. The instructor may refer you to other sources of assistance on campus if these other resources would be of greater assistance in solving a particular problem. If a referral is made, it is highly recommended that you seek the opportunity for assistance as to remediate the problem prior to entering other major course sequences.

Eastern Illinois University is committed to the learning process and academic integrity that is defined in the Student Conduct Code (1.1). To encourage original and authentic written work, any written assignment created in this course may be submitted for review to Turnitin.com and will become a searchable document with the Turnitin-protected and restricted use database.

Cell Phone Policy

All cellular phones, pagers, and messaging devices must be turned off upon entering classroom or practicum site. If special circumstances warrant the necessity of accessibility via cell phone, permission must be given by the instructor and at no time should this means of communication interrupt teaching or learning. Abovementioned devices are not allowed in the testing setting during tests or exams. If discovered, it will be assumed they are being used inappropriately and will result in a grade of "zero". At no time during class, teaching on site, or tests is text messaging allowed! Anyone in violation of this policy will be asked to leave the class and the absence will be considered unexcused.

Email/Electronic Communication

Candidates are encouraged to use email as a means of communicating with the instructor; however, not all questions and issues can be addressed using this forum. As in all interactions, candidates are expected to be respectful and professional. In addition, candidates must realize that email is asynchronous and, therefore, should allow ample time for a response from the instructor. Further, it is the candidate's responsibility to follow up on contact made via email if no response is received. Remember there are times when technology fails and thus messages are not always received when sent. Do NOT simply assume that the information reached the intended recipient(s).

Student Success Center

Candidates who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

Outline of the Course DCC Approved: 09/12/07
SPE 3200

Module I: Factors Influencing Perspectives of Individuals with Mild/Moderate Exceptional Learning Needs – 2 weeks

A. Federal and State Related Legislation (Ballard, Ramirez, & Weintraub, 1985; Beirne-Smith, Patton, & Ittenbach,1994; Turnbull & Turnbull, 1978; Zettel & Abeson, 1978; Yell, 1998)
   1. Section 504 of Rehabilitation Act of 1973
   2. PL 94-142 – Education for All Handicapped Children Act
      a. Free and Appropriate Education and the Least Restrictive Environment
         1. Concept of Normalization
         2. Normalization vs. LRE
      b. Non-biased Assessment
      c. IEP
      d. Due Process
   3. PL 99-457
   4. PL 101-476 – Individuals with Disabilities Education Act (IDEA)
      a. Additional categories of Autism and Traumatic Brain Injury
      b. Transition Service Mandate
   5. PL105-17 – Reauthorization of IDEA
      a. Increased participation of general education teachers on IEP team
      b. Discipline
      c. Greater access to the general education curriculum
   6. PL 108-446 – Individuals with Disabilities Education Improvement Act (IDEA 2004)
      a. Emphasis is on measuring student outputs
      b. Changes to IEP and transition
      c. Change to definition of learning disabilities and criteria for determination

B. Pluralistic Perspective (Amos & Landers, 1987; Cummins, 1991; Lieberman, 1987; McCormick, 1987; Norton, 1988; Ramirez, 1988)
   1. Cultural factors that may be mistaken for disabilities
   2. Overcoming language and cultural barriers
   3. Accommodating cultural diversity

C. Families
   1. Status of families
      a. Socio-economic
      b. Cultural diversity
      c. Linguistic diversity
   2. Impact of a person with a disability on the family

D. Underlying Theoretical Principles
    1. Classification
        a. Categorical
            1. Learning disabilities
            2. Mental Retardation/Cognitive Impairment
            3. Behavior disorders/Emotional disturbances
        b. Multi-categorical
        c. Non-categorical

Module II: Individuals with Mild/Moderate Exceptional Learning Needs: The Learning Theory Perspective – 4 Weeks

A. Psychodynamic and Psychoeducational Theories of Learning (Erikson, 1968; Freud, 1949; Long, Morse, & Newman, 1976; Maher & Zins, 1987)
    1. Underlying Theoretical Principles
        a. Psychodynamic
        b. Psychoeducational
    2. Exceptionalities from a psychodynamic perspective
    3. Exceptionalities from a psychoeducational perspective

B. Developmental Theories of Learning (Chomsky, 1957; Illingsworth, 1980; Kohlberg, 1969; Piaget, 1970)
    2. Underlying Theoretical Principles
    3. Physical development
    4. Social/Emotional development
    5. Intellectual/Cognitive development
    6. Language development
    2. Exceptionalities through a developmental perspective

C. Behavioral Theories of Learning (Baer, Wolf, & Risley, 1968; Engelmann & Carnine, 1982; Skinner, 1953; Ulman & Krasner, 1965)
    1. Underlying Theoretical Principles
    2. Exceptionalities from a behavioral perspective

D. Ecological Theories of Learning (Apter, 1982)
    1. Underlying Theoretical Principles
    2. Exceptionalities from an ecological perspective

E. Cognitive Learning Theory (Deshler, Schumaker, Lenz, & Ellis, 1984; Meichenbaum, 1977)
    1. Underlying Theoretical Principles
    2. Exceptionalities from a cognitive learning perspective

Module III: Individuals with Mild/Moderate Exceptional Learning Needs - 4 Weeks

A. Types and Definitions of Exceptional Learning Needs
    1. Learning Disabilities
    2. Traumatic Brain Injury
    3. Intellectual Disability

4. Behavioral Disorders/Emotional Disturbance
5. Autism/Spectrum Disorders
6. Orthopedic and Chronic Health Issues
7. Sensory Disabilities (vision and hearing)

B. Causes of Mild/Moderate Exceptionalities
1. Biomedical/Biophysical (Kavale & Forness, 1985; Lerner, 1971; Pancheri & Prater, 1999; Rimland, 1969; Rutter, 1965)
a. Genetic Influences
b. Chromosomal Abnormalities
c. Metabolic Disturbances
d. Neurological Dysfunction (Cruickshank, 1983)
2. Environmental

Module IV: Behaviors Associated with Individuals with Mild/Moderate Exceptionalities – 3 Weeks

A. Physical/Motor
B. Cognitive
C. Language
D. Social/Emotional
E. Academic
F. Adaptive

Module V: Identification and Service Delivery for Individuals with Mild/Moderate Exceptional Learning - 2 Weeks

A. Identification and Assessment of Students with Mild/Moderate Disabilities
1. Intelligence testing
2. Achievement testing
3. Behavioral Assessment
4. Nonbiased-assessment/ Provisions for cultural differences

B. Service Delivery & Continuum of Services (Deno, 1970; Reynolds & Birch, 1982; Marsh et al., 1978)
1. Early Intervention
2. School Age
3. Adult Transition planning in the continuum at each stage as appropriate.

Evaluation:

Exams: CEC CC 1,2,3, & 7 ; IGC 1, 2, 3 & 6; IIC 1, 2, 3 & 6: LBS1 Standards 1 & 2; Illinois Professional Teaching Standards 1, 2, 3, 4, 5, 6, 7, 8, & 9

Research Paper: CEC CC 1,2,3, & 7; IGC 2; IIC2: LBS1 Standards 1 & 2; Illinois Professional Teaching Standards 1, 2, 5, 6 9

REFERENCES

(NOTE: References preceded by a (*) are NCATE Knowledge Base References)

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SAFETY INFORMATION
DEPARTMENT OF SPECIAL EDUCATION

If there is an emergency such as fire, tornado, bombs, earthquake or other emergencies, 911 will notify the Dean's Office of the College of Education and Professional Studies (Doug Bower) who will in turn notify each Department. Medical or health emergencies should be reported directly to the Department of Special Education. EIU has closed only once in its history, SPE closes only when EIU does. Eastern Illinois Special Education is EIASE and is not the Special Education Dept.

Evacuation Procedures:

Clear the building as rapidly and orderly as possible.

Move to the designated areas as directed by the Police Departments or Fire Departments.

Do not return to the building until you are given the all clear signal.

Fire Alarms:

When the fire alarm sounds, everyone in the first floor north wing of Buzzard Hall is to leave the building by way of the 9th Street Circle doors. Everyone is to leave the building; just because you can't see or smell the fire/smoke does not mean there is not a fire. You are to move at least 50 feet away from the building. You are to wait until the Fire Chief gives the all-clear sound.

Tornadoes:

The Department of Special Education, after receiving warning, will contact each classroom on the north, first floor of Buzzard Hall. Opening windows allows damaging winds to enter the structure. Leave the windows along; instead, immediately go to a safe place. Most tornadoes are likely to occur between 3 and 9 p.m., but have been known to occur at all hours of the day or night. If you have been told that there is a tornado warning you should move to your pre-designated place of safety. There are designated areas marked by the "Severe Weather Shelter" signs. There will not be an all clear siren. The tornado warning will be over when the weather has improved. Stay away from windows and automobiles. Eastern Illinois University has a website for Tornadoes at http://www.eiu.edu/~environ/welcome.htm that you can access for more information about tornadoes and what to do.

Bombs:

The University Police will respond to a bomb threat to your building. The University Police will assist with the search and/or evacuation. You will be directed by the University Police as to how, when, and where to evacuate the building.

Earthquakes:

Earthquakes occur without warning. At best, a person may move under his/her desk.

Violence in the Workplace:

In the event an individual displays aggressive behavior, use extreme caution. If a firearm is suspected or evident, leave the building. Move to safety, and call 911 and the Building Coordinator (Doug Bower (7972). If building residents express a "cause to feel uncomfortable", call the Human Resources Department (3514) or University Police (3213). Do not try to become involved with the violent person. Let the University Police handle the situation as they are trained to handle such behavior.

Medical or Health Emergencies:

If a person becomes injured or ill and can make decisions regarding transportation and/or treatment, assistance should be given in making those arrangements. Call 911 and 3213. If the person cannot make decisions regarding transportation and/or treatment, an ambulance will be called. Call 911 and 3213. The Safety Officer is Gary Hanebrink (7068).

Under no circumstances will the University provide transportation, despite the extent of the injury or illness.

An appropriate accident report must be filed. Forms may be found on the web page, http://www.eiu.edu/~environ/safmanl/accdform.htm.

Emergency Notification System

Eastern Illinois University has installed additional emergency notification system devices. When there is a warning for weather or an emergency, the exterior horn will sound and the message will be played across the emergency notification speakers inside Coleman Hall, Klehm Hall, Buzzard Hall, and Lantz Building. Blair Hall, Booth Library, and Doudna Fine Arts Center will receive the message through the fire alarm speakers. There are also flashing lights that have different colors for certain emergencies. An amber light means that there is an emergency. A white light means that there is a fire. If the alarm is sounded, take immediate action as directed by the emergency notification system. Check your campus email for further instructions.

Gary Hanebrink, Environmental Health and Safety Posted Aug 03, 2011