

Credit: 3 semester hours

Catalog Description:

Three hours lecture. Introduction to exceptional children and youth who deviate from the average in physical, mental, emotional, and social characteristics. Program planning is surveyed.

Instructional Objectives:

1. The student will organize and operationally describe the history of special education services for students with disabilities. CFPO 1
2. The student will operationally describe and apply the principles of major litigation and legislation affecting curriculum and services provided to special education populations. CFPO 1
3. The student will operationally describe and appropriately apply the principles of Public Law 94-142/101-476 to special needs populations. CFPO 1
4. The student will operationally describe and apply the principles of the referral to placement procedures for students with disabilities as mandated by the State of Mississippi. INTASC # 10
5. The student will operationally describe and apply the philosophical principles of inter- and intra-individual differences to special education populations. INTASC # 3; CFPO 2
6. The student will operationally identify, define, describe, and distinguish the characteristics, prevalence and psycho-educational needs of the student with cognitive disabilities. INTASC # 3; CFPO 2 & 7
7. The student will operationally identify, define, describe, and distinguish the characteristics, prevalence and psycho-educational needs of the student with specific learning disabilities. INTASC # 3; CFPO 2 & 7
8. The student will operationally identify, define, describe, and distinguish the characteristics, prevalence and psycho-educational needs of the student with communication disorders. INTASC # 3; CFPO 2 & 7
9. The student will operationally identify, define, describe, and distinguish the characteristics, prevalence and psycho-educational needs of the student with behavior disorders. INTASC # 3; CFPO 2 & 7

10. The student will operationally identify, define, describe, and distinguish the characteristics, prevalence and psycho-educational needs of the student with hearing impairments. INTASC # 3; CFPO 2 & 7
11. The student will operationally identify, define, describe, and distinguish the characteristics, prevalence and psycho-educational needs of the student with visually impairments. INTASC # 3; CFPO 2 & 7
12. The student will operationally identify, define, describe, and distinguish the characteristics, prevalence and psycho-educational needs of the student with severely/multiple disabilities. INTASC # 3; CFPO 2 & 7
13. The student will operationally identify, define, describe, and distinguish the characteristics, prevalence and psycho-educational needs of the student who is gifted or talented. INTASC # 3; CFPO 2 & 7
14. The student will operationally identify, define, describe, and distinguish the characteristics, prevalence and psycho-educational needs of the student who is physically disabled. INTASC # 3; CFPO 2 & 7
15. The students will demonstrate basic knowledge of instructional methodologies and service delivery options relevant to diverse populations of students within the general education classroom. INTASC # 3; CFPO 2 & 7

Topics To Be Covered:

1. Categories of exceptional students. 2 hrs.
 - a. Abbreviated definitions of various exceptionalities
 - b. Prevalence of exceptionalities
2. Exceptional Students and Their Environment: A Historical Perspective From the Turn of the Century to the Present, including PL 101-476, IDEA. 5 hrs.
 - a. Developmental profiles of various exceptionalities
 - b. Educational adaptations of various exceptionalities
 - c. Who is an exceptional child?
 - d. Categories of exceptional students
 - e. Family, school, peer culture, and community
 - f. The interaction of heredity and environment
 - g. Intra-individual differences
3. Students Who Are Gifted and Talented. 4 hrs.
 - a. Current definitions
 - b. Prevalence
 - c. Developmental profiles

- d. Educational adaptations
 - e. Components of intellectual competence
 - f. Issues with female students who are gifted
4. Students With Mental Retardation. 5 hrs.
 - a. Current definitions and four classifications
 - b. Prevalence
 - c. Developmental profiles
 - d. Educational adaptations
 - e. Biological factors that contribute to mental retardation
 - f. Environmental factors that affect mental retardation
 - g. Characteristics of students with mental retardation
 - h. Prevention of mental retardation
 5. Students With Learning Disabilities. 5 hrs.
 - a. Current definitions
 - b. Prevalence
 - c. Developmental profiles
 - d. Educational adaptations
 - e. Characteristics of students with learning disabilities
 - f. Classification of learning disabilities
 - g. Academic achievement learning disabilities
 6. Students With Communication Disorders. 5 hrs.
 - a. Current definitions
 - b. Prevalence
 - c. Developmental profiles
 - d. Educational adaptations
 - e. Differences between speech disorders and language disorders
 - f. The elements of verbal language
 - g. Language development: A brief overview
 - h. Classification of communication disorders
 - i. Developmental delay in communication
 7. Students With Hearing Impairments. 4 hrs.
 - a. Current definitions
 - b. Prevalence
 - c. Developmental profiles
 - d. Educational adaptations
 - e. Causes of hearing loss
 - f. Deaf vs. Hard of hearing
 - g. Means of testing hearing loss
 8. Students With Visual Impairments. 4 hrs.
 - a. Current definitions
 - b. Prevalence

- c. Developmental profiles
 - d. Educational adaptations
 - e. Legally blind vs. Partially sighted
9. Students With Emotional and Behavior disorders. 4 hrs.
- a. Current definitions
 - b. Prevalence
 - c. Developmental profiles
 - d. Educational adaptations
 - e. Factors related to behavior problems
 - f. Classification and characteristics
10. Students With Multiple and Severe Handicaps. 3 hrs.
- a. Current definitions
 - b. Prevalence
 - c. Developmental profiles
 - d. Educational adaptations
 - e. Specific disorders; Autism, Pervasive Developmental Disorders (PDD), and Asperger=s disorder
 - f. Treatment programs
11. Students With Physical Disabilities and Health Impairments. 4 hrs.
- a. Current definitions
 - b. Prevalence
 - c. Developmental profiles
 - d. Educational adaptations
 - e. Congenital disabilities vs. Acquired disabilities
 - f. Identification of children with physical disabilities and health impairments

Suggested Student Activities:

1. Each class member will be responsible for mastery of the basic lecture materials. INTASC # 3
2. For extra credit each student will participate in 12 - 15 hours of field observation of public school programs targeting students with special academic and/or behavioral needs (optional). INTASC # 3

Methods of Instruction:

This is a survey course, so 90% of the instruction is of the lecture mode. A video-cassette taped program is utilized delineating the 8 exceptionalities; also, guest speakers are utilized in the field of vision and hearing.

Assessment of Concepts and Skills/Evaluation of Student Progress

Three comprehensive, 40-item multiple choice tests are administered at specific time intervals. Students are also graded on class participation. This can help but not hinder a student's grade.

Text:

Kirk, S. A., Gallagher, J. J., & Anastasiow, N. J. (2003). Educating exceptional children (10th ed.). Boston, MA: Houghton Mifflin.

Sample

Bibliography:

- Batshaw, M. L. (Ed.). (1997). Children with disabilities: A medical primer. Baltimore: Paul H. Brookes.
- Bender, W. N. (1995). Learning disabilities: Characteristics, identification, and teaching strategies (2nd ed.). Needham Heights, MA: Allyn & Bacon.
- Bradley, V., Ashbaugh, J., & Blaney, B. (1994). Creating individual supports for people with disabilities. Baltimore: Paul H. Brookes.
- Burack, J., Hodapp, R., & Zigler, E. (1998). Handbook of mental retardation and development. New York: Cambridge University Press.
- Colangelo, N., & Davis, G. (Eds.). (1997). Handbook of gifted education (2nd ed.). Boston: Allyn & Bacon.
- Corn, A., & Koenig, A. (Eds.) (1996). Foundations of low vision: Clinical and functional perspectives. New York: American Foundation for the blind.
- Dorman, J. P., & Pellegrino, L. (1998). Caring for children with cerebral palsy. Baltimore: Paul H. Brookes.
- English, K. (1995). Educational audiology across the lifespan. Baltimore: Paul H. Brookes.
- Fey, M., Windsor, J., & Warren, S. (Eds.). (1995). Language intervention: Preschool through elementary years. Baltimore: Paul H. Brookes.
- Gallagher, D. J. (1998). The scientific knowledge base of special education: Do we know what we think we know? Exceptional Children, 64, 493-502.
- Gottlieb, G. (1997). Synthesizing nature-nurture: Prenatal roots of instinctive behavior. Mahwah, NJ: Lawrence Erlbaum Associates.
- Illback, R., & Nelson, C. (Eds.). (1996). Emerging school-based approaches for children with emotional and behavioral problems. New York: The Haworth Press, Inc.
- Kerr, M., & Nelson, C. (1998). Strategies for managing behavior problems in the classroom (3rd ed.). Upper Saddle River, NJ: Merrill.
- Krajicek, M., Steinke, T., Hertzden, D., Anastasiow, N., & Skandel, S. (1997). Handbook for the care of infants and toddlers with disabilities and chronic conditions. Austin, TX: PRO-ED.
- Lerner, J. L. (1997). Learning Disabilities: Theories diagnosis and teaching strategies. (6th ed.). Boston: Houghton Mifflin Company.
- Paul, R. (1995). Language disorders from infancy through adolescence: Assessment and intervention. St. Louis, MO: Mosby.
- Remedial and Special Education [special journal issue on history]. (1998). 19(4), 196-238.
- Sacks, S. Z., Wolfe, K. E., & Tierney, D. (1998). Lifestyles of students with visual impairments: Preliminary studies of social networks. Exceptional Children, 64, 463-478.

Scruggs, T. E. & Mastropieri, M. A. (1995). What makes special education special? Evaluating inclusion programs with the pass variables. The Journal of Special Education, 2(29), 224-233.

Simeonsson, R. (Ed.). (1994). Risk resilience and prevention. Baltimore: Paul H. Brookes.

Stainback, S., & Stainback, W. (Eds.). (1996). Inclusion: A guide to educators. Baltimore: Paul H. Brookes.

Starko, A. (1995). Creativity in the classroom. White Plains, NY: Longman.

Stephens, K. R., & Karnes, F. A. (2000). State definitions for the gifted and talented revisited. Exceptional Children, 66, 219-238.

Turnbull, A., & Turnbull, H. (1997). Families, professionals, and exceptionality: A special partnership (3rd ed.). Upper Saddle River, NJ: Merrill.

Underwood, J. K., & Mead, J. F. (1995). Legal aspects of special education & pupil services. Boston: Allyn & Bacon.

Vance, H. B. (Ed.) (1998). Psychological assessment of children: Best practices for school and clinical settings (2nd ed.). New York: John Wiley & Sons.

Warren, D. (1994). Blindness and children: An individual differences approach. New York: Cambridge University Press.

Wehmeyer, M.L., Agran, M., & Hughes, C. (1998). Teaching self-determination skills to students with disabilities. Baltimore: Paul H. Brookes.

Wong, B. Y. L. (1996). The ABC=s of learning disabilities. San Diego, CA: Academic Press.