



EDDS 531 – Introduction to Cognitive, Learning and Emotional Exceptionalities

Semester: Spring 2012
Time: TBD
Location: CC201

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Course Description:

A course designed to provide a general overview of cognitive, learning, and emotional disabilities for students preparing for a career in special education. This course will include an introduction to historical perspectives, theories, characteristics, medical aspects, educational implications, and ethical issues in the practice of special education. These topics will be viewed in the context of normal patterns of development and the dynamic influence of culture/language and the family system.

Course Outcomes:

Annotations following each objective are the EMU M.A. Education Program Outcomes.

Legend: S denotes Scholarship; I-Inquiry; PK-Professional Knowledge; C-Communication; CA- Caring Relationships;

Annotations following each objective are the CEC 04' Standards.

Legend: Standard 1 denotes foundations; S2-Development and Characteristics of Learners; S3-Individual Learning Differences; S4-Instructional Strategies; S5-Learning Environments and Social Interactions; S6-Language; S7-Instructional Planning; S8-Assessment; S9-Professional and Ethical Practice; S10-Collaboration;

1. Knowledge of the foundation for educating students with disabilities including [S. PK, S]
 - a) Historical perspectives, models, theories, philosophies, and trends that provide the basis for special education practice. (CC1K1)
 - b) Characteristics of children and youth with disabilities relative to age varying levels of severity, and developmental differences manifested in cognitive, linguistic, physical, psychomotor, social, or emotional areas. (CC 2 and 3)
 - c) Medical aspects of disabilities. (CC 2)
 - d) The dynamic influence of the family system and cultural/environmental milieu and related issues pertinent to the education of students with disabilities, including the rights and responsibilities of students, families and school personnel. (CC1K4, CC1K7)
 - e) Determine the relationship of special education to the organization and function of educational agencies. (CC1K3)
 - f) Understanding of the contribution of culturally diverse groups and the impact of differences in values, languages, and customs that can exist between the home and school. (CC1K8, CC1K10)
 - g) Understanding of ethical issues and the practice of accepted standards or professional behavior (CC9S1)
2. Knowledge of the Learning Environments for educating students with disabilities including:

3.
 - a) Understanding of the demands of learning environments including, teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs. (CC5K1, CC5K4)
 - b) Determine strategies for preparing individuals to live harmoniously, and productively, allowing individuals to retain and appreciate their own and each other's respective language and cultural heritage in a culturally diverse world. (CC5K7, CC5K8, CC5K9, CC5K10)
4. Knowledge and understanding of the definitions, characteristics and needs of individuals with emotional disturbance. The characteristics should be considered in light of: [S2, PK4], (CC1K5, CC2K1, 2,3,5,6,7, CC3K1,3,4)
 - a) cognitive functioning,
 - b) multi-cultural influences
 - c) specific age-span/developmental issues
 - d) emotional adjustment
 - e) social development
5. Knowledge and understanding of the definitions, characteristics and needs of students with mental retardation. These include [S, PK] (CC1K5, CC2K1,2,3,5,6,7, CC3K1.3.4)
 - a) cognitive functioning,
 - b) multi-cultural influences,
 - c) emotional adjustment;
 - d) social development,
 - e) language development;
 - f) adaptive behavior, and
 - g) medical/health issues
 - h) effect on individual life
6. Knowledge and understanding of the theories, characteristics, etiology and needs of students with specific learning disabilities. These include [S, PK] (CC1K5, CC2K1,2,3,5,6,7, CC3K1,3.4)
 - a) related disabilities such as Attention Deficit Disorders;
 - b) specific age-span/developmental issues;
 - c) cognitive functioning including intelligence, perception, neurobiology, linguistics, memory and thinking;
 - d) levels of severity;
 - e) multi-cultural influences,
 - f) social/emotional aspects including social imperceptiveness, delinquency, and personal control attributes; and
 - g) medical aspects including medication, nutrition, genetics, and neurology
 - h) effect on individuals life

Required Text:

Heward, W. L. (2009). *Exceptional children: An introduction to special education (9th Ed)*. Upper Saddle River, NJ: Pearson Prentice Hall.

Virginia Department of Education. (2001). *A parent's guide to special education*. Richmond, VA: Author.
Download from http://www.pen.k12.va.us/VDOE/Instruction/Sped/parent_guide.pdf

Research-based Journal articles: Students will be asked to use the *Academic Search Elite* database of Hartzler library to access research-based journal articles for supplemental class readings and for use in the research project.

Course Requirements:

Attendance and Participation: Much of the value of EDDS 531 is the sharing of ideas, thoughts and philosophies. Classroom communication about experiences, ideas and suggestions are a significant part of what is gained from this class. Students are accepted to participate in all discussion forums and attend all class sessions except in emergency circumstances. In the case of absence, class participation points will not be granted and the student is responsible for the material presented in class. Due to the interactive nature of the course format, everyone is granted 10 participation points at the beginning of the semester: 1 pt is deducted for every absence and points may be deducted for lack of effort in class participation. If you have a situation or problem that makes attendance at any session difficult, please contact me prior to the start of class.

ELN Response Grids: Students will be asked to write a response to one or more of the concepts or activities presented in assigned readings. These "response grids" are designed to focus on the essential elements of each exceptionality: identification, characteristics between and among individuals with and without each exceptionality, impact of the exceptional condition on learning and throughout life, identification of services/ providers that may be needed, and the impact of the family and cultural/linguistic diversity on learning for students with exceptional learning needs (ELN). Eight response grids will be completed through the Moodle Discussion Board.

Research Article Critique: For an exceptionality category that the student does not complete an ELN response grid, a critique will be written for a selected research topic on that exceptionality. The critique should contain at a minimum: identification of the purpose of the research conducted, summary of the research findings, strengths/weaknesses of the article, and the implications for the teaching practice.

Powerpoint Presentation: The student will choose an exceptionality (not covered in an ELN grid or as the topic of the research article critique) and research the exceptionality. The student will prepare a short presentation to the class, on the identification, characteristics between and among individuals with and without each exceptionality, impact of the exceptional condition on learning and throughout life, identification of services/ providers that may be needed, and the impact of the family and cultural/linguistic diversity on learning for students with exceptional learning needs (ELN).

Research/Brochure Project: EDDS 531 is also designed to enhance your research and writing skills using APA format. Choose an age level, a question to guide the project, and a specific disability. Research the topic and write a 12-20-page APA research paper addressing the issue. The majority of your research should be drawn from peer-reviewed journals or textbooks within the last 10 years. Draw on class discussions, readings, observations and experiences. You should refer to each question, clearly define each section of the paper, and write analytically about each issue/question. You are encouraged to interview a student, teacher, parent or administrator and incorporate that data/perspective into your analysis.

1. Background includes historical points of view toward this exceptionality (CEC 1), interpretation of the legal definition of this exceptionality (CEC 1), characteristics between and among individuals with and without this ELN (CEC 2).
2. The influence of language, culture and familial background with this ELN and their effect on learning (CEC 3).
3. Create 3 questions that will guide the research. These questions should focus on 3 aspects of this particular exceptional learning need and the impact on the individual's learning, behavior, interactions

with others, and life as a contributing member of the community (CEC 2 and 3). This is the analysis section of the paper.

Criteria: clear and coherent organization; analysis of all issues; evidence of critical thinking (posing questions, making assertions which move beyond ideas presented); reference to and incorporation of research and/or issues discussed in class and the research base; sensitivity to the individual and family; and APA style with correct grammar, syntax, spelling etc.

Evaluation:

Web Critique (from EDDS 333)	15 pt.
Research Article Critique	25 pts
ELN Response Grids (8 of the 10 grids)	128 pts
Exceptionality Research Paper	128 pts
Exceptionality Powerpoint	50 pts
Class Participation	10 pts

TOTAL 356

Grading Scale w/approximate values

Percentage	Grade
96 - 100	A
94 - 95	A-
92 - 93	B+
89 - 91	B
86 - 88	B-
83 - 85	C+
79 - 82	C
75 - 78	C-
67 - 74	D
66 - 0	No Credit

Class Format:

Instructional strategies used in this course will vary depending on student needs. They may include: A) **Expository Mode** - lecture, media presentations, explanations, panels, reports, debates, resource persons and student presented research, B) **Inquiry Mode** - questioning interpreting, classifying, self-directed study, testing hypotheses, observing or synthesizing, C) **Demonstration Mode** - exhibits, simulations, games, modeling, field trips and case studies, and D) **Activity Mode** - role-playing, constructing, preparing exhibits, dramatizing, processing, group work, and field trips.

Academic Integrity Policy (AIP):

EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote the interpretive thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. EMU defines plagiarism as occurring when a person presents as one's own someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source (adapted from the Council of Writing Program Administrators). [Taken from "Academic Integrity," 2009-2010 Undergraduate Catalog.] This course will apply EMU's AIP (see catalog, pp. 16-19) to any events of academic dishonesty. Students will be asked to meet with the instructor (and other affected persons, where appropriate) to examine the effects of the dishonesty on others and to develop an accountability plan.

Academic Support Services:

EMU is committed to working out reasonable accommodations for students with documented disabilities to ensure equal access to the university and its related programs. The university complies with Section 504 of the Rehabilitation Act of 1973, the Civil Rights Restoration Act of 1988 and the American with Disabilities Act of 1990 (*EMU Undergraduate Catalog*, pg. 187). Students requiring additional assistance should make their needs known to the professor of this course so that appropriate accommodations may be made.

Writing Tutors:

Please take advantage of the free individual tutoring from our writing tutors. Writing tutors are strong writers who hold scheduled one-on-one sessions with students and are an excellent resource for writers at any level or at any stage in the writing process. Please remember that writing tutors do not provide an editing or proofreading service. They will help you put what you learn into practice and will work with you to improve your own proofreading and editing skills. To make an appointment, please visit the Academic Support Center on the 3rd floor of the Sadie Hartzler Library.

Writing Standards:

Students are expected to follow the EMU writing standards. This includes the use of American Psychological Association style of writing (APA).

Suggested References

- Academic Therapy (1998). *Directory of facilities and services for the learning disabled*. Novato, CA: author.
- Beirne-Smith, M., Ittenbach, R., & Patton, J. (2006). *Mental retardation*. Upper Saddle River, NJ: Merrill.
- Bender, W., & Shores, C. (2007). *Response to Intervention: A practical guide for every teacher*. Thousand Oaks, CA: Corwin Press.
- Bos, C., & Vaughn S. (2002). *Strategies for teaching students with learning and behavior problems*. Boston: Allyn & Bacon.
- Culinan, D. (2002). *Students with emotional and behavior disorders*. Upper Saddle River, NJ: Merrill.
- Drew, C. J., & Hardman, M.L. (2000). *Mental retardation: A life cycle approach*. Upper Saddle River, NJ: Prentice Hall.
- Elkind, D. (1995). *School and family in the postmodern world*. Phi Delta Kappan, 77, 8-14.
- Hallowell, E.M. (1992). *What's it like to have ADHD?* Mount Laurel, NJ: Attention Deficit Disorder Association. Retrieved from <http://www.faslink.org/adhdlike.htm>
- Haslam, R.H., & Valletutti, P.J. (1996). *Medical problems in the classroom* (3rd ed.). Austin, TX: Pro-Ed.
- Hefflin, L., & Alaimo, D. (2007). *Students with autism spectrum disorders*. Upper Saddle River, N.J.: Pearson Education.
- Heward, W. (2006). *Exceptional children: An introduction to special education*. Upper Saddle River, NJ: Merrill.
- Kauffman, J.M. (2005). *Characteristics of emotional & behavioral disorders of children & youth*. Upper Saddle River, NJ: Merrill.
- Lerner, J. (2003). *Learning disabilities: theories, diagnosis, and teaching strategies* (9th ed.). Boston: Houghton Mifflin.
- Lewis, R., & Doorlag, D. (2007). *Teaching special students in general education classrooms* (6th ed.). Columbus, OH: Merrill.
- McIntosh, P. (1990, Winter). White privilege: Unpacking the invisible knapsack. *Independent School*, 49 (2), 31-36. This article may be retrieved from <http://www.case.edu/president/aaction/UnpackingTheKnapsack.pdf>
- Myles, B. (2005). *Children and youth with Asperger Syndrome*. Thousand Oaks, CA: Corwin Press.

- OSEP. (2004). *The disorder named AD/HD*. Landover, MD: The National Resource Center on ADHD. Retrieved from <http://www.help4adhd.org/documents/WWK1.pdf>
- Salend, S.J. (2001). *Creating inclusive classrooms: Effective and reflective practices* (4th ed.). Upper Saddle River, NJ: Merrill.
- Sorrells, A.M., Rieth, H., Sindelar, P. (2004). *Critical issues in special education: Access, diversity, and accountability*. New York: Pearson.
- Sweeney, D., Forness, S., Cheval, K., & Levitate, J. (1997). An update on psychopharmacologic medication: What teachers, clinicians, and parents need to know. *Intervention in School and Clinic*, 33(1), 4-21.
- Wehman, P., & Kregel, J. (Ed.) (1997). *Functional curriculum for elementary, middle, and secondary age students with special needs*. Austin, TX: Pro-Ed.
- Yell, M.L. (2006). *The law and special education*. Upper Saddle River, N.J.: Pearson Education.
- Ysseldyke, J.E., Algozzine, B., & Thurlow, M.L. (2000). *Critical issues in special education* (3rd ed.). Boston: Houghton Mifflin.

Rubric for the ELN Response Grid

	Exemplary Demonstration 4	Very Good Demonstration 3	Competent Demonstration: 2	Does Not Meet Expectations 1	Score (Weighting towards the final course grade)
Identification of the ELN	Concise, analytical, and accurate interpretation of the legal criteria for identifying the ELN;	Clear and accurate interpretation of the legal criteria for identifying the ELN	Basic interpretation of the legal criteria for identifying the ELN	Does not accurately interpret the legal criteria for identifying the ELN	(__ X 1 = __)
Characteristics of the ELN, and the Impact on learning, the family, and throughout life	Clearly describes the characteristics of this exceptionality and how it is similar and different from individuals without this ELN; In-depth analysis of the impact of the ELN on the student's learning, behavior, family, and life activities	Clearly describes the characteristics of this exceptionality; Identification of the impact of the ELN on the student's schooling and life	Provides a very basic description of the characteristics of this exceptionality; Identification of the impact of the ELN on the student's schooling and life	Does not accurately identify the characteristics of this ELN; Does not accurately identify the impact of the ELN on the student's schooling and life	(__ X 1 = __)
Impact of Primary Language, Culture, and Family	In-depth analysis of the complexity of issues surrounding diversity of language, culture and familial background on students with ELN; analysis of how this diversity impacts individual instruction	Clear identification of how diversity of language, culture and familial background impact the student's learning	Provides a very general identification of how diversity of language, culture and familial background impact the student's learning	Incomplete identification of how diversity of language, culture and familial background impact the student's learning	(__ X 1 = __)
Relationship of Differentiated Instruction and Special Education Services to the needs of the student with ELN	In-depth analysis of the complexity of services that may be needed to provide "meaningful and challenging learning for individuals with ELN	Clear identification of the services that may be needed to provide "meaningful and challenging learning for individuals with ELN	Provides a very general identification of the services that may be needed to provide differentiation for individuals with ELN.	Incomplete identification of the services that may be needed	(__ X 1 = __)
Total					/16

JOURNAL ARTICLE REVIEW GRADING RUBRIC

	5	4	3	2	1	0
Structure and Organization	Clear introduction and strong subject evidence; clear and appropriate transitions; appropriate paragraphing; logical, strong conclusion rising from content.	Generally clear introduction and focused; generally clear and appropriate transitions; mostly appropriate paragraphing; adequate conclusion – relates to content but lacks objectivity or is vague.	Adequate introduction; unclear, adequate transitions; reader can follow what is being said, but the paper's overall organization is choppy; adequate paragraphs; conclusion is simplistic.	Weak introduction; weak transitions; main points can be ascertained, but difficult to follow what is being said; weak and long paragraphing; conclusion repeats introduction .	Weak introduction and does not draw reader's interest; little or no transitions; organization is disjointed and haphazard; paragraphs are weak; lacks conclusion. Critique is missing.	No assignment was turned in.
Content	Assignment parameters (length, subject, objectives) are observed; focus is clear and coherent (good sense of audience); obvious understanding of subject; orderly development; assertions are clearly supported and/or illustrated	Assignment parameters (length, subject, objectives) are observed; focus is generally clear and coherent (general sense of audience); good understanding of subject; adequate development; orderly, but stiff, choppy progression of evidence	Assignment parameters (length, subject, objectives) not clearly observed; mostly focused (some sense of audience); thoughts randomly organized and presented; assertions weakly supported and/or illustrated	Inadequate or minimal observance of assignment length, subject and objectives; weakly focused (little sense of audience); unclear progression of ideas; assertions weakly supported and/or illustrated	Inadequate length; objectives of assignment not met; unfocused; little or no sense of audience; serious and persistent errors in organization and structure; lacks understanding of subject; disorganized; does not prove point, if one can be discerned	No assignment was turned in.
Grammar and Mechanics	Sentence fluency coherent, unified, varied; sentence structure complete; correct spelling, punctuation, capitalization; varied diction, word choices	Sentence fluency correct, varied; Minor errors in structure (fragments, run-ons); correct spelling, punctuation, capitalization; limited diction, word choices	Relatively few errors in sentence fluency; multiple fragments/run-ons, poor spelling, punctuation, and capitalization; limited diction, uses trite words, slang, and contractions	Significant errors in sentence fluency and structure, spelling, punctuation and capitalization; diction weak or inappropriate	Serious and persistent errors in: sentence fluency sentence structure spelling punctuation usage word choice	No assignment was turned in.
Research and Sources	Consists of relevant materials and effective research; appropriate depth and length of review; sources are appropriate to the assignment; number of citations and sources adequate for paper , all supportive facts are reported accurately and appropriately cited or paraphrased, the article that was chosen is published within the last 5 years.	Generally relevant material and research to support findings; adequate depth and length of review, sources mostly appropriate and cited correctly; number of citations and sources adequate for paper , almost all supportive facts are reported accurately and appropriately cited or paraphrased, the article that was chosen is published within the last 8 years.	Some research is cited, but lacks depth; sources generally appropriate; number of citations and sources minimally adequate for paper , most supportive facts are reported accurately and appropriately cited or paraphrased, the articles that was chosen is published more than 8 years ago.	Research is limited and not relevant; choice of resources is inadequate. Most supportive facts are reported accurately but inappropriately cited or paraphrased. The article was published more than 9 years ago.	Relevant research is missing; not enough resources; inappropriate resources, no facts are reported or most are inaccurately reported or not appropriately cited or paraphrased, no publication year given or article older than 10 years.	No assignment was turned in.

Format	Appearance is readable and neat; correct use of APA, margins, font size/style, pagination, reference page correctly formatted, double-spaced, alphabetized; sources correctly cited	Appearance is readable and neat; most of paper uses correct APA, font size/style, pagination; reference page format generally consistent and alphabetized; sources correctly cited	Readability and neatness of paper are compromised by the number of errors; APA/ format is inconsistent and inadequate; reference page is inconsistent and not alphabetized; most sources correctly cited	Disorderliness of paper makes it difficult to read; several format errors; significant errors in reference page; references are not alphabetized; errors in citations	Paper is not readable and is disorderly; APA format is not used; no reference page and/or numerous format errors; sources not cited or incorrectly cited	No assignment was turned in.
Comments: 					Points given /25	

Exceptionalities Research Paper

	Exemplary Demonstration: Exceeds CEC standards		Competent Demonstration: Meets CEC Standards	Does Not Meet Expectations or CEC standards		
Project Components	4 points	3 points	2 points	1 point	0 Partial project; no project.	Score (Weighting towards the final course grade)
Background: Theoretical, historical and legal foundations (CEC 1)	Meets Level 3 criteria; AND provides insight and connections.	Clearly articulates the “theoretical, historical and legal foundations of the treatment of individuals with exceptional learning needs”	Identifies some of the theoretical, historical and legal foundations of the treatment of individuals with exceptional learning needs”	Partially identifies some of the theoretical, historical and legal foundations of the treatment of individuals with exceptional learning needs”		(__X 4 = __)
Characteristic s of the Learner with ELN (CEC 2)	Meets Level 3; AND provides breadth and depth in the descriptions.	Clearly articulates the “similarities and differences, and the characteristics, between and among individuals with and without this exceptionality”	Identifies some of the “similarities and differences, and the characteristics, between and among individuals with and without this exceptionality”	Partially identifies some of the “similarities and differences, and the characteristics, between and among individuals with and without this exceptionality”		(__X 4 = __)
Impact of Diversity (CEC 3)	Meets Level 3; AND provides insightful analysis of impact of diversity on the ELN.	Clearly identifies the impact of the language, culture and familial background on the individual’s exceptional condition”	Identifies some of the impact of the language, culture and familial background on the individual’s exceptional condition”	Partially identifies some of the impact of the language, culture and familial background on the individual’s exceptional condition”		(__X 4 = __)
Research Paper: Individual Learning Differences and the Impact (CEC 2,3)	Meets Level 3; AND provides insightful analysis regarding the impact of the ELN; provides for deep connections.	Clearly addresses 3 questions frequently asked by families of children evidencing a specific disability; clearly articulates an aspect of this particular exceptional learning need and its impact on the individual’s	Addresses 2 questions asked by families of children evidencing a specific disability; identifies the impact of the exceptional learning need on the individual	Does not addresses a question frequently asked by families of children evidencing a specific disability; partially identifies the impact of the ELN on the individual		(__X 4= __)

		learning, behavior, interactions with others, and life as a contributing member of the community				
Citations & format	Cites 6+ scholarly references; content connected to appropriate theorists to support statements & positions; paper written in APA format; at least 12 pages in length	Cites 5 scholarly references; content connected to appropriate theorists to support statements & positions; paper written in APA format; at least 12 pages in length	Cites 4 scholarly references; some content connected to appropriate theorists to support statements & positions; written in APA format; at least 12 pages in length	Cites 3 or less scholarly references; little or not connection to appropriate theorists to support statements & positions; not written in APA format; less than 12 pages in length		(__X2 = __)
Writing Intensive Drafts	Fully met all “writing intensive” draft deadlines and met for peer/instructor writing conferences		Met all “writing intensive” draft deadlines.	Did not meet all “writing intensive” draft deadlines and met for peer/instructor writing conferences		(__X2 = __)
EMU writing Standards	Reflects “A” work according to EMU’s undergraduate level writing standards	Reflects “B” work according to EMU’s undergraduate level writing standards	Reflects “C” work according to EMU’s undergraduate level writing standards	Reflects less than “C” work according to EMU’s undergraduate level writing standards		(__X2 = __)
Total						/64 x2/128