Welcome to Education and Psychology of the Exceptional Child (EDUC 408)

Businesses are tasked with creating products for their consumers with very little room for error. Schools are tasked with creating the next generation of citizens who will become doctors, politicians, teachers, scientists, etc. The difference between a business and a school is that the products created by businesses are identical to one another, whereas in a school every child is unique and brings with them individual experiences, strengths, and weaknesses that could directly affect their ability to become a future citizen of the world.

This course will provide you with the opportunity to examine the different educational and mental health challenges that children may face, while also teaching you about research-based instructional strategies that can be implemented to further support students’ growth.

Instructor Bio

Hi, my name is Katya and I received my Educational Specialist degree from UMSL in School Psychology in May of 2017. I was an adjunct instructor at UMSL for three years, where I taught multiple undergraduate and graduate level courses on Learning, Assessment, and Psycho-educational theories. In addition to working at UMSL, I served as a full-time School Psychologist with Special School District for past three years. In my role as a school psychologist, I worked in the Hazelwood School District and helped promote MTSS, Trauma-Informed Care, and a number of other initiatives. Currently, I am the Advocacy Chair of the Missouri Association of School Psychologists (MASP), a member of the Leadership Development Committee of the National Association of School Psychologists (NASP), and a PhD student at MIZZOU in the school psychology program. I have presented at National and State Conferences on multiple topics, am working on an early writing grant, and have several publications. Here are some fun facts about me:

- I was a professional dancer before getting into special education and school psychology
- I love to travel and have been to Africa, South America, Central America, New Zealand, and Europe
- I love animals and am training my dog to be a reading dog that can go in the schools to help students
- I have an eight-year-old son and just got engaged this summer!

Teaching Philosophy

It is my belief that education should be the focal point of our society. Children are our most precious resource and it is our job as educators, counselors, administrators, parents, and active community members to help our children grow into responsible, caring, and forward-thinking citizens. In order for instruction to be successful and learning to take place, we must be aware of the intricate network of webs that make up each child and then be able to use that data to inform our practice. I will be your tour guide and help you develop your practice through:

- Examples (adults learn through modeling, just as children do- I will give usable, concrete
ABOUT THIS COURSE

Required Texts

Supplemental Readings
Supplemental readings will be assigned throughout the course to enhance content. For a list of supplemental readings, see the weekly modules in Canvas.

Course Description
Education and Psychology of the Exceptional Child is a survey course designed to provide the student with a working knowledge of the learning, psychological, cognitive and social characteristics of exceptional youth and children from the gifted to those with disabilities. Influences of legislation, criteria used to identify children, and awareness of services will be explored through application of concepts in a case study format. Current practices of educational interventions, strategies, and modifications for use within the general education classroom will be emphasized.

Learner Outcomes
- Understand that teaching exceptional children necessitates nothing more than an extension of good teaching skills which requires insight into how learning occurs
- Be knowledgeable about a variety of techniques to increase student success
- Understand the various ways to assess whether or not learning has occurred
- Develop critical thinking skills to better collect and evaluate data from research-based resources to better problem-solve various strategies of working with children
- To equip you with the knowledge and skills to teach students with special needs in inclusive classrooms at the elementary, middle, and high school level
- Understand the foundations of inclusive education focus on the nature and characteristics of students with high and low incidence disabilities
- Have knowledge of key legislation that has influenced the growth of inclusive classrooms in public school settings
- Utilize content related to planning for exceptional learners is provided including the ADAPT framework for instructional planning and decision making
- Develop an understanding of evidence-based strategies for adapting instruction is provided for the academic, behavioral, and social areas of learning
- By the end of this course, you should understand the nature of disabilities and how to provide adapted, evidence-based instruction to meet the needs of all learners.
SYLLABUS
EDUC 408: Education and Psychology of the Exceptional Child
FALL 2019

Instructional Strategies
Instructional formats for class meetings will include: didactic/lecture, multimedia presentations, large group discussion, and small group discussion.

Technology will support course learning via use of Canvas. The instructor will place instructional materials for course topics on the Canvas course website. Candidates are encouraged to download these materials. All quizzes will be taken online through Canvas; the instructor will demonstrate how to access the quizzes if needed. The instructor and candidates will also use several communication features (e.g., announcements, email) via Canvas. Finally, candidates may check their progress in EDUC 408 by accessing grades/course points in the Canvas course site.

MoSPE Standards Assessed in EDUC 408
The following objectives address many of the Missouri Standards for Professional Educators as indicated in parentheses:

1. Verbalize a working definition and fundamental knowledge of the characteristics of exceptional children, including recognition of learning/ social/developmental/ psychological/familial problems of students with the following disabilities: autism, emotional disturbance, hearing impairment, language impairment, intellectual disabilities, multiple disabilities, other health impairment, orthopedic impairment, specific learning disability, speech impairment, traumatic brain injury, visual impairment, young child with developmental delay (MOSPE 1C1, 2C1, 2C4, 2C6, 3C2, 3C3, 5C3, 6C2, 8C1).
2. Analyze the impact that legislation and case law have on education for students with exceptionalities. (MOSPE 7C5, 8C3).
3. Define special education and terms commonly used in the field of special education and apply those terms in a debate style format addressing current issues in the field (MOSPE 1C3, 4C1).
4. Analyze a variety of assessment techniques to evaluate student performance and progress, including the use of norm-referenced and criterion-referenced testing, curriculum-based assessment and curriculum-based measurement as well as portfolio and authentic assessment (MOSPE 2C2, 7C1, 7C2, 7C4).
5. Recognize behavior management techniques for classroom instruction, including effective classroom arrangements, grouping options, and effective strategies within an actual educational environment (MOSPE 5C1, 5C2, 5C4).
6. Describe the various types of supportive services needed throughout the life span of persons with exceptionalities and their families (MOSPE 9C3).
7. Explore what it means to teach and learn with exceptional children via general education initiatives, the development of collaborative teaching methods, and the possibilities/ limitations of new technology while identifying best practices to increase student, parent, sibling, paraprofessional and school personnel, and community involvement in collaboration (MOSPE 6C1, 6C4).
8. Determine ongoing educational considerations, effective learning environments, and teaching strategies for exceptional children in the general education classroom through a case study problem-solving approach (MOSPE 1C2, 1C5, 2C3, 2C5, 4C3).
9. Assess the impact of current issues and trends with regard to identification, normalization, cultural diversity, students at risk, and learning styles and research issues to identify evidence-based practices supporting the education of children with exceptionalities (MOSPE 4C2, 9C2).

10. Within the context of controversial issues in special education, learn how to determine whether a claim is based on valid data, invalid/biased data, or no data at all, as in the case of personal experience or opinion (MOSPE 7C6, 8C3).

11. Better understand both the usefulness and the boundaries of the scientific approach to answering questions about controversial topics in special education (MOSPE 8C2).

12. Apply instructional and curricular approaches that are effective for students with exceptionalities to case studies (MOSPE 1C4).

Missouri Standards for Professional Educators (MoSPE)

Standard #1: Content Knowledge and Perspectives Aligned with Appropriate Instruction.

Quality Indicator 1: Content Knowledge and Academic Language
Quality Indicator 2: Student Engagement in Subject Matter
Quality Indicator 3: Disciplinary Research and Inquiry Methodologies
Quality Indicator 4: Interdisciplinary Instruction
Quality Indicator 5: Diverse Social and Cultural Perspectives

Standard #2: Understanding and Encouraging Student Learning, Growth, and Development.

Quality Indicator 1: Cognitive, Social, Emotional and Physical Development
Quality Indicator 2: Student Goals
Quality Indicator 3: Theory of Learning
Quality Indicator 4: Differentiated Lesson Design
Quality Indicator 5: Prior Experiences, Learning Styles, Multiple Intelligences, Strengths and Needs
Quality Indicator 6: Language, Culture, Family and Knowledge of Community Values

Standard #3: Implementing the Curriculum.

Quality Indicator 1: Implementation of Curriculum Standards
Quality Indicator 2: Lessons for Diverse Learners
Quality Indicator 3: Instructional Goals and Differentiated Instructional Strategies

Standard #4: Teaching for Critical Thinking.

Quality Indicator 1: Instructional Strategies Leading to Student Engagement in Problem-Solving and Critical Thinking
Quality Indicator 2: Appropriate Use of Instructional Resources to Enhance Student Learning
Quality Indicator 3: Cooperative, Small Group and Independent Learning

Standard #5: Creating a Positive Classroom Learning Environment.

Quality Indicator 1: Classroom Management, Motivation, and Engagement
Quality Indicator 2: Management of Time, Space, Transitions, and Activities
Quality Indicator 3: Classroom, School, and Community Culture
Quality Indicator 4: Competence in Classroom Management Techniques

Standard #6: Utilizing Effective Communication.

Quality Indicator 1: Verbal and Nonverbal Communication
SYLLABUS
EDUC 408: Education and Psychology of the Exceptional Child
FALL 2019

Quality Indicator 2: Sensitivity to Culture, Gender, Intellectual and Physical Differences
Quality Indicator 3: Learner Expression in Speaking, Writing, and Other Media
Quality Indicator 4: Technology and Media Communication Tools

Standard #7: Use of Student Achievement Data to Analyze and Modify Instruction.
  Quality Indicator 1: Effective Use of Assessments
  Quality Indicator 2: Assessment Data to Improve Learning
  Quality Indicator 3: Student-Led Assessment Strategies
  Quality Indicator 4: Effect of Instruction on Individual/Class Learning
  Quality Indicator 5: Communication of Student Progress and Maintaining Records
  Quality Indicator 6: Collaborative Data Analysis

Standard #8: Professional Practice.
  Quality Indicator 1: Self-Assessment and Improvement
  Quality Indicator 2: Professional Learning
  Quality Indicator 3: Professional Rights, Responsibilities, and Ethical Practices

Standard #9: Professional Collaboration.
  Quality Indicator 1: Induction and Collegial Activities
  Quality Indicator 2: Collaborating to Meet Student Needs
  Quality Indicator 3: Cooperative Partnerships in Support of Student Learning

COURSE EXPECTATIONS

Assignments-
Requirement 1: Quizzes
Candidates will take 13 quizzes, starting the second week of class (first week of September). Each of the 13 quizzes will be taken via Canvas by midnight on the Monday before class. Each quiz will be worth 1.5 points and will cover the assigned readings. Your Pre-Survey Quiz, which will be taken during the first 5 minutes of our first class period, will be worth 0.5 points.

Requirement 2: Mid-Term Project
Each student must submit a major assignment by October 9th to serve as the basis of your mid-term grade. You may choose from the following options:

A. SITE VISIT PROJECT: COMMUNITY AWARENESS
B. PHILOSOPHY OF EDUCATION
C. RESEARCH PAPER
D. BOOK REVIEW

OPTION A: SITE VISIT PROJECT-COMMUNITY AWARENESS
  ➢ Each student choosing this mid-term project option will participate in 6 community awareness project hours related to individuals with exceptionalities. You may choose to observe and/or volunteer at an organization that serves individuals with disabilities; interview a special educator, general educator, parent, sibling and/or an individual with a disability; and/or present a case study
SYLLABUS
EDUC 408: Education and Psychology of the Exceptional Child
FALL 2019

to the class regarding a student with a disability with whom you’ve worked for a minimum of 6 hours.

- You may choose one activity or several activities to complete the required 6 hours. Classroom/school observations associated with current or past practicums will NOT meet this assignment requirement. Neither will substituting previously completed volunteer hours or projects as the intention is to provide you with new experiences in which to apply current learning.

- Prior to your site visit, research the demographics of the school district, community and school so that you are aware of various aspects of diversity within the classroom environment, including language needs, approaches to learning, prior learning experiences, and behavioral differences.

- During your site visit, interview a general and/or special educator regarding opportunities for collaboration with professionals and families, service delivery options available to students, and identification methods used for students with disabilities. Observe in the classroom and report on the environment, modifications, accommodations, and assistive technologies provided, pedagogical techniques, instructional methods, and classroom management tools in addition to the demographic information you researched prior to your observation (See Observation Agreement, Site Visit Scoring Guide, and Site Visit Grading Rubric).

- Write an 8 to 10-page paper summarizing your findings and comparing practices you observed in the classroom with the theory you’ve learned from your textbooks.

OPTION B: PHILOSOPHY OF EDUCATION-MISUNDERSTOOD MINDS

- Students choosing this mid-term project option will have the opportunity to view Misunderstood Minds, a deeply moving and personal look into the lives of five children and their families as they deal with the puzzling mysteries presented by their unique learning differences.

- As you watch their stories, note the characteristics of their learning differences, interventions attempted, and outcomes realized for each student, keeping in mind the impact of early intervention, medication, parental support, and other factors.

- Apply what you have learned during this course regarding learning theory and best practice in addressing the needs of at-risk students by composing a formal essay of 8 to 10 pages written in APA format summarizing how you might approach the needs of EACH of these students from your professional perspective.

- Remember to support your assertions with evidence from your texts and/or class discussions as you reflect on your philosophy of education within the context of a potential career in education.

OPTION C: RESEARCH PAPER
Each student choosing this option will be responsible for preparing a written research paper over a topic of your choice related to your field of study and one of the 14 special education eligibility categories. You must submit your thesis statement and an outline for your paper for approval. The paper should be 8 to 10 pages in length citing at least 5 sources other than your textbooks and include information regarding etiology and evidence-based interventions and practices for children at-risk for the disability from the following perspectives:

- Biophysical: a point of view that emphasizes neurological and other organic factors as the cause of the individual’s behavior
- Behavioral: a point of view from which the individual’s behavior is seen as being maintained by stimuli in the immediate environment in which the individual functions
- Psychoeducational: a point of view that emphasizes the primary cause of the individual’s behavior as being dynamic intrapsychic phenomena
SYLLABUS
EDUC 408: Education and Psychology of the Exceptional Child
FALL 2019

- Ecological: a point of view from which the individual is seen as developing in a dynamic relationship with and as an inseparable part of the settings in which the individual functions over the life span.

OPTION D: BOOK REVIEW
Students choosing this option will read a book related to one of the 14 special education eligibility categories and write a book review, identifying characteristics of the disability, how they were portrayed, and how these characteristics impacted that individual’s daily life. Your 8- to 10-page paper should include a complete reference for the book along with other resources you’ve cited, a concise summary of the content, your reaction to the book and its portrayal of the individual(s) with disabilities as well as how the book relates to class learning.

Requirement 3: Problem Solving Care Team Facilitation
You must facilitate one problem solving care team meeting based on one of the case studies from the Weishaar & Scott text as scheduled in the syllabus during Weeks 3 through 14. As facilitator, you will be responsible for preparing an analysis of the case study with an essential question for the class to discuss regarding the student’s needs. Conduct the problem-solving meeting culminating in an assessment and data collection plan to measure and inform student learning (OPTION A) OR an individual learning plan (OPTION B) for that student.

OPTION A: ASSESSMENT AND DATA COLLECTION PLAN TO MEASURE AND INFORM STUDENT LEARNING
- Develop an assessment plan associated with your case study, in which you identify and/or create formative and summative assessments based on individual needs and learning goals to monitor progress for this particular student.
- The submitted assessment plan must include a timeline, learning goals, descriptions of the formal and informal assessments, including formative and summative assessments, sample visual representations of your data, and how this information might be shared with the student (See Assessment Plan Format and Assessment Plan Rubric for specific requirements and scoring guidelines.)
- Research (with at least 5 sources other than your textbooks) assessment tools specific to this population of students that might be implemented by the general education teacher or discipline-specific special educators.

OPTION B: DESIGNING INSTRUCTION FOR STUDENT LEARNING
- Submit an Individual Learning Plan including information regarding social and academic integration into general education, instructional and behavioral needs, specific evidence-based strategies to address needs while meeting content and process standards, potential resources, and development of a systematic communication plan to keep parents informed. (See Case Study Problem Solving Questions and Individual Learning Plan Format.)
- Research (with at least 5 sources other than your textbooks) high-quality evidence-based interventions specific to this population of students that might be implemented by the general education teacher.

Requirement 4: Group Presentation on Structured Controversy
- Students will work in triads to lead a 40 to 45-minute class discussion over a critical special education issue from the list presented below. As discussion leaders, your group must be
thoroughly familiar with the assigned readings and also do additional research to familiarize yourselves with the topic to a greater extent than the rest of your classmates to whom you are presenting.

- The format and pace of the class session will be up to your group. You may choose to present summaries of supplementary articles, information about laws or policies, video footage, etc., or you may use the time for class discussion.
- You will be graded not only on preparedness, but also on how well the discussion progresses, so being knowledgeable and prepared is essential!
- Be sure to include in-text citations from researchers that present logical facts from both sides of the issue and conclude with an analysis of pros and cons to each argument.
- You should favor one side more than the other on an issue, but the research and analysis must be factual and include both sides of the argument.

**Requirement 5: Attendance/Participation**
Your grade is not based on simple attendance and assignment completion; it is based on active participation during **EACH CLASS**. The class will involve **discussions**, both small group and whole class, that focus on course materials, texts, articles, case studies, and presentations. The expectation is that participants will be thoroughly prepared for class, (i.e. read all material, thoughtfully participate in class, and assume periodic responsibility for leadership of discussions). Discussions will be concerned with **1) recovery of meaning** (arguments authors make), **2) reconstruction of meaning** (interpretations based on personal/professional experiences), and **3) relationship to the broader field of special education** (how the readings link to developing understanding of special education and to participants’ professional interests).

**OPTIONAL: Individual Persuasive Essay**
Compose an 8- to 10-page individual persuasive analysis summarizing your group’s research and conclusions based on both sides of the argument. This assignment is optional in that you may substitute this score (if higher) for your lowest grade throughout the semester.

**Grading Criteria**

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<thead>
<tr>
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<tbody>
<tr>
<td>Quizzes</td>
<td>20</td>
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<td>Mid-Term Project</td>
<td>20</td>
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<tr>
<td>Problem Solving Team Facilitation</td>
<td>15</td>
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<td>Individual Learning/Assessment Plan</td>
<td>10</td>
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<tr>
<td>Group Presentation: Structured Controversy</td>
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<td><strong>OPTIONAL Individual Persuasive Essay</strong></td>
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APA Format and Timelines
Formal papers for this course must be written in APA Style with careful attention given to writing conventions, including spelling, grammar, and sentence/paragraph construction. Be sure to track your timelines for assignments. No late assignments will be accepted without prior approval from the instructor (minimum notice of 1 week).

Undergraduate Student Academic Integrity Policy
Effective learning, teaching and research all depend upon the ability of members of the academic community to trust one another and to trust the integrity of work that is submitted for academic credit or conducted in the wider arena of scholarly research. Such an atmosphere of mutual trust fosters the free exchange of ideas and enables all members of the community to achieve their highest potential. In all academic work, the ideas and contributions of others must be appropriately acknowledged, and work that is presented as original must be, in fact, original. Faculty, students, and administrative staff all share the responsibility of ensuring the honesty and fairness of the intellectual environment at Washington University.

Violations of this policy include, but are not limited to plagiarism, cheating on examinations, copying or collaborating on assignments without permission, fabrication or falsification of data or records, and participating in other forms of deceit, dishonesty, or inappropriate conduct as stated in the undergraduate student academic integrity policy endorsed by the Faculty Senate Council on March 16, 2010.

Accommodations Based upon Sexual Assault Statement
The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Office of Sexual Assault and Community Health Services. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.
Syllabus
EDUC 408 Education and Psychology of the Exceptional Child
Fall 2018

Bias Reporting
The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu

Mental Health
Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See: shs.wustl.edu/MentalHealth

Disability Rights Statement
Washington University is committed to providing accommodations and/or services to students with documented disabilities. Students who are seeking support for a disability or a suspected disability should contact the Disability Resource Center (DRC) at 5-4062 on the lower level of the Women's Building (drc@dosa.wustl.edu). The DRC is responsible for approving and arranging all accommodations for University students.

Subject to Change
Syllabi at Washington University are subject to change at the discretion of the instructor to accommodate instructional and/or student needs, emergency situations, and unexpected circumstances. Students must keep abreast of all announced changes to the syllabus. Changes will be announced in class and posted to Canvas.
# Syllabus
## EDUC 408 Education and Psychology of the Exceptional Child
### Fall 2018

## Course Schedule:
(subject to modification as needed to best meet student needs)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Activities/Assignments</th>
<th>Readings</th>
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</table>
| Class 1 8/28 | Syllabus Course Expectations Introduction     | Pre-Survey (Due the first 5 mins of class)  
Exit Ticket (Due prior to the end of class)  
Quiz #1 (Due by Monday, 9/2 @ midnight) | • BB&S- Chapter 1  
• W & S- Kyler (pp. 8-16)  
| Class 2 9/4 | Overview of Eligibility Categories and Disproportionality | Care Team Example  
Exit Ticket (Due prior to the end of class)  
Quiz #2 (Due by Monday, 9/9 @ midnight) | • BB&S- Chapter 3 (pp. 84-89 and pp. 107-114)  
• W&S- Mark (127-131) and Kate (131-140)  
| Class 3 9/11 | Early Interventions and Support Services       | Care Team 1  
Exit Ticket (Due prior to the end of class)  
Quiz #3 (Due by Monday, 9/16 @ midnight) | • BB&S- Chapter 2 (pp. 42-52) and Chapter 3 (pp. 105-107)  
• W & S- Quinn (pp. 18-23) and Skylar (24-29)  
• Burdette, P. (2008). (Coordinated Early Intervening Services)  
• Rogers, R. (2002b). |
| Class 4 9/18 | Gifted & Multiple Intelligences               | Care Team 2  
Exit Ticket (Due prior to the end of class)  
Quiz #4 (Due by Monday, 9/23 @ midnight) | • BB&S- Chapter 4 (pp. 132-158 and pp. 159-172)  
• W & S- Carolyn (pp. 31-35) and Chancellor (pp. 36-41)  
| Class 5 9/25 | Collaboration & Partnerships                  | Care Team 3  
Exit Ticket (Due prior to the end of class)  
Quiz #5 (Due by Monday, 9/30 @ midnight) | • BB&S- Chapter 2 (pp. 68-74) and Chapter 5  
• W & S- Sydney (pp. 43-47) and Miki (pp. 48-54)  
## Syllabus
### EDUC 408 Education and Psychology of the Exceptional Child
#### Fall 2018

<table>
<thead>
<tr>
<th>Class 6</th>
<th>IEP’s, ILP’s, and Service Provision</th>
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<tbody>
<tr>
<td>10/2</td>
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<td><strong>Care Team 4</strong></td>
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<td><strong>Kohler, P.D., &amp; Field, S. (2003).</strong></td>
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<th>Assessment Plans</th>
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<td><strong>BB&amp;S-</strong> Chapter 3 (pp. 95-101) and Chapter 6**</td>
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<td><strong>W &amp; S-</strong> Max (pp. 142 -146) and Rashmi (pp. 147-152)**</td>
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<th>Class 9</th>
<th>Functional Behavior Assessments and Behavior Intervention Plans</th>
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<tr>
<td>10/23</td>
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<td><strong>Care Team 7</strong></td>
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<td><strong>Exit Ticket</strong> (Due prior to the end of class)**</td>
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<td><strong>BB&amp;S-</strong> Chapter 2 (64-68), Chapter 3 (pp. 89-95) and Chapter 7**</td>
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<td><strong>W &amp; S-</strong> John (pp. 165 -168) and Jerry (pp. 169-178)**</td>
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<th>Literacy for Students with Disabilities</th>
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<td><strong>Care Team 8</strong></td>
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<tr>
<td></td>
<td><strong>Exit Ticket</strong> (Due prior to the end of class)**</td>
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<tr>
<td></td>
<td><strong>BB&amp;S-</strong> Chapter 2 (59-64) and Chapter 10**</td>
</tr>
</tbody>
</table>

8/26/19
# Syllabus
## EDUC 408 Education and Psychology of the Exceptional Child
### Fall 2018

<table>
<thead>
<tr>
<th>Class 11</th>
<th>Numeracy for Students with Disability</th>
<th>Quiz #10 (Due by Monday, 11/4 @ midnight)</th>
</tr>
</thead>
</table>
| 11/6     |                                      |   - W & S- Kerim (pp. 83 -86) and Bradley (pp. 87-91)  
|          |                                      |   - Ehren, T. C. & Whitmire, K. A. (2005),  
| Class 12 | Deaf Culture                         | Care Team 9 Group 1 Presentation Exit Ticket (Due prior to the end of class)  
| 11/13    |                                      | Quiz #11 (Due by Monday, 11/11 @ midnight)  
|          |                                      |   - BB&S- Chapter 3 (125-126), Chapter 11  
|          |                                      |   - W & S- Gustavo (pp. 154 -159) and Andrew (pp. 159-163)  
|          |                                      |   - Young, Lukersmith, Salvador-Carulla, & Stancliffe (2017). |
| Class 13 | Assistive Technology                 | Care Team 10 Group 2 Presentation Exit Ticket (Due prior to the end of class)  
| 11/20    |                                      | Quiz #12 (Due by Monday, 11/18 @ midnight)  
|          |                                      |   - BB&S- Chapter 3 (114-120), Chapter 12  
|          |                                      |   - W & S- James (pp. 93 -97) and Kaleemah (pp. 98-102)  
| Class 14 | Final Presentation Debrief           | Care Team 11 Group 3 Presentation Exit Ticket (Due prior to the end of class)  
| 12/4     |                                      | Quiz #13 (Due by Monday, 12/2 @ midnight)  
|          |                                      |   - BB&S- Chapter 3 (pp. 120-124 and pp. 127-131)  
|          |                                      |   - W & S- Joey (pp. 104 -108) and Sveta (pp. 109-114)  
|          |                                      |   - Hager, R. M. & Smith, D.  

**THANKSGIVING BREAK**  
**NO CLASS ON 11/27**

| Class 14 | Final Presentation Debrief           | Group 4 Presentation Exit Ticket (Due prior to the end of class)  
| 12/4     |                                      |   - BB&S- Chapter 3 (pp. 101-105)  
|          |                                      |   - W & S- Alexandria (pp. 116 -119) and Tyvon (pp. 120-125)  
|          |                                      |   - Giangreco, M. F., Edelman, S.,  