

HDCF 356-01
Exceptional Needs Children

Spring 2008

Instructor: Dr. Laura Massey **Office Hours:** MWF: 10:00 - 11:00
Office: 121 Herrick Hall Additional hours by appointment
Phone: 994-3300
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Lectures: MWF, 9:00-9:50, 313 Herrick Hall

Required Text:

Heward, W. Exceptional Children. 8th ed.

Optional Texts:

O'Brien, M. & Daggett, J. **Beyond the Autism Diagnosis**
McHugh, M. Special Siblings

Goals:

Students will acquire basic knowledge about exceptionalities and issues relating to "exceptionality".
HDCF 356 is **NOT A METHODS COURSE**. It is an introduction to exceptionality.

Specifically, students will:

1. Examine their own attitudes in relation to "disabilities/exceptionality."
2. Examine societal, educational, parental attitudes, and family interactions in relation to "exceptional" children.
3. Demonstrate an understanding of legal and ethical requirements and issues associated with IDEA including subsequent amendments, Preschool Amendments, ADA, and Sec 504.
4. Demonstrate an understanding of the special education process and placement issues
5. Demonstrate an understanding of IEP's, IFSP's, Transitions plans, 504 Plans, and functional behavioral assessment, behavioral intervention plans and Response to Intervention
6. Demonstrate an understanding of categories of exceptionality and appropriate identification and intervention.
7. Demonstrate an understanding of salient issues in special education
5. Apply knowledge through exams, case studies, class activities and projects.

Class Lectures:

The class lectures are intended to enrich or supplement assigned readings. **THEY ARE NOT INTENDED TO SUMMARIZE OR SUBSTITUTE FOR THE STUDENT'S OWN RESPONSIBILITY TO READ AND CONTROL THE WRITTEN CLASS MATERIALS.** The exams will cover both lecture and text materials in order to assess students' experience with reading material and their familiarity with the materials presented in class. **It is expected that students will have read their assignments before class and come to class prepared.**

Office Hours:

The instructor is available to meet individually with students to assist with class material, assignments, and other relevant purposes. Since the instructor works with hundreds of students,

MEETINGS BY APPOINTMENT AND SCHEDULED OFFICE HOURS ARE THE MOST EFFICIENT USE OF EVERYONE'S TIME. You are strongly urged to sign up for appointments on the OFFICE HOUR SCHEDULE LOCATED ON MY OFFICE DOOR. E-mail is also available.

Academic Honesty:

Students are expected to demonstrate academic integrity. ANY CASES OF ACADEMIC DISHONESTY (e.g., PLAGIARISM, CHEATING, etc) will be referred to university officials in accordance with MSU policy. **See Student Conduct Guidelines at www2.montana.edu/policy/student_conduct/**

Other Academic expectations:

Students will:

- **Read the syllabus**
- **Be prompt and attend classes regularly**
- **Be prepared for classes and actively participate**
- **Submit assignments on time**
- **Take exams when scheduled**
- **Adhere to student conduct guidelines at MSU (View policy on the MSU Website.)**

Electronic communication:

As all students enrolled at Montana State University are required to have email addresses, this course will use a class list serve to communicate with students. The syllabus and other relevant course material will be sent to students electronically. Students will have one week from the start of classes to configure their email address. After this time, the instructor will not send attachments to individual students. Students will be responsible for obtaining any missed information from a peer. According to University policy, **“students are expected to check their email no less frequently than twice a week in order to stay current with University related communications. Students have the responsibility to recognize that certain communications may be time critical. Failure to check messages and failure to receive messages due to full mailboxes or auto-forwarded email are not acceptable excuses for missing official university communication”**. You may review the entire policy on the MSU Website.

Any form of student engagement in electronic behavior during class (i.e. cell phone, Ipods, text messaging, etc.) is prohibited. If you are using a laptop computer to take notes, you are asked to sit in the front row of class.

Course Requirements:

Students will complete the following requirements to meet the goals/objectives of the course and provide a means for evaluating student competency:

1. **Exams:** There will be four examinations given during this course. The exams will cover both class lecture materials and assigned readings. They are not cumulative in style. The dates for these exams are indicated on the Course Outline.

MAKE-UP EXAMS WILL BE GIVEN FOR EXTRAORDINARY REASONS ONLY. The student is required to make arrangements with the instructor **IN ADVANCE AND PROVIDE WRITTEN DOCUMENTATION** of the reason for missing the exam **BEFORE** the student will be permitted to take the make-up exam. The format of the make-up exam will differ from that of the regular exam although the content will be the same. The make-up exam will then be scheduled at the instructor's convenience.

NO MAKE-UP FOR SPRING BREAK OR SUMMER TRAVEL. Plan accordingly. Please do not ask as there are usually numerous requests.

Study guides: Your study guide is your syllabus, readings, class attendance, class activities, and notes.

2. **Class activities:**

There will be unannounced class activities which will cumulatively be worth a total of 20 points.

The activities will vary in form and content and assigned points. **There are no makeups or excused absences for these activities.**

3. **Projects:** You will be required to complete and submit a project of your choice during the semester. Specific details concerning each project option are indicated in the syllabus and will also be reviewed in class.

The projects will be graded on content, cogent writing skills, critical analysis skills, in addition to, organization, grammar, spelling, and basic research skills where appropriate. APA or MLA are acceptable. These projects must be *typed and proofread*. All projects require a **minimum of 5 full pages**, typed, 12-point, Times New Roman and double-spaced. Additionally, you are required to use a cover page and staple paper. Loose papers, paper clips, plastic sheets, or other innovative ideas for paper submission will not be accepted. Specific requirements for submission of resource files are designated in project option.

Note: *Late projects will NOT be accepted. If you choose to do a paper less than the minimum five page requirement, as specified, please don't pass it in. It will not meet the basic requirement and it will not be graded.*

Projects are considered late if they do not meet the following deadline:

The project is due at the beginning of class, before lecture begins on Friday, April 4th.
E-mailed papers are not accepted.

Note: If you have any writing problems that require assistance. I strongly urge you to contact the Writing Center.

Grades:

Your grades will be based on the following points:

Exams: Test #1	= 50
Test #2	= 50
Test #3	= 50
Test #4	= 50
Project	= 30
Activities	= 20
<i>Total possible points</i>	= 250

Grading Scale:

Your grade will be based on the following scale:

250 - 235 = A	217 - 210 = B
234 - 225 = A-	209 - 200 = B-
224 - 218 = B+	

199 - 195 = C+
 194 - 185 = C
 184 - 175 = C-
 174 - 170 = D+

169 - 160 = D
 159 - 150 = D-
 Below 150 = F

Grades in this class are not publically posted or emailed.

Students are handed their grades back in class. The grades are recorded on each test, activity and paper. In addition to instructor accountability for grades, students are responsible for obtaining their graded assignments in class. Grades are not emailed.

Student Program Requirements:

Students enrolled in HDCF 356 represent a variety of programs/majors at MSU. Some programs have specific grade requirements that must be obtained before the student can proceed further in his/her academic program. Students are responsible for ascertaining their own program requirements. **The instructor in this course does not set these “gates”; they are set by your program or department. If you do not meet the grade requirement for your program/major, you need to speak to your advisor in your major, not to this instructor. Be advised, there are no extra credit options.**

Tentative Schedule: Subject to change depending on class needs, including test days.

Week	Topic	Readings
1	Introduction to course, definitions	
2 -3	Attitudes (historical/societal, parental, family interactions, teachers)	Ch.3 Ch.14
3 - 5	PL 94-142/PL 101-476; IDEA 2004; Preschool amendments (PL 99-457); Americans with Disabilities Act (PL 101-336); Section 504; Child Find; referral process, multi-disciplinary evaluation; nondiscriminatory evaluation; child study teams; IEPs; due process; LRE; inclusion; RTI; mainstreaming; parent/child rights; confidentiality; IFSPs; transition plans; assessment; labeling; normalization; integration; bilingual special education www.nichcy.org www.wrightslaw.com These web sites are required and can be used throughout the course. LOG ON!	Ch. 1 Ch. 2 Ch. 15 List serve Attachments
	TEST #1: Friday, February 15th	
6	Mental retardation/cognitive delays: myths; definitions; levels of MR; causes; intelligence; adaptive behavior; psychological/behavioral/ educational factors; strategies for learning; placement options; transitioning; employment	Ch. 4 List serve Attachments

Week	Topic	Readings
7	Learning disabilities: myths; definitions, causes; IQ - achievement discrepancy issues; Response to Intervention, processing problems; psychological/behavioral/educational factors; assessment, strategies for learning; intervention	Ch. 5; list serve Attachments
8	Attention deficit disorder: (ADD and ADHD); prevalence; definitions; diagnosis; psychological/behavioral/educational factors; effects of Ritalin and other psychotropic medications, medical and educational interventions	Ch. 11; list serve Attachments
TEST #2: Monday, March 17th		
9	Spring Break: Relax and Be Safe!	
10- 11	Autism, Asperger syndrome, and pervasive developmental disorders: myths; historical perceptions and treatment; new definitions; behavioral, communication and social factors; genetics and brain research; service delivery; interventions	Ch. 7; list serve attachments
12 - 13	Emotional/behavioral disorders: myths; definitions; diagnosis and classification; factors contributing to ED/BD; psychological/behavioral/educational factors; Functional Behavioral Assessment, Behavioral Intervention Plans, service delivery	Ch. 6; list serve Attachments
TEST #3: Friday, April 11th		
14	Gifted and talented: myths; definitions; intelligence; creativity; Gifted and Talented Children's Act; types of giftedness; psychological/behavioral/educational factors; placement options; identification; types of programs and strategies for learning	Ch. 13 list serve Attachments
15	Hearing impairments: myths; definitions; types of hearing impairments; causes; psychological/behavioral/educational factors; oral/manual/total communication approaches; deaf culture; technology; service delivery; strategies for learning	Ch. 9 list serve Attachments
16	Visual impairments: myths; definitions; types of visual impairments ; causes; psychological/behavioral/educational factors; orientation and mobility; technology; service delivery; strategies for learning	Ch. 10 list serve Attachments
Note:	Additional topics may be added if time permits	

NOTE: TEST #4: Wednesday, May 7th, 8:00 - 8:50 in 313 Herrick

Project Options: Please review the general project requirements on page three in addition to the specific requirements addressed below. Select one of the following:

Project options are not listed on the Web. A full syllabus is distributed to students in class.

