

HDCF 356-03
Exceptional Needs Children

Summer 2008

Instructor:	Ron Laferriere	Office Hours:	Tuesday 9 :50 AM by appointment via
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Lectures: Mon, Tues, Wed. 7:30-9:50 AM, 313 Herrick Hall

Required Text:

Heward, W. Exceptional Children. 8th ed.
Assigned Readings

Optional Texts:

Cohen, J. **Succeeding with Autism**
Jackson, L. **Freaks, Geeks, and Asperger's Syndrome**

Goals:

Students will acquire basic knowledge about exceptionalities and issues relating to children and adolescents with exceptionality. HDCF 356 is not a methods course. It is a basic introduction to exceptional children.

Specifically, students will:

1. Examine their own attitudes in relation to "disabilities/exceptionality."
2. Examine societal, educational and political issues as well as 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 2004 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, functional behavioral assessment, behavioral intervention plans, and Response to Intervention (RTI).
6. Demonstrate an understanding of different categories of exceptionality and appropriate identification procedures and intervention strategies.
7. Demonstrate an understanding of salient issues in special education
5. Integrate and 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 UNDERSTAND ASSIGNED READINGS.** 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. **MEETINGS BY APPOINTMENT ARE THE MOST EFFICIENT USE OF EVERYONE'S TIME. Contact me via email or voice mail for an appointment.**

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**
- **Read assigned reading material before class**
- **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.

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. Exams will be comprised of objective questions, for example multiple choice and True/False items.

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.

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. You must follow the project options listed in the syllabus.

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. These projects must be *typed and proofread*. All projects require a **minimum** of 5 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.*

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 Tuesday, April 15th.
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. Poor writing skills demonstrated in the project will result in loss of points.

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
Attendance Activities	= 20
<i>Total possible points</i>	= 250

Grading Scale:

Your grade will be based on the following scale:

250 - 235	= A	(94%)	199 - 195	= C+	(78%)
234 - 225	= A-	(90%)	194 - 185	= C	(74%)
224 - 218	= B+	(87%)	184 - 175	= C-	(70%)
217 - 210	= B	(84%)	174 - 170	= D+	(68%)
209 - 200	= B-	(80%)	169 - 160	= D	(64%)
			159 - 150	= D-	(60%)
			Below 150	= F	

Grades in this class are not publicly 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 as needed and as determined by instructor. Changes will be announced in class.

Week	Topic	Readings
Week1 May 19, 20, 21	Introduction to Course, Definitions, Prevalence/incidence: attitudes; Ethical issues; societal issues; parental perspectives; cultural bias; labeling; history, legislative history; Inclusion movement; minority overrepresentation; minority issues; ESL; Legal and Procedural issues , PL 94-142; IDEA 2004; Preschool amendments (PL 99-457); Americans with Disabilities Act (ADA); Section 504; Child Find; referral process, multi-disciplinary evaluation; nondiscriminatory evaluation; suspension/expulsion/discipline procedures, child study team (CST); IEPs; due process; Parental Rights	Ch.1, 2, 3
Week 2 May 27	IFSP; Infant Toddler services; Adult Services: Transition:	Ch. 14, 15
TEST #1: Wednesday, May 28		
Week 2, May 28	Cognitive delay-Mental Retardation: myths; definitions; levels of MR causes; intelligence; adaptive behavior; psychological/behavioral/ educational factors; strategies for learning; placement options; transitioning; employment	Ch. 4,
Week 3 June 2,3,4	Learning disabilities: myths; definitions, causes; IQ - achievement discrepancy issues; processing problems; Response to Intervention (RTI), psychological/behavioral/educational factors; assessment, strategies for learning; intervention; Attention deficit disorder,: (ADD and ADHD); prevalence; definitions; diagnosis; psychological/behavioral/educational factors; effects of Ritalin and other psychotropic medications, medical and educational interventions Physical Disabilities and Other Health Impairments	Ch. 5, 11;

Week	Topic	Readings
Week 4 June 9	TEST #2: Monday, June 9 Communication disorders: myths; definitions; speech; language; types of language disorders; types of speech disorders; when to refer a child; strategies and interventions	Ch 8
Week 4 June 10	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 and strategies	Ch. 7
Week 4 June 11	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;
Week 5 June 16	Monday June 16th. Projects Due! Emotional/behavioral disorders continued:	
	TEST #3: Tuesday, June 17	
Week 5 June 17	Visual impairments: myths; definitions; types of visual impairments; causes; psychological/behavioral/educational factors; orientation and mobility; technology; service delivery; strategies for learning	Ch. 10
Week 5 June 18	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
Week 6 June 23	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
Week 6 June 24	Severe/Multiple Disabilities: Definitions, Characteristics, Types, TBI, educational approaches, assistive technology, placements & services	CH 12
	TEST #4: Wednesday June 25 Final Exam	

Project Options: Select one of the following:

- A. **Read the following account that traces the development of an autistic individual from early childhood through adulthood.**

Grandin, Temple. Thinking in Pictures

Submit a written analysis of your reading in a **minimum of five pages (typed, 12-point Times New Roman, and double-spaced)**. Identify and analyze characteristics of Michael (Intellectual, social/behavioral & communication) in a developmental context. Identify and analyze these characteristics for Temple as a child and as an adult. How are they the same or different? Think about the topic because analysis of the issues is required. Relate your analysis to course materials. Book reports are not accepted. Warning: Use quotes only when absolutely necessary and definitely do not quote the DSM criteria for Autism!

- b. **Interview a parent of a child identified under one of the following disability categories; learning disability, ADHD, autism or cognitive delay. Include the following information:**

**** Include a brief description of the interview process: how and where it was conducted, date, time and length of the interview, who was present and was the individual receptive to the interview. No phone interviews will be accepted.**

1. Background information.
2. Initial difficulties in the first few years, early experiences, family dynamics.
3. Reactions of siblings, relatives, friends, parents, etc.
4. Availability and types of assistance and support.
5. School experiences.
6. Parent-teacher relationships
7. Current status, concerns or future plans.

Note: Under no circumstances are you to identify the family in your written report. Use a pseudonym

Submit a written narrative analysis of your interview in a **minimum of five pages (typed, 12-point Times New Roman and double-spaced)**. One half of the written assignment should summarize your interview in narrative form. One half of the written assignment should critically analyze the information presented in the data. What are your reactions and thinking about your findings? **ALSO INCLUDE RELEVANT INFORMATION FROM CLASS AND READINGS. IT WILL BE CRITICAL THAT YOU RELATE YOUR PROJECT TO CLASS MATERIALS SPECIFICALLY AS THE INTERVIEW RELATES TO INFORMATION PRESENTED IN CLASS ON THE SPECIFIC DISABILITY CATEGORY.**

Bibliography. Use APA or MLA style manuals.

