

**The University of Tennessee at Martin**  
**Department of Educational Studies**  
**Course Syllabus**  
**Spring 2010**

**Instructor:** Dr. Crystal Whitlow  
**Office:** 205M Gooch Hall  
**Phone:** (731) 881-7811  
**Email:** [cwhitlow@utm.edu](mailto:cwhitlow@utm.edu)  
**Web page:** [www.utm.edu/~cwhitlow](http://www.utm.edu/~cwhitlow)

**Office Hours:**

See Staff information on Bb for face-to-face office hours. Online (the best way to reach me is via email)

**Text:** *Introduction to Special Education: Making a Difference* by D.D. Smith, ISBN: 0205474691

I. COURSE NUMBER AND TITLE

Special Education 300/500  
Exceptional Child

**THIS IS A HYBRID ONLINE CLASS AND HAS 2 MANDATORY CLASS MEETINGS: MARCH 6 & May 8<sup>th</sup> FROM 8-12. THESE MEETINGS ARE USED FOR PRESENTATIONS AND EXAMS. DROP THIS COURSE IF YOU CANNOT MAKE THESE MEETINGS! THEY ARE 50% OF YOUR ATTENDANCE GRADE.**

II. SEMESTER CREDIT HOURS

3 semester hours/ 45 clock hours

III. CATALOG DESCRIPTION

An introductory course designed to provide an overview of the field of special education. Principles, characteristics, programs, special needs, legal requirements, and instructional strategies related to the education of children with exceptionalities.

IV. RATIONALE

Special Education is an integral part of any educational system that is serving students whose learning needs require specialized instruction. It allows for exposure to the many facets of the education profession, including special education teachers, regular education teachers, counselors, school psychologists, administrators, etc. For those individuals entering the special education endorsement or degree sequence, the course provides a general introduction to topics that will be addressed in greater depth during further special education coursework.

V. TEACHER EDUCATION MODEL

The UTM Teacher Education Model is designed to develop teachers who **facilitate learning** by engaging in methods and strategies that can transform students from passive recipients of information to active participants in their own intellectual growth. The faculty is committed to providing teacher candidates with a variety of experiences to increase understanding, skills, and dispositions in working with students of diverse culturally backgrounds, exceptionalities, and

varying learning styles. The faculty also view technology as an integral component of the teacher education program and believe candidates should know how to enhance learning through the use of a wide variety of materials including human and technological resources. Therefore embedded and intertwined among the components of the conceptual framework are the commitments to **diverse learners** and the use of **technology** and **assessment** as pedagogical tools to enhance student learning. The UTM Teacher Education Program is based on a conceptual framework that has been derived from current research and best practice. The following three key components represent a compilation of expectations an *“Educator as a Facilitator of Learning”* is expected to develop:

**Knowledge, Skills, and Application**  
**Reflective Practice**  
**Professional and Ethical Behavior**

VI. PERFORMANCE-BASED OUTCOMES/LEARNING ACTIVITIES

**Knowledge**

The student will:

1. increase awareness of the legal requirements for providing special education and related services as stipulated in legislation and regulations. (SE Core Standards: I, A, B, C, D, E; III A, D; IV D; V A; VI; X A, C, D)(SE Early Childhood Standards: I A; II C; VII C; VIII A, B, C; IX) (SE Professional Standards: I A, D; III A; V A, C; VI F; VIII A, D, F; IX E, F)
2. synthesize major trends in services for individuals with exceptionalities, including increased participation in normalization and integration, the role of litigation in shaping special education services, the growing focus on cultural pluralism in special education. (SE Core Standards: I, A, B, C, D, E; III A, D; IV D; V A; X C, D) (SE Early Childhood Standards: I A; II C; VII C; VIII A, B) (SE Professional Standards: I A, D; II A; III A; IV A, D; V A, C; VI A, B, C, D; VIII A; IX E, F)
3. increase awareness of the psychological and behavioral characteristics of exceptionalities, including mildly, moderately, and severely handicapping conditions, and gifted and talented. (SE Core Standards: I, A, B, C, D, E; II A, B, C; III A, B, C, D, E; IV C, D; V B, C, D; VI C; VII A, B, C, D, VIII C; IX A, B, C; X A, C, D, E) (SE Early Childhood Standards: I A, D; II C; VI B; VII A, C; VIII A, B; IX A) (SE Professional Standards: I A, D; II A, B; III A; IV A, D; V A, C; VI A, B, C, D; VI A, B, C, D, E; VIII A; IX E; X A)
4. identify the major approaches utilized in educating persons with various exceptionalities (SE Core Standards: I, A, B, C, D, E; II A, B, C; III A, B, C, D, E; IV C, D; V B, C, D; VI C; VII A, B, C, D; VIII C; IX A, B, C; X A, C, D, E) (SE Early Childhood Standards: I A, D; II C; VI B; VII A, C; VIII A, B)

(SE Professional Standards: I A, D; II A, B; III A; IV A, D; V A, C; VI A, B, C, D; VI A, B, C, D, E; VIII A)

### **Skills**

1. sequence the steps in the special education pre-referral, referral, eligibility, placement, and programming process, with a focus on the role of assessment. (SE Core Standards: I, A, B, C, D, E; II A, B, C; III A, B, C, D, E; IV C, D; V B, C, D; VI C; VII A, B, C, D; VIII C; IX A, B, C; X A, C, D, E) (SE Early Childhood Standards: I A, D; II B, C; VI B; VII A, C; VIII A, B; IX A) (SE Professional Standards: I A, D; II A, B; III A; IV A, D; V A, C; VI A, B, C, D; VI A, B, C, D, E, F; VIII A, D, F; X A)
2. recognize the importance of parental involvement in a student's education and development. (SE Core Standards: VII A, C; IX; X D, E) (SE Early Childhood Standards: I A, D; II B, C; VI B; VII A, C; VIII B, C; IX A) (SE Professional Standards: I A, D; II A, B; III A; IV A, D; V A, C; VI A, B, C, D; VI A, B, C, D, E; VIII A, D; X A)
3. examine the newest trends in special education services, including the use of microcomputers and other technical aids, early intervention, transition, and collaboration/consultation. (SE Core Standards: IV C; VI C; VII B, C) (SE Early Childhood Standards: I A, D; II B, C; VI B; VII A, C; VIII A, B; IX A) (SE Professional Standards: I A, D; II A, B; III A; IV A, D; V A, C; VI A, B, C, D; VI A, B, C, D, E; IX E, F; X A)

### **Disposition**

The student will:

1. recognize the rights of individuals with exceptionalities as full members of society. (SE Core Standards: III B; V A; VIII C) (SE Early Childhood Standards: I A, D; II B, C; VI; VII C) (SE Professional Standards: I A, D; II A, B; III A; IV A, D; V A, C; VI A, B, C, D; VI A, B, C, D, E; IX E, F)
2. affirm the concept of least restrictive environment and the necessity of integrating students with a variety of educational strengths, needs, and cultural backgrounds. (SE Core Standards: I C; III B; V A; VIII C; IX C) (SE Early Childhood Standards: I A, D; II B, C; VI; VII A, C; VIII A, B, C; IX A) (SE Professional Standards: I A, D; II A, B; III A; IV A; V A, C; VI A, B, C, D; VI A, B, C, D, E; IX E, F)
3. develop effective teacher/student/parent communication skills. (SE Core Standards: VII A, C; IX; X D, E) (SE Early Childhood Standards: I A, D; II B, C; VI B; VII A, C; VIII A, B, C; IX A) (SE Professional Standards: I A, D; II A, B; III A; IV A, D; V A, C; VI A, B, C, D; VI A, B, C, D, E; VIII D, F; X A)
4. Diversity issues will be addressed in this class. See the end of this syllabus. The highlighted ones will be specifically addressed.

## **VII. COURSE CONTENT/ACTIVITIES**

- A. Introduction to special education as focusing on exceptional learning needs.
- B. Identifying risk factors in the area of development and the need for early intervention.
- C. Understanding the child with exceptionalities in the school, home, and culture.
- D. Discussion of the state and federal legislation and litigation relating to special education, with emphasis on P.L. 94-142 (EHA) and changes brought about by P.L. 101-476 (IDEA) and gain a historical perspective of civil rights law setting the precedents for special education law.
- E. Examination of areas of exceptionalities: gifted and talented, learning disabilities, attention deficit disorder, emotional and behavioral disorders, communication disorders, hearing impairments, visual impairments, physical and other health impairments, traumatic brain injury, mental retardation, autism, and early childhood developmental delay.
- F. Demonstration of knowledge of the special education procedural sequence of pre-referral/referral, assessment, eligibility, programming by following a hypothetical student through the process, highlighting the team concept involving parents, teachers, counselors, administrators, etc.
- G. Discussion of the movement from exclusion to inclusion for students with disabilities and an understanding of the roles different individuals play in a student's education, communicating and cooperating.
- H. Examination of the newest trends in special education services: early intervention, assistive and adaptive technology, transition, collaboration/consulting, co-teaching, multicultural issues in special education.

## VIII. EVALUATION PROCEDURES

- A. **Exams:** There will be a mid-term and final exam at the Saturday meetings. Failure to attend the Saturday meeting will result in a zero on the exam.
- B. **Annotated Bibliography:** Each student will complete an annotated bibliography with at least 10 **peer reviewed journal article** reviews on **one** topic of your choice. Some suggested topics include: inclusion, early childhood special education, parent involvement, classroom management. You are to use Proquest Education Complete. This can be found under electronic data bases through the UTM library web site. Be sure you choose peer-reviewed full text by clicking them when you do your search. The reference for each article should be in APA format, 6<sup>th</sup> Edition. Each annotation should be 3-5 sentences (or 50-100 words) with NO personal opinions. WEB sites, newspapers, book reviews, and magazine articles are NOT journal articles! If an article does not have an author, do not use it. **The first page of each article must be copied into a separate document and submitted on a separate assignment link.** NOTE: The UTM Bookstore sells

the *Publication Manual of the American Psychological Association*, 6th edition. An example of the assignment may be found on blackboard within the assignment link. **This must be submitted via the provided assignment link in WORD or RTF format. Hard copies will not be accepted. Late copies will not be accepted. Copies sent via email attachment will not be accepted.** When using technology, allow time for glitches. “My Internet was down.” Will not secure a time extension. Assignments turned in 1 week before due date will be eligible for the instructor review and student fix option. The revised copy must be submitted by the due date.

C. **Collaborative Teaching Unit:** Each student will participate in a collaborative teaching lesson. Each group will review a chapter from the text with one person to include appropriate classroom interventions. The required length of the total lesson will be 20 slides. Each person will responsible for his/her part, and grades will be given for each individual’s work according to the following:

1. **Outline** for your part of the presentation (10 points) (each person in the group) If you do not turn give me a hard copy at the time of the presentation you will NOT get the 10 points.
2. **Handouts of Classroom Interventions** (10 points) You may submit this to the Group File Exchange so that you do not have to print them. I will make them available to the class.
3. **PowerPoint Presentation**– *Each of you will create the slides for your part of the presentation and 1 person should put the whole thing together into 1 presentation.*
4. **Reference Page**– Each student must turn in any reference citations you used to gather information for your part of the presentation. (APA format) If you use the text, reference it in APA format. (10 points) (each person in the group) Include in your individual outline.
5. **Overall Presentation**- peer review of slide presentation and intervention handout. 50% Instructor 50%.

D. **In-class Activies: Quizzes/Case Studies/etc.**– used to check understanding

Grading	
Midterm Exam	18%
Final Exam	18%
Bibliography	16%
Presentation	16%
In-class Activities/Quizzes	16%
Attendance/Participation	16%

Grading Scale
A=93-100
B=86-92
C=77-85
D=70-76

Graduate Research Paper      Averaged with Bibliography

Graduate Students will discuss with the professor the additional required research paper: expanding the annotated bibliography into a paper.

**Attendance/Participation is mandatory.** This is calculated according by logins and posts. See Bb Course Information for details.

Any student eligible for and requesting academic accommodations due to a disability is requested to provide a letter of accommodation from Student Academic Support Center within the first two weeks of the semester.

IX. Textbook:

*Introduction to Special Education: Making a Difference* by D.D. Smith, ISBN: 0205505082

X. Other Resources

*Attention Deficit Hyperactivity Disorder (ADHD)*

Bedard, A., Ickowicz, A., Logan, G.D. & Hogg-Johnson, S. (2003). Selective inhibition in children with attention-deficit hyperactivity disorder off and on stimulant medication. *Journal Of Abnormal Child Psychology*, 31(3), 315-327.

Breier, J.I., Fletcher, J.M., Fooman, B.R., Klaas, P., & Gray, L.C.. (2003). Auditory temporal processing in children with specific reading disability with and without attention deficit/hyperactivity disorder. *Journal Of Speech, Language, And Hearing Research*, 46(1), 31-42.

Cecilia, T., & Corcoran, J. (2003). Family approaches to Attention Deficit Hyperactivity Disorder: A review to guide school social work practice. *Children & Schools*, 25(1), 19-34.

DeMarle, D.J., Denk, L., & Ernsthausen, C.S., (2003). Working with the family of a child with Attention Deficit Hyperactivity Disorder. *Pediatric Nursing*, 29(4), 302-304,307-308,330.

Epstein, J.N., Erkanli, A., Conners, C.K., & Klaric, J. (2003). Relations between continuous performance test performance measures and ADHD behaviors. *Journal Of Abnormal Child Psychology*, 31(5), 543-554.

Fabiano, G.A., & Pelham W. E., Jr. (2003). Improving the effectiveness of behavioral classroom interventions for attention-deficit/hyperactivity disorder: A case study. *Journal Of Emotional And Behavioral Disorders*, 11(2), 122-128.

Hartnett, D., Nelson, J.A. & Rinn, A. (2004). Gifted or ADHD? The possibilities of misdiagnosis. *Roeper Review*, 26(2), 73-76.

McInnes, A., Humphries, T., Hogg-Johnson, S., & Tannock, R. (2003). Listening comprehension and working memory are impaired in attention-deficit hyperactivity disorder irrespective of language impairment. *Journal Of Abnormal Child Psychology*, 31(4), 427-443.

Rollins, J. A. (2004). Imaging study shows differences in brain functioning in children with ADHD. *Pediatric Nursing, 30*, 165.

#### *Autism*

Adams, L. (1998). Oral-motor and motor-speech characteristics of children with autism. *Focus on Autism and Other Developmental Disabilities, 13* (2), 108-112.

Alberto, P. & Heflin, J. (2001). ABA and instruction of student with autism spectrum disorders: Introduction to the special issue. *Focus on Autism and Other Developmental Disabilities, 16*(2), 66-68.

Allen, K.D., Mathews, J., & Shiver, M. D. (1999). Effective assessment of the shared and unique characteristics of children with autism. *School Psychology Review, 28* (4), 538-559.

Carasea, C., Vakil, S., & Welton, E.. (2004). Strategies for increasing positive social interactions in children with autism: A case study. *Teaching Exceptional Children, 37* (1), 40-47.

Carothers, D., & Taylor, R. (2004). How teachers and parents can work together to teach daily living skills to children with autism. *Focus on Autism and Other Developmental Disabilities, 19* (2), 102-105.

Carr, E. & Jones, E. (2004). Joint attention in children with autism: Theory and intervention. *Focus on Autism and Other Developmental Disabilities, 16* (1), 13-27.

Choutka, C.M., Doloughty, P., & Zirkel, P. (2004). The discrete trials of applied behavior analysis for children with autism: Outcome-related factors in the case law. *The Journal of Special Education, 38* (2), 95-104.

Coonrod, E.E., & Stone, W.L. (2004). Early concerns of parents of children with autistic and nonautistic disorders. *Infants and Young Children, 17* (3), 258-269.

Delmolino, L. & Harris, S. 2002. Applied behavior analysis: its application in the treatment of autism and related disorders in young children. *Infants and Young Children 13* (3), 11-18.

Goin, R. P., & Myers, B. (2004). Characteristics of infantile autism: Moving toward earlier detection. *Focus on Autism and Other Developmental Disabilities, 19* (1), 5-13.

#### *Communication Disorders*

Bishop, D. (2003). Outcomes of early language delay. *Journal of Speech, Language, and Hearing Research, 3* (46) 561.

DeKemel, K. (2003). Building a power lexicon: Improving vocabulary acquisition in LLD children. Chapter 5 in *Intervention in Language Arts: A practical guide for Speech-Language Pathologists*. Philadelphia, PA: Elsevier

Greenhalgh, K.S. & Strong, C.J. (2001). Literate Language Features in Spoken Narratives of Children with Typical Language and Children with Language Impairments. *Language, Speech, and Hearing Services in Schools, 32*, 114-125.

Nagy, W. & Scott, J. (2000). Vocabulary processes. In M. Kamil, P. Mosenthal, P. Pearson, & R. Barr (Eds.), *Handbook of Reading Research, vol. III*, Erlbaum

Nippold, M. (1998). *Later Language Development*, 2<sup>nd</sup> Edition. Austin: Pro-Ed

#### *Early Childhood Education and Family Perspective*

- Dale, P. S., Mills, P. E., Cole, K. N., & Jenkins, J. R. (2004). When paths diverge: "Errors of prediction" from preschool test scores to later cognitive and academic measures. *The Journal of Special Education, 37*, 237-248.
- Danaher, J., Shackelford, J., & Harbin, G. (2004). Revisiting a comparison of eligibility policies for infant/toddler programs and preschool special education programs. *Topics in Early Childhood Special Education, 24*(2), 59-67.
- Darling, S. M., & Gallagher, P. S. (2004). Needs of and supports for African American and European American caregivers of young children with special needs in urban and rural settings. *Topics in Early Childhood Special Education, 24*(2), 98-109.
- Frankel, E. B. (2004). Supporting inclusive care and education for young children with special needs and their families: An international perspective. *Childhood Education, 80*, 310-316.
- Harbin, G. L., Bruder, M. B., Adams, C., & Mazzarella, C., (2004). Early intervention service coordination policies: National policy infrastructure. *Topics in Early Childhood Special Education, 24* (2), 89-97.
- La Paro, K. M., Olsen, K., & Pianta, R.C. (2002). Special education eligibility: Developmental precursors over the first three years of life. *Exceptional Children, 69*, 55-66.
- Neisworth, J. T., & Bagnato, S. J. (2004). The mismeasure of young children: The authentic assessment alternative. *Infants and Young Children, 17*, 198-213.
- Odom, S. L., & Wolery, M. (2003). A unified theory of practice in early intervention/early childhood special education: Evidence-based practices. *The Journal of Special Education, 37*(3), 164.
- Peterson, C. A., Wall, S., Raikes, H. A., & Kisker, E (2004). Early Head Start: Identifying and serving children with disabilities. *Topics in Early Childhood Special Education, 24* (2), 76-88.

#### *Emotional Disorders*

- Bradley, R., Henderson, K., & Monfore, D. A.. (2004). A national perspective on children with emotional disorders. *Behavioral Disorders, 29*(3), 211-23.
- Conroy, M. A., & Brown, W. H. (2004). Early identification, prevention, and early intervention with young children at risk for emotional or behavioral disorders: Issues, trends, and a call for action. *Behavioral Disorders, 29*(3), 224-36.



- Foster, E. M., Qaseem, A., & Connor, T. (2004). Can better mental health services reduce the risk of juvenile justice system involvement? *American Journal Of Public Health, 94*(5), 859-65.
- James, A. C., James, S., & Smith, D. M. (2004). Cerebellar, prefrontal cortex, and thalamic volumes over two time points in adolescent-onset schizophrenia. *The American Journal Of Psychiatry, 161*(6), 1023-9.
- Leone, P. E., & Cutting, C. A. (2004). Appropriate education, juvenile corrections, and No Child Left Behind. *Behavioral Disorders, 29*(3), 260-5.
- Sitlington, P. L., & Neubert, D. A.. (2004). Preparing youths with emotional or behavioral disorders for transition to adult life: can it be done within the standards-based reform movement? *Behavioral Disorders, 29*(3), 279-88.
- Weaster, K. (2004). Reading and behavioral disorders: Searching for meaning under the streetlight. *Intervention In School And Clinic, 40*(1), 59-62.

#### *Gifted Education*

- Bergen, D. (2001&2002). Differentiating curriculum with technology-enhanced class projects. *Childhood Education, 78*(2), 117
- Betts, G. (2004). Fostering autonomous learners through levels of differentiation. *Roeper Review, 26* (4), 190
- Elkind, D. (2002). Acceleration. *Roeper Review, 24*(3), 129.
- Gallicchio, B. (1992). Tracking Again: Bringing the center into focus. *English Journal, 81*(6), 75.
- Kaplan, S. (2003). Is there a gifted child pedagogy? *Roeper Review, 25* (4), 165.
- Miranda, E. & Landmann, R. (2001). Gifted teachers creating gifted classrooms: One exceptional teacher, one exceptional classroom. *Roeper Review, 23*(4), 230.
- Mulhern, J. (2003). The gifted child in the regular classroom. *Roeper Review, 25*(3), 112.
- Tomlinson, C. (2004). Sharing responsibility for differentiating instruction. *Roeper Review, 26*(4), 188.
- Towers, E. & Porath, M. (2001). Gifted teaching: Thought and action. *Roeper Review, (23)*4, 202.
- Uresti, R. & Goertz, J. & Bernal, E.M. (2002). Maximizing achievement for potentially gifted and talented and regular minority students in a primary classroom. *Roeper Review, 25* (1), 27-32.
- Winebrenner, S. & Devlin, B. (1998). Cluster grouping of gifted students: How to provide full-time services on a part-time budget. *Roeper Review, 30*(3), 62.

### *Inclusion*

- Bullard, H.R. (2004). 20 ways to ... ensure the successful inclusion of a child with asperger syndrome in the general education classroom. *Intervention in School and Clinic*, 39 (3), 176.
- Burstein, N., Cabello, B., Sears, S., Spagna, M. & Wilcoxon, A. (2004). Moving toward inclusive practices. *Remedial and Special Education*, 25 (2), 104-116.
- Campbell, R. (2004). Technology for inclusion: meeting the special needs of all students 2003. *Journal of Special Education Technology*, 19 (2), 63-64.
- Eaton, K., Salmon, S.J. & Wischnawski, M. W. (2004). Evaluating co-teaching as a means for successful inclusion of students with disabilities in a rural district. *Rural Special Education Quarterly*, 23 (3), 12-14.
- Fink, J. (2004). Conclusions on inclusion. *The Clearing House*, 77 (6), 272-274.
- Frankel, E. B. (2004). Supporting inclusive care and education for young children with special needs and their families: an international perspective. *Childhood Education*, 80 , 310-316.
- James, A.R., Lieberman, L.J. & Ludwa, N. (2004). The impact of inclusion in general physical education for all students. *Journal of Physical Education, Recreating, Dance*, 75 (5), 37-42.
- Salend, S.J. (2004). Fostering inclusive values in children: what families can do. *Teaching Exceptional Children*, 37 (1), 64-69.
- Smoot, S.L. (2004). An outcome measure for social goals of inclusion. *Rural Special Education Quarterly*, 23 (3), 15-22.

### *Learning Disabilities*

- Brice, R.G.. (2004). Connecting oral and written language through applied writing strategies. *Intervention In School And Clinic*, 40(1), 38-47.
- Fuchs, L. S., Fuchs, D., & Prentice, K. (2004). Responsiveness to mathematical problem-solving instruction: Comparing students at risk of mathematics disability with and without risk of reading disability. *Journal Of Learning Disabilities*, 37(4), 293-306.
- García, J.N., & de Caso, A.M.. (2004). Effects of a motivational intervention for improving the writing of children with learning disabilities. *Learning Disability Quarterly*, 27(3), 141-159
- German, D.J., & Newman, R.S. (2004). The impact of lexical factors on children's word-finding errors. *Journal Of Speech, Language, And Hearing Research*, 47(3), 624-636.

- Grosshans, J., & Kiger, M. (2004). Identifying and teaching children with learning disabilities in general physical education. *Journal Of Physical Education, Recreation And Dance, 75*(6), 18-20, 58
- Mishna, F., & Muskat, B.. (2004). School-based group treatment for students with learning disabilities: A collaborative approach. *Children & Schools, 26*(3), 135-150.
- Sharma, G. (2004). A comparative study of the personality characteristics of primary-school students with learning disabilities and their nonlearning disabled peers. *Learning Disability Quarterly, 27*(3), 127-140.
- Vaidya, S.R. (2004). Understanding dyscalculia for teaching. *Education, 124*(4), 717-720.
- Volden, J. (2004). Nonverbal learning disability: A tutorial for speech-language pathologists. *American Journal Of Speech - Language Pathology, 13*(2), 128-141.

#### *Mental Retardation*

- Carter, S., (2004). For just one day. *Rehabilitation Counseling Bulletin, 47*(3), 181-183.
- Cinimon, R.G., & Gifsh, L., (2004). Conceptions of work among adolescents and young adults with mental retardation. *The Career Development Quarterly, 52*(3), 212-224.
- Connolly, B.H. (2004). Early communication skills for children with Down syndrome: A guide for parents and professionals. *Physical Therapy, 84*(5), 478-479.
- Essex, E.L., (2002). Mothers and fathers with adults with mental retardation: Feelings of intergenerational closeness. *Family Relations, 51*(2), 156-166
- Harvey, M., Baker, D., Horner, R., & Blackford, J.U., (2003). A brief report on the prevalence of sleep problems in individuals with mental retardation living in the community. *Journal of Positive Behavior Interventions, 5*(4), 195
- Horvat, M., & Franklin, C., (2001). The effects of the environment on physical activity patterns of children with mental retardation. *Research Quarterly for Exercise and Sport, 72*(2), 189-195.
- Joseph, L., & Seery, M.E., (2004). Where is the phonics? : A review of the literature on the use of phonetic analysis with students with mental retardation. *Remedial and Special Education, 25*(2), 88-94.
- Leffert, J.S., Siperstein, G., & Millikan, E., (2000). Understanding social adaptation in children with mental retardation: A social cognitive perspective. *Exceptional Children, 66*(4), 530-546.
- Wallace, M., Cox, E., & Skinner, C., (2003). Increasing independent seatwork: Breaking large assignments into small assignments and teaching a student with retardation to recruit reinforcement. *School Psychology Review, 32*(1), 132.

### *Motivation*

- Coatney, S. (2004). Libraries, learning and fun. *Teacher Librarian*, 32 (1), 49.
- Dahlhauser, J. & Purcell, H. (2003). Motivating boys as beginning readers. *Teacher Librarian*, 30 (3), 29-32.
- Handler, L. & Niedziela N. (1997). Jump-starting the English curriculum. *Emergency Librarian*, 25 (1), 19-21.
- Lewis, A.C. (2004). Reforming secondary education. *Phi Delta Kappan*, 86 (1), 3-5.
- Lewis, J. (2004). The independent learning contract system: motivating students enrolled in college reading courses. *Reading Improvement*, 41 (3), 188-195.
- Miller, P.C. & Hidehiro, E. (2004). Understanding and meeting the needs of ESL students. *Phi Delta Kappan*, 85 (10), 786-791.
- Mowling, C. & Brock, S. & Eiler, K. & Rudisill, M. (2004). Student motivation in physical education: breaking down barriers. *Journal Of Physical Education, Recreation And Dance*, 75 (6), 40-47.

### *No Child Left Behind (NCLB) and Special Education*

- Allbritten, D., Mainzer, R., & Ziegler, D. (2004). Will students with disabilities be scapegoats for school failures? *Teaching Exceptional Children*, 36 (3), 74.
- Browder, D., M. & Cooper-Duffy, K. (2003). Evidence-based practices for students with severe disabilities and the requirement for accountability in “No Child Left Behind”. *The Journal of Special Education*, 37 (3), 157.
- Brownell, M., T., Sindelar, P., T., Bishop, A., G., Langley, L., K., & Seo, S. (2002). Special education teacher supply and teacher quality: The problems, the solutions. *Focus on Exceptional Children*, 35 (2), 1.
- Christie, K. (2004). AYP: The new purple pile for the slower learner. *Phi Delta Kappan*, 85 (5), 341.
- Donlevy, J. (2003). Teachers, technology and training: No child left behind: Failing schools and future directions. *International Journal of Instructional Media*, 30 (4), 335-338.
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*Physical Disabilities, Other Health Impaired & Traumatic Brain Injury*

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*Sensory Impairments (Visual and Hearing Impairments)*

- Connor, C. M., & Zwolan, T. A.. (2004). Examining multiple sources of influence on the reading comprehension skills of children who use cochlear implants. *Journal Of Speech, Language, And Hearing Research, 47*(3), 509-26.
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XI. Faculty frequently teaching this class:

Dr. Cris Whitlow

XII. Prerequisites: None

XIII. Required for Teacher Education and Special Education Programs.

## TEACHER CANDIDATE DIVERSITY PROFICIENCIES

The Teacher Candidate will:

1. Identify and address his/her own biases. (RP)
2. Consider diversity when planning and implementing instruction. (RP)
3. Consider diversity when wording questions and responses. (RP)
4. Be completely comfortable with classroom discussion on diversity topics. (PEB)

### ETHNICITY

5. Consider ethnicity when designing instruction. (RP)
6. Explicitly include a variety of ethnic groups in the curriculum. (KSA)
7. Deal with students, parents, and colleagues of varied ethnicities in an equitable manner. (PEB)

RACE (Caucasian, African American, Asian or Pacific Islander, Native American, and other)

8. Value racial diversity as an integral component of educational systems. (RP)
9. Understand how the culture of race affects learning. (KSA)
10. Deal with students, parents, and colleagues of all races in an equitable manner. (PEB)

### SOCIOECONOMIC STATUS

11. Consider socioeconomic status when designing instruction. (RP)
12. Understand the underlying assumptions of students from wealthy, middle class, and generational poverty groups. (KSA)
13. Understand the unique needs of children of poverty. (KSA)
14. During field experiences, demonstrate a knowledge of how poverty affects student learning (PEB)

### GENDER

15. Consider gender when designing instruction. (RP)
16. Understand gender related issues relating to teacher questioning strategies. (KSA)
17. Integrate a knowledge of gender related issues into classroom management. (PEB)

### LANGUAGE

18. Value linguistic diversity as an integral component of educational systems. (RP)
19. Understand the unique needs of linguistically diverse learners. (KSA)
20. Adapt instruction to the needs of linguistically diverse learners. (PEB)

EXCEPTIONALITIES (Intellectual, communicative, sensory, behavioral, physical, multiple, autism, other health impaired)

21. Consider these exceptionalities when designing instruction. (RP)
22. Understand strategies to address differentiated instruction and make accommodations in the classroom. (KSA)
23. Understand classroom management strategies which may be appropriate for a variety of exceptional students. (KSA)
24. Make accommodations for 504 students during field experiences. (PEB)

## RELIGION

- 25. Increase personal tolerance for religious diversity. (RP)
- 26. Consider religious diversity when designing instruction. (RP)
- 27. Understand legal issues regarding the expression of religion in the public schools. (KSA)
- 28. Deal with students, parents, and colleagues of all religions in an equitable manner. (PEB)

## SEXUAL ORIENTATION

- 29. Increase personal tolerance for persons of all sexual orientations. (RP)
- 30. Understand issues related to sexual orientation that may affect learning (KSA)
- 31. Deal with gay or lesbian students, parents, and colleagues in an equitable manner. (PEB)

## GEOGRAPHICAL AREA

- 32. Consider geographical diversity when designing instruction. (RP)
- 33. Understand variations in regional speech and attitudes. (KSA)
- 34. Deal with students, parents, and colleagues from both rural and urban settings in an equitable manner. (PEB)