

Curriculum21/ CICU DRAFT – Course MAP

Instructor: Sonya Abbye Taylor

SPRING 2014

1:25 – 2:20pm – Room: Hudson Hall 002

MOUNT SAINT MARY COLLEGE

Newburgh, NY 12550

COURSE TITLE:

PSY 3401 Psychology of the Exceptional Learner

OVERVIEW – Purposes/ Pre-requisites

This course will focus on psychological characteristics of children and youth who deviate from the norm because of intellectual, physical, sensory, and emotional disabilities, in addition to the implications for educational programming. Fieldwork is required.

Prerequisites: A grade of C+ or better in PSY3010 or PSY 3230, or permission of instructor.

Standards – CEC

CC1K1 Models, theories, philosophies, and research methods that form the basis for special education practice.

CC1K2 Laws, policies, and ethical principles regarding behavior management planning and implementation.

CC1K4 Rights and responsibilities of individuals with exceptional learning needs, parents, teachers, and other professionals, and schools related to exceptional needs.

GC1K1 Definitions and issues related to the identification of individuals with exceptional learning needs.

GC1K8 Principles of normalization and concept of least restrictive environment.

CC2K2 Educational implications of characteristics of various exceptionalities.

CC2K4 Family systems and the role of families in supporting development.

GC2K4 Psychological and socio-emotional characteristics of individuals with exceptional learning needs.

CC3K2 Impact of learner's academic and social abilities, attitudes, interests, and values on instruction and career development.

GC3S1 Relate levels of support to the needs of the individual.

CC4K1 Evidence-based practices validated for specific characteristics of learners and settings.

GC4K1 Sources of specialized materials, curricula, and resources for individuals with exceptional needs.

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CC5K2 Basic classroom management theories and strategies for individuals with exceptional learning needs.
GC5K3 Methods for ensuring individual academic success in one-to-one, small group, and large-group settings.
CC7K1 Theories and research that form the basis of curriculum development and instructional practice.
CC7K3 National, state or provincial, and local curricula standards.
CC8K1 Basic terminology used in assessment.
CC8K5 National, state or provincial, and local accommodations and modifications.
GC8K4 Procedures for early identification of young children who may be at risk for exceptional learning needs.
CC9K2 Importance of the teacher serving as a model for individuals

Big Idea/ Enduring Understandings

Children and youth who deviate from the norm because of intellectual, physical, sensory, and emotional disabilities need special support to assist their growth.

Essential Questions

How can we best support the needs of children and youth with special needs?

Content Standards (CST)

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CONTENT –Focus topics/issues/ linked to EQ’s

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- Introduction to the field of special education.
- Overview of the philosophy, pedagogy, and proper lexicon associated with current special education practices.
- Strategies to assist special education learners in a range of settings
- Purpose and design of an Individual education plan (IEP)
- Section 504 modifications.
- implications that specific disabilities have for educational programming, daily living, and family dynamics.

SKILLS/ STRATEGIES

- Identify the major components of federal and state law, including referral, eligibility procedures, due process, and parental involvement.
- Define current terminology in the field of special education.
- Demonstrate an understanding of current trends and issues in special education.
- Describe the continuum of services as well as the strengths and weaknesses of each.
- Define and discuss the characteristics of each disability as recognized by NYS.
- Discuss general methods and strategies for meeting the social and educational needs of students with various disabilities

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ASSESSMENT/ EVIDENCE / Assignments

1. **Text Readings:** You are expected to read all assignments on time and *contribute to class discussions*. The class will be conducted as a combination of lecture, discussion, and small group activities; your participation in discussions is vital to your learning and to the class as a community of learners.
2. **Class Sessions:** Content will be presented in class that will supplement the required text readings. Each week, there will be discussions of a variety of issues and topics related to special education; your participation in discussions is essential. *Please feel free to bring in newspaper, magazine, journal articles, or to identify URLs for videos or other Internet content related to course topics.*
3. **Fieldwork:** You will observe and interact with one or more students referred for or classified as having a disability recognized by NYS at an approved site for a total of ten (10) hours. You may select your own site or be placed by the instructor. The paperwork essential for your observations will be explained before you begin your fieldwork. You will complete a fieldwork report. (The length of the report should depend on what you incorporate in your findings. Suggested length: 8-10 pages.) **This report should include the following, but should not contain the name of the district, school, or any specific individuals:**
 - A summarization, including: motor development, language disorders, social skills, developmental growth, and behavior patterns of one or two students.
 - Compare your observations to what you have learned in class, assigned readings, and your research. You must be explicit and thorough about whether your observations support or refute what you have learned regarding educational approaches, modifications, behavior management approaches, and how the classified student's disabilities affect performance academically and socially.
 - You must keep the Mount Saint Mary College Field Work Log Sheet for this assignment. **A minimum of ten (10) hours is required.** Submit the original log sheet to the Coordinator of Student Teaching and Fieldwork Placements, but be sure to keep a copy for your records, and attach a duplicate to your report.
4. **Book Reflection:**

Part I:
You are required to read one of the books listed below and write a 3-4 page reflection that:

 - Includes a short summary of the book.
 - Describes how the disability of the character or the author resonated with you and *how* it will impact your teaching in the classroom.
 - Describes how the character with the disability was portrayed.
 - Explain the family dynamics.

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Questions for discussion:

- Have you ever had an experience with someone with this disability?
- How would you adapt or modify your lesson plans to meet the needs of this individual?
- What did you learn from reading the book and how does it relate to the content of this course?

Part II: Write a short “book jacket” review that “sells” the book to your audience. on eClass forum. (Language for the book jacket can come from your book review.)

Part III: Respond to *at least* two other posts.

5. **Media Review:** Choose a form of media, TV, film, etc. that has as its central character an individual with a disability. Describe how that individual was portrayed. Comment on the accuracy of the portrayal, given knowledge you gained from this class. (***Post response on forum and respond to at least two other posts.***)

6. Quizzes, Exams and Homework

There will be several quizzes during the semester based on the core concepts and ideas presented in class lectures, assigned chapters, readings, and discussions. Quiz items may come directly from the chapter readings, presentations, class activities, and handouts. Dates of quizzes will be announced in class. There will be a **cumulative** final examination. **It is essential to attend class, complete assignments and readings.**

7. **Disability Project** – This will be a group project. Each group will research a particular disability and will present their findings to the class in a memorable way. Technology and multi-sensory approaches should be used to bring the content to life and to engage the audience.

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ASSESSMENT/Summative Grading

Grading Scale/Evaluation:

Assessments(includes final).....	30%
Forums	10%
Fieldwork Project.....	25%
Book reflection	15%
Disability Group Project	20%

Rubrics with self- evaluation completed must be attached to all assignments.

Grading Scale/Evaluation:

The following scale will be used to convert a numerical grade into a letter grade:

A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	F	62 and below
C+	77-79		

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Vocabulary: Professional TERMS

IEP
modification
code
disability

Assignments (linked or attached/ organized by EQ)

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RESOURCES:

Recommended Books:

- Buck, P. (1992). *The child who never grew*. Maryland: Woodbine House.
- Choldenko, G. (2004). *Al Capone does my shirts*. New York: Puffin Books.
- Choldenko, G. (2011). *Al Capone shines my shoes*. New York: Penguin Books.
- Grandin, T. (2006). *Thinking in pictures*. New York: Vintage Books.
- Grandin, T., Panek, R. (2013). *The autistic brain: Thinking across the spectrum*. New York: Houghton Mifflin Harcourt Publishing.
- Kranowitz, C. (2005). *The out-of-sync child: Recognizing and coping with sensory processing disorder*. New York: Perigee.
- Lord, C. (2006). *Rules*. New York: Scholastic Press.
- Palacio, R.J. (2012). *Wonder*. New York: Alfred A. Knopf.
- Picoult, J. (2009). *Handle with care*. New York: Washington Square Press.
- Picoult, J. (2010). *House rules*. New York: Atria Books.
- Saperstein, J. (2010). *Life with Asperger's in 20 1/3 chapters*. New York: Perigee.
- Tammet, D. (2006). *Born on a blue day*. New York: Simon & Schuster.
- Taylor, B. (2007). *ADHD and me: What I learned from lighting fires at the dinner table*. California: New Harbinger.
- Van Bloss, N. (2006). *Busy body: My life with Tourette's syndrome*. Georgia: Vision.
- Wells, J. (2006). *Touch and go Joe: An adolescent's experience with OCD*. London: Jessica Kingsley Publishers.

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