

Teaching Students with Exceptionalities

Course Text

Smiley, L. R., Richards, S. B., & Taylor, R. L. (2022). *Exceptional students: Preparing teachers for the 21st century* (4th ed). McGraw-Hill.

Course Description

Teaching Students with Exceptionalities is a course designed to help learners consider what it means to teach exceptional students and how to effectively design learning for students with special needs alongside students without exceptionalities—to the maximum extent appropriate. This course is designed around research-based instructional practices and will allow learners to discover approaches, techniques, and models, as they begin to build a collection of teaching tools to meet all students' needs.

Course Outcomes

After completing the course, students will be able to:

1. Understand an overview of the history of special education and how it helped shape the current practices in special education.
2. Identify the principles and procedures associated with placing and serving students in special education and the guidelines established by Individuals with Disabilities Education Improvement Act (IDEA).
3. Engage in discussion about the important role collaboration plays in orchestrating successful outcomes for students with special needs and how schools and communities come together to implement best practices.
4. Review how to identify and teach students with learning disabilities and review the considerations for the general education teacher as well.
5. Understand the characteristics, causes, and educational needs of students with intellectual disabilities and discuss the importance of encouraging high expectations for individuals with intellectual disabilities.
6. Discuss the history and definitions of emotional and behavioral disorders and identify strategies for working with students with emotional or behavioral disorders (EBD).
7. Review the speech and language disorders and how they fall under the broad category of communication disorders, and discuss issues surrounding English language learners.
8. Consider the research on possible causes of autism spectrum disorders and apply controversial theories regarding the causes of autism.

9. Consider the history and foundations of the term "at risk," and define it and the prevalence factors of at risk students.
10. Engage in discussion about attention deficit/hyperactivity disorder (AD/HD) and the prevalence figures as well as the history and definitions of AD/HD.
11. Identify the history and foundational information of gifted education and review models of intelligence and learning while identifying modifications including enrichment and acceleration.

APA Research Guidelines and Formatting

This course follows the research guidelines of the American Psychological Association (APA). These guidelines are reflected in the APA Manual 7th Edition for 2022: The Simplify Guide to APA Style Formatting, Citations and Referencing For Writers, Researchers and Students.

Academic Integrity Statement

Academic integrity is the pursuit of scholarly activity in an honest, truthful and responsible manner. Violations of academic integrity include, but are not limited to, plagiarism, cheating, fabrication and academic misconduct. Failure to comply with the Academic Integrity Policy can result in a failure and/or zero on the attempted assignment/examination, a removal from the course, disqualification to enroll in future courses, and/or revocation of an academic transcript.

Course Completion Policy

In order for a course to be considered complete, all required coursework must be attempted, submitted, and graded. Required coursework consists of graded assignments. Any Academic Integrity Policy violations may prevent a course from being considered complete.

Course Evaluation Criteria

Your score provides a percentage score and a letter grade for each course. A passing percentage is 70% or higher. There are a total of 1,000 points in the course.

Topic	Assignment	Points	LO Alignment
0	Statement of Academic Honesty and Integrity		
1	Topic 1 Lesson 2 Case Study	10	1, 4
1	Quiz #1	30	1
1	Topic 1 Lesson 5 Case Study	10	2, 4

Topic	Assignment	Points	LO Alignment
1	Quiz #2	30	2
1	Topic 1 Lesson 8 Case Study	10	3, 4
1	Quiz #3	30	3
2	Topic 2 Lesson 2 Case Study	10	4
2	Quiz #4	30	4
3	Special Education Slide Presentation	125	1, 2, 3, 4
4	Topic 4 Lesson 2 Case Study	10	4, 5
4	Quiz #5	30	5
4	Topic 4 Lesson 5 Case Study	10	4, 6
4	Quiz #6	30	6
4	Topic 4 Lesson 8 Case Study	10	4, 7
4	Quiz #7	30	7
4	Topic 4 Lesson 11 Case Study	10	4, 8
5	Quiz #8	30	8
5	Lesson Plan with Accommodations 1	200	4, 5, 6, 7, 8
6	Topic 6 Lesson 2 Case Study	10	4, 9
6	Quiz #9	30	4, 9
6	Topic 6 Lesson 5 Case Study	10	4, 10

Topic	Assignment	Points	LO Alignment
6	Quiz #10	30	4, 10
6	Topic 6 Lesson 8 Case Study	10	4, 11
6	Quiz #11	30	11
7	Lesson Plan with Accommodations 2	235	4, 9, 10, 11
	TOTAL	1,000	

Course Topics, Subtopics and Objectives

Topic #	Topic	Subtopics	Objectives
1	Introduction to Special Education	<ul style="list-style-type: none"> • Overview of Special Education—Exceptional Students and Special Education • History and Litigation of Special Education • Current Issues • Special Education Processes—The Identification Process • Student Eligibility • Exceptional Students' Education Program • School and Family Collaborations—What is Collaboration? • Best Practices for School Personnel and Families • Community Collaboration 	<ul style="list-style-type: none"> • Understand the definition and the prevalence of students who fall under the various categories of “exceptional children.” • Develop an awareness of the types of services provided to students who are labeled exceptional. • Provide an overview of the history of special education, and identify legislation that has influenced current practices. • Develop an understanding of current issues in special education. • Understand the process of how infants, toddlers, and children are identified as having an exceptionality • Describe the various methods of collecting data on student behavior. • Distinguish between norm-referenced and criterion-referenced testing. • Identify the appropriate use of curriculum-based

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			<p>assessment and curriculum-based measurement.</p> <ul style="list-style-type: none"> • Understand the distinction between the least restrictive environment and inclusion. • Identify best practices to increase collaboration among stakeholders. • Describe the different levels of involvement parents can have in collaboration. • Explain the concept of "conflict resolution." • Explain the process of using culturally responsive methods of communication with culturally diverse families.
2	High and Low Prevalence Exceptionalities—Part 1	<ul style="list-style-type: none"> • Students with Learning Disabilities—Foundations and Causes • Identification and Teaching • Instructional Considerations 	<ul style="list-style-type: none"> • Understand the history of learning disabilities. • Identify the common causes of learning disabilities and how students with learning disabilities are identified. • Identify modifications that can be made to the instructional environment. • Identify the various types of instructional technology. • Review current topics in the field of learning disabilities.
3	Special Education Slide Presentation		
4	High and Low Prevalence Exceptionalities—Part 2	<ul style="list-style-type: none"> • Students with Intellectual Disabilities—Foundations and Causes • Identification and Teaching • Instructional Considerations • Students with Emotional or Behavioral Disorders— 	<ul style="list-style-type: none"> • Understand how individuals labeled with intellectual disabilities have been treated throughout history. • Identify and understand the various definitions and classifications of intellectual disabilities. • Identify the causes and characteristics of intellectual disabilities. • Understand effective strategies that general

Topic #	Topic	Subtopics	Objectives
		<ul style="list-style-type: none"> Foundations and Causes • Identification and Teaching • Instructional Considerations • Students with Communication Disorders—Foundations and Causes • Identification and Teaching • Instructional Considerations • Students with Autism Spectrum Disorders—Foundations and Causes • Identification and Teaching • Instructional Considerations 	<ul style="list-style-type: none"> education teachers can employ • Identify and understand the various definitions and classifications of EBD. • Identify effective curricula and methods for teaching students with EBD. • Describe effective classroom arrangements, grouping options, and aspects of instructional technology. • Describe effective strategies that general education teachers can employ. • Understand the history of communication disorders. • Identify and explain the various definitions and classifications of communication disorders. • Identify the causes and characteristics of communication disorders. • Describe how students with communication disorders are identified. • Describe effective curriculum and methods for teaching students. • Identify potential causes of autism spectrum disorders and how students are identified. • Identify the characteristics of autism spectrum disorders, and review effective, research-based practices • Identify modifications that can be made to the instructional environment. • Identify the various types of instructional and behavioral programs. • Review current topics in the field of autism spectrum disorders. •

Topic #	Topic	Subtopics	Objectives
5	Lesson Plan with Accommodations 1		
6	Other Exceptionalities	<ul style="list-style-type: none"> • Students Who Are at Risk—Foundations and Factors • Identification and Teaching • Other Considerations • Students with ADHD—Foundations and Causes • Identification and Teaching • Instructional Considerations • Students Who Are Gifted and Talented—Foundations and Factors • Identification and Teaching • Instructional Considerations 	<ul style="list-style-type: none"> • Identify and explain the various definitions and classifications of at risk. • Identify the causal factors and characteristics of children who are at risk. • Identify important instructional content for teaching children who are at risk. • Describe effective components of early intervention approaches to teaching children who are at risk. • Describe effective elements of the intervention environment and instructional technology. • Identify and understand the various definitions and subcategories of AD/HD. • Identify the causes and characteristics of AD/HD. • Identify effective curriculum and methods for teaching students with AD/HD. • Describe an effective classroom environment and use of instructional technology for students with AD/HD. • Identify and understand the various methods of identifying students who are gifted and talented. • Identify the characteristics of the gifted and talented child. • Understand the unique characteristics and needs that certain subcategories of gifted and talented children represent. • Understand effective curriculum and methods for

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			teaching students who are gifted or talented. <ul style="list-style-type: none"> Identify various acceleration and enrichment approaches available.
7	Lesson Plan with Accommodations 2		

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