SOUTHEASTERN LOUISIANA UNIVERSITY
SPECIAL EDUCATION 210_01
CHARACTERISTICS OF INDIVIDUALS WITH EXCEPTIONALITIES
Two credit hours

Prerequisite: 30 Credit hours SARTE Status Requirement: None

Course Description: An introduction to each exceptionality with a survey of characteristics and a review of current trends for meeting the educational needs of exceptional children.

Statement of Conceptual Framework
In order to successfully plan, develop, and implement curricula to meet the needs of diverse learners in today’s world and to prepare students for the future, the College of Education and Human Development (COEHD) has identified four critical components of The Effective educator: Strategies & Methods (SM), knowledge of the learner (KL), Professional Standards (PS), content knowledge (CK), Diversity (D), and Technology (T).

Course Objectives:
Upon completion of this course, the student will be able to demonstrate the following competencies with 80% mastery as assessed by their performance on course requirements. The objectives below describe what the student should know and be able to do after exposure to the course.

1. Models, theories, philosophical and historical foundations that provide the basis for special education practice. (CC:1,K1,(GC:K4)(PS,CK)
2. Laws, policies, and ethical principles regarding behavior management planning and implementation. (CC:1,K2)(PS,CK)
3. Relationship of special education to the organization and function of educational agencies. (CC:1,K3) (PS,CK)
4. Issues in definition and identification procedures for individuals with exceptional learning needs including individuals from culturally and/or linguistically diverse backgrounds. (CC:1,K3)(GC:1K1)(CK, D)
5. Issues, assurances, and due process rights related to assessment, eligibility, and placement within a continuum of services. (CC:1,K5; CG:1,K5) (PS,CK)
6. Family systems and the role of families in the educational process. (CC:1,K6) (KL,CK, D)
7. Historical points of view and contribution of culturally diverse groups. (CC:1, K7) (PS,CK, D)
8. Impact of the dominant culture in shaping schools and the individuals who study and work in them. (CC:1, K8) (PS,CK, D)
9. Potential impact of differences in values, languages, and customs that can exist between the home and the school. (CC:1,K9) (PS,CK, D)
10. Models and theories of deviance and behavior problems. (GC:1,K2) (CK)
11. Historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice. (GC 1K3) (PS,CK)
12. The legal, judicial, and educational systems to assist individuals with disabilities*. (GC:1,K4) (CK, D)
13. Laws and policies related to provision of specialized health care in educational settings. (GC:1,K6)
14. Factors that influence the overrepresentation of culturally/linguistically diverse students in programs for individuals with disabilities*. (GC:K7) (CK, D)
15. Principles of normalization and concept of least restrictive environment. (GC:K8) (CK)
16. Typical and atypical human growth and development (CC:K1) (CK) (CK)
17. Etiology and diagnosis related to various theoretical approaches. (GC, K1) (PS, CK)
18. Educational implications of characteristics of various exceptionalities. (CC:2,K2) (CK)
19. Impact of sensory impairments, physical and health disabilities on individuals, families and society. (GC:2,K2) (PS, CK)
20. Characteristics and effects of the cultural and environmental milieu of the individuals with exceptional learning needs and the family. Family systems and the role of families in supporting development. (CC:2:,K3)(PP, CK, D)
21. Similarities and differences among individuals with and without exceptional learning needs. (CC:2,K4) (KL, CK, D)
22. Similarities and differences among individuals with exceptional learning needs. (CC:2,K5) (KL, CK)
23. Effects of various medications on individuals with exceptional learning needs. (CC:2,K6) (KL, CK)
24. Etiologies and medical aspects of conditions affecting individuals with disabilities. (GC: 2,K3)(CK)
25. Psychological and social-emotional characteristics of individuals with disabilities. (GC:2,K4) (CK)
26. Common etiologies and the impact of sensory disabilities on learning and experience. (GC:2,K5)
27. Types and transmission routes of infectious disease. (GC:2,K6) (CK)
28. Impact of disabilities on auditory and information processing skills. (GC:2,K1) (PS, KL, CK)
29. Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs. (CC:5,K4)(PS, KL, D)
30. Ways to create learning environments that allow individuals to retain and appreciate their own and each others' respective language and cultural heritage. (CC:5,K8) (PS, KL, D)
31. Ways specific cultures are negatively stereotyped. (CC:5,K9) (CK, D)
32. Strategies used by diverse populations to cope with a legacy of former and continuing racism. (CC:5,K10) (KL, PS, D)
33. Effects of cultural and linguistic differences on growth and development. (CC:6,K1) (KL, PS, CK, D)
34. Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages. (CC:6,K2) (KL, PS, CK, D)
35. Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding. (CC:6,K3) (PP, CK, D)
36. Typical language development and how that may differ for individuals with learning disabilities. (GC:6,K3) (SM, KL, D)
37. Augmentative, alternative, and assistive communication strategies. (CC:6,K4) (KL, PS, T)
38. Communication and social interaction alternatives for individuals who are nonspeaking. (GC:6,K2) (KL, PS, D, T)
39. Interventions and services for children who may be at risk for learning disabilities. (GC:7,K3) (SM, KL, PS)
40. Laws and policies regarding referral and placement procedures for individuals with disabilities*. (GC:8,K2) (CK)
41. Personal cultural biases and differences that affect one's teaching. (CC:9,K1) (KL, PS, D)
42. Importance of the teacher serving as a model for individuals with exceptional learning needs. (CC:9,K2) (KL, PS)
43. Sources of unique services, networks, and organizations for individuals with disabilities*. (GC:9,K1) (CK)
44. Organizations and publications relevant to individuals with disabilities. (GC:9,K2) (CK)
45. Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program. (CC:10,K1) (SM, KL, PS)
46. Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns. (CC:10,K3) (KL, PS)
47. Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members. (CC:10,K4) (KL, PS, CK, D)
48. Collaborative and/or consultative role of the special education teacher in the reintegration of individuals with disabilities. (PS)
49. Roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with disabilities*. (GC:10,K3) (PS, CK)

Learner Outcomes:

By the conclusion of this course, the student will be able to:

1. Use universal precautions. (CC:5,S16) (PS, CK)
2. Practice within the CEC Code of Ethics and other standards and policies of the profession (CC:9,S1)SM) (PS, CK)
3. Uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession. (CC:9,S2) (PS)
4. Act ethically in advocating for appropriate services. (CC:9,S3) (PS)
5. Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs. (CC:9,S5) (SBI, KL, PS)
6. Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals. (CC:9,S6) (KL,PS, D)
7. Use verbal, nonverbal, and written language effectively. (CC:9,S8) (PS)
8. Access information of exceptionalities. (CC9,S10-P) (CK)
9. Reflect on one's practice to improve instruction and guide professional growth. (CC:9, S11) (SM, KL,PS,CK)
10. Engage in professional activities that benefit individuals with exceptional learning needs, their families, and one's colleagues.(CC:9,S12 P) (KL,PS)
11. Maintain confidential communication about individuals with exceptional learning needs. (CC:10,S1) (PS, T)

**Required Field Experiences:**
**Hours:** Interviews plus ten hours
**Types:** The ten hours will consist of: 2 hours of observation (1 hour in an inclusive classroom and 1 hour in a special education classroom); and 8 hours of actual contact activity with a special education student. Field experience hours are to be uploaded to Pass-Port.

**Required Unit/Program Assessments:**

Field experience artifacts/general reflection  
Personal Philosophy of Special Education  
Both artifacts are to be uploaded to Pass-Port.

**Course Evaluation:**

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<th>Points</th>
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<tr>
<td>Examinations – 2 at 20 points each</td>
<td>40 points</td>
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<tr>
<td>Take Home Assignments</td>
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<td>Field Experiences</td>
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<td>Other Experiences/Activities</td>
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<td>Class Participation</td>
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<tr>
<td>Total Points</td>
<td>300 points</td>
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References


McCoy, K.M. (195). Teaching special learners in the general education


Journals:

Teaching Exceptional Children
Journal of Special Education
Journal of Mental Retardation
Journal of Behavior Disorders
Journal of Learning Disabilities
Remedial and Special Education
Exceptional Children
Exceptional Parent