



**Exceptional Children
PSY/CLDP 3342 (SPA 4325)
Section 501
Spring 2013**

Instructor: Dr. Bill Barfoot
Phone: 469-941-8925
Email: barfoot@utdallas.edu
Office: JO 4.314
Office hours: Tuesday, 6:00 – 7:00 p.m.
Classroom: GR 4.428
Class time: Tuesday, 7:00 – 9:45 p.m.

Teaching Asst.: Mr. Daniel Faso
T.A.'s email: dxf110130@utdallas.edu
Teaching Intern: Ms. Dana Johnson
T.I.'s email: dcj093020@utdallas.edu

Course description: This course is intended to: 1) educate you on the policies related to children with special needs; 2) assist you in understanding the definitions and etiologies of various exceptionalities as well as the evaluation, education, and interventions of and for children with special needs; and 3) help you use this information in order to be able to effectively intervene with children and families with special needs.

Pre-requisite: CLDP/PSY 3310, 3339, or 4334

Student learning objectives: After completing the course, students should be able to:

- 1.1 Describe the primary objectives of scientific psychology of describing, explaining, predicting, and changing behavioral and mental processes;
- 1.3 Describe, analyze, and apply concepts related to learning, cognitive development, and language development in developmental psychology;
- 2.1 Compare and contrast major perspectives (e.g., behavioral, biological, cognitive, and sociocultural) and describe advantages and limitations of each;
- 2.2 Explain the overarching themes of: (1) the interaction of heredity and environments, (2) variability and continuity of behavior and mental processes across development, (3) and significance of contexts of development (families, peers, schools, culture/SES/ethnicity);
- 5.3 a. Recognize that sociocultural contexts may influence the application of psychological principles in solving social problems; and
- 5.3 b. Describe how applying psychological principles can enlighten social issues and inform public policy.

Textbook: Heward, William L. (2013). *Exceptional Children: An Introduction to Special Education (Tenth Edition)*. Boston: Merrill (ISBN-10: 0-13-262616-0; ISBN-13: 978-0-13-262616-3).

Organization of class, attendance, and classroom environment: This course will be heavily based on the information provided by the textbook. However, we will occasionally view short video pieces in class and have guest lecturers who will provide supplemental information on various topics. During the lectures, I will emphasize key pieces of information important for you to know. In addition, I will frequently add my own contributions based on my clinical experience and knowledge of current research findings. Your knowledge and understanding of the information from all of these sources will be assessed through the scheduled exams. Therefore, it is imperative that you attend class. If for some reason you are unable to attend class, it is your responsibility to obtain notes for that lecture from one of your classmates. I will not provide lecture notes for anyone who is unable to attend class, whether or not the reason for missing class is legitimate.

I will not take attendance regularly; however, I will do so occasionally. While your attendance does not have a direct bearing on your final grade, it may have an impact when I make final decisions about marginal grades.

We will meet once a week for lectures, discussions, etc. The reading assignments for each meeting are indicated below. It will be important for you to have read the assignment *prior to* each class in order to get the most out of the lectures and discussions.

I encourage your active participation in class discussions. Please be on time to class. Exams will not be handed out later than 15 minutes past the time class begins. If you need to leave before the end of class, please do so discretely. Be aware that important key pieces of information may be covered towards the end of class, so it is in your best interest not to leave early.

Exams (75% of final grade): There will be three non-cumulative, equally weighted exams (each counting for 25% of your final grade). All exams will be in multiple choice and/or short-answer formats. All students are expected to take the exams at the scheduled times. Make-up exams will be given *only in the event of serious illness or some type of*

emergency situation (e.g., death of a family member, car accident, etc.). In the event of such a serious illness or emergency situation, you are expected to contact me *prior* to the scheduled exam (or as soon afterwards as possible, given the circumstances) to notify me of your situation and to schedule a make-up exam. Documented evidence (e.g., doctor's note, copy of accident report, etc.) may be required. Whether or not a make-up exam will be allowed will ultimately be left to my discretion. Be aware that make-up exams will likely be in long-essay format. If you miss a scheduled exam, you will be required to take the make-up exam within one week of the originally scheduled exam time.

Individual project #1 (10% of final grade): You will be expected to complete one of the following individual projects listed below. The projects are designed to be enriching and educational while at the same time not requiring a great deal of your time. This project will involve two due dates, the first for you to hand in your project idea and the second for you to hand in a one- to two-page summary of your project experience (see below for due dates). Please complete this project *individually*. While many of you will choose the same project option as some of your classmates, do not use the same specific source that one of your classmates uses (e.g., interviewing the same person, observing the exact same classroom, viewing the same film together, etc.). If you would like to complete this project using a unique idea that is not listed below, please obtain my approval first. Failure to do so could jeopardize the grade you receive for this project.

Project Options:

- A. Interview an individual with a disability or the parent of an exceptional child. Your summary should include the date of the interview, the nature of the person's exceptionality, the questions you asked, the person's responses, and any final reflections of your own.
- B. Attend a meeting of a local or state organization concerned with services to and/or the rights of persons with disabilities (e.g., The Arc of Dallas, Dallas Dyslexia Information Group, etc.). Your summary should include the name of the organization, the date and location of the meeting, and your observations and reflections.
- C. Serve as a volunteer for recreational services or a similar program for persons with disabilities (e.g., The Arc of Dallas, Salesmanship Club, etc.). Your summary should include the date(s) and location(s) of the services, the type of service provided, and your observations and reflections on your experience.
- D. Watch a film that focuses on problems related to those who are affected by disabilities (e.g., *My Left Foot*, *Children of a Lesser God*, *What's Eating Gilbert Grape*, *I Am Sam*, *The Mighty*, *Radio*, *Rain Man*, *Mask*, *Adam*, etc.). Your summary should include the title of the film viewed, a summary of the plot, and your reflections on the film.
- E. Observe in a classroom or clinic setting for a minimum of one hour in which one or more disabled children are present. Your summary should include the date and time of the observation, the location of the observations, and your observations and reflections. Please be respectful of issues of confidentiality.
- F. Interview a professional who provides services to persons with disabilities (e.g., special education teacher, teacher at a school for children with learning differences, school counselor or psychologist, speech-language therapist, etc.). Your summary should include the name of the person you interviewed, the date of the interview, the nature of the person's work, the questions you asked, the person's responses, and any final reflections of your own.

Individual project #2 (15% of final grade): Each student is required to select a single special needs area (e.g., ADHD, a specific learning disorder, mental retardation, autism, etc.), research that special needs area, and write a 3 to 5 page paper covering that research. The following points should be covered:

- A. Define the characteristics of the special need area
- B. Discuss the assessment and classification of the special needs area
- C. Give prevalence information
- D. Discuss etiologies
- E. Discuss educational and/or non-educational interventions
- F. Discuss current topics related to the special needs area

The bulk of your information should come from the textbook, although I encourage you to seek information from outside sources. You are *required* to use information from *at least two current research articles (published since January 2007) and incorporate that information into your paper*. A short list of references used will also be necessary. Do not include photocopies of any part of the research articles. You may use basic APA format when citing and listing references.

The idea page for Project #1 and the summary papers for both projects are due at the beginning of class on the days on which they're due. Late papers will be penalized by 10% for each business day they are late (Monday through Friday are considered business days; Saturday and Sunday together will count as one business day for the purpose of this policy).

Grading: Final grades are based on the following break-down:

<u>Activity</u>	<u>Total Possible Points</u>	<u>Percentage of Final Grade</u>	<u>Final Letter Grade</u>	<u>Points Earned</u>
Exam 1	100	25%	A+	386-400
Exam 2	100	25%	A	373-385
Exam 3	100	25%	A-	360-372
Individual project #1	40	10%	B+	346-359
Individual project #2	60	15%	B	333-345
			B-	320-332
Final grade	400	100%	C+	306-319
			C	293-305
			C-	280-292
			D+	266-279
			D	253-265
			D-	240-252
			F	<240

Class schedule and reading assignments:

1/15	Introduction to Class; Defining Special Education	Chapter 1
1/22	Planning and Providing Special Education Services	Chapter 2
1/29	Cultural Issues, Parents, and Families INDIVIDUAL PROJECT #1 IDEA DUE	Chapter 3
2/5	Early Childhood Intervention	Chapter 14
2/12	EXAM 1 – to be administered in the Testing Center (MC 1.304); valid Comet Card is required	
2/19	Communication Disorders	Chapter 8
2/26	Hearing and Vision Impairments	Chapters 9 and 10
3/5	Physical Disabilities, Health Impairments, and Low Incidence Disabilities	Chapter 11 (pp. 376 – 390, 395 – 413) and Chapter 12
3/12	NO CLASS: Spring Break	
3/19	Gifted and Talented	Chapter 13
3/26	EXAM 2 – Testing Center (see Exam 1 for details)	
4/2	Intellectual Disabilities INDIVIDUAL PROJECT#1 SUMMARY DUE	Chapter 4
4/9	Learning Disorders and ADHD	Chapters 5 and 11 (pp. 390 – 395 only)
4/16	Emotional and Behavioral Disorders INDIVIDUAL PROJECT#2 SUMMARY DUE	Chapter 6
4/23	Autism Spectrum Disorders	Chapter 7
4/30	EXAM 3 – to be administered in regular classroom, unless otherwise instructed	

Student Conduct & Discipline

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972-883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course may use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate

or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grade Policy

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of F.

Disability Services

The goal of the Office of Student AccessAbility is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Student AccessAbility is located in room 3.200 in the Student Services Building. Office hours are Monday through Thursday, 8:30 a.m. to 6:00 p.m., and Friday, 8:00 a.m. to 5:00 p.m.

The contact information for the Office of Student AccessAbility is:

UT Dallas Student AccessAbility
800 W. Campbell Rd., SSB32
Richardson, Texas 75083
972-883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled with students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

These descriptions and timelines are subject to change at the discretion of the Professor.