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Spring 2-1-2021

### EDU 346.R01: Exceptionalities

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Hohnstein, Scott R., "EDU 346.R01: Exceptionalities" (2021). *University of Montana Course Syllabi, 2021-2025*. 255.

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**EDU 346.01**  
**Exceptionalities (CRN: 32605)**  
**Spring 2021**

Wednesdays 2:10 to 4:00 (Remote synchronous)  
Phyllis J. Washington Education Center (PJWEC)

**Instructor:** Scott Hohnstein, Ed.D.  
**Office:** PJWEC 324  
**Office Hours:** Thursdays 1:30 – 3:00  
or by arrangement  
**Email:** scott.hohnstein@mso.umt.edu

**1. COURSE WELCOME AND DESCRIPTION:**

Welcome to EDU 346: Exceptionalities! Thank you for joining this class. I am honored to be working with you. This course is required for all elementary and early education pre-service teachers. We will focus on strategies to optimize learning outcomes for students with and without exceptionalities in the general education classroom while building our social and cultural awareness. This promises to be an enriching and productive semester.

**2. COURSE OBJECTIVES:**

Participants in this course will be able to:

- enact strategies to motivate learning and development;
- identify the cognitive and behavioral characteristics of exceptionalities;
- articulate the legislative history central to the foundation of special education;
- describe the principles of the Individuals with Disabilities Education Act (IDEA);
- explain the function of Individual Education Programs (IEP) as well as Response to Intervention (RTI) techniques and discern the roles of the classroom teacher in each;
- understand the key aspects of Positive Behavioral Interventions and Supports (PBIS);
- integrate Functional Behavioral Assessments (FBA) to support positive behavior;
- analyze classroom situations and justify effective management strategies to facilitate and maintain desirable classroom conditions;
- cultivate instructional methods and adaptations as well as an array of curricular content including Indian Education for All;
- utilize resources supported by Universal Design for Learning (UDL) to embolden lessons that meet the needs of all learners.

### **3. INSTRUCTION AND ACCOMMODATIONS:**

A variety of instructional methods will be used throughout this course including cooperative activities, discussions, Power Points, and Prezis as well as role plays and student-led presentations. Students who need individualized accommodations due to a disability are encouraged to contact the instructor or the campus Office of Disability Services for Students (<http://www.umt.edu/dss/>).

### **4. COURSE EXPECTATIONS:**

All students will be expected to comply with the academic honesty policies described in the *University of Montana Student Conduct Code*. You can find this document at the following website: <http://www.umt.edu/student-affairs/dean-of-students/default.php>. Academic misconduct is subject to academic penalty and/or disciplinary sanction by the University.

Please note the schedule of readings and assignments on pages four and five of this syllabus. Please have readings and assignments completed by the beginning of class as listed. If you are unable to complete assignments by the scheduled due date, please make an alternative arrangement with Scott prior to the due date. When prior arrangements have not been made, points will be deducted for assignments that are late. Thank you for your attention to this information.

### **5. PERSON-FIRST LANGUAGE:**

When referring to persons with disabilities, it is most respectful to use “person-first language.” This means that we emphasize the person before the disability. If you have questions or need to review the criteria for person-first language, please refer to the link online at <https://www.verywell.com/focus-on-the-person-first-is-good-etiquette-2161897>.

### **6. RECOMMENDED TEXTS:**

Turnbull, A., Turnbull, R., Wehmeyer, M. & Shogren, K. (2016). *Exceptional Lives: Special Education in Today's Schools* (8<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson.

Note: Readings from the seventh edition of this book and supplementary course material will be available through Moodle. You can access Moodle by visiting <http://umonline.umt.edu>.

### **7. LEARNING ACTIVITIES:**

#### **Community Survey (20 points):**

Please create a word-processed document, PowerPoint, Prezi, or Google Slide presentation and save it as a PDF that illustrates and identifies characteristics of the community surrounding a school where you will or have engaged a field experience.

#### **Multicultural Analysis (10 points):**

Please apply James Banks' levels of multiculturalism in an analysis of school activities related to your field experiences. Further expectations will be given in class. Cultivate community!

#### **Quizzes (two @ 50 points each):**

Please complete two quizzes on readings and material discussed in class. Quizzes include a combination of multiple choice, true/false, matching, and/or short essay questions. Compel effort!

**Universal Design for Learning (UDL) Lesson Plan (50 points):**

While referring to the Lesson Plan Builder located on the website for the Center of Applied Special Technology (CAST) at <http://lessonbuilder.cast.org/>, please compose a lesson plan that reflects the principles of UDL. Experience teaching holistically!

**Exceptionality Station (40 points):**

Please choose an exceptionality category in order to compose a brief online multi-media informational presentation with one or two of your classmates while also commenting on the presentations from your fellow classmates. Lead with verve!

**Attendance and Participation (15 classes x 4 points each = 60 points):**

Your attendance and participation grade will be evaluated based upon your faithful, timely attendance as well as your completion of readings prior to class and your contributions to class activities. *Please inform Scott if you will have to miss a class before the class you will miss and consult our Moodle page or contact a peer for any work missed.* Whether or not your absence is excused is up to Scott's discretion. Unexcused absences will result in the loss of points. While in class, please refrain from reading or working on any other materials not related to course content during class time. Thank you for your active participation and work! Together we will learn.

**8.SUMMARY OF POINTS:**

Community Survey	20 points
Multicultural Analysis	10
Two Quizzes @ 50 points each	100
Universal Design for Learning (UDL) Lesson Plan	50
Exceptionality Station	40
Attendance and Participation	<u>60</u>
	280 total points.

**GRADE BREAKDOWN:**

94% and above	A	262-280 points	A
92-93%	A-	257-261	A-
89-91%	B+	248-256	B+
85-88%	B	237-247	B
82-84%	B-	229-236	B-
75-81%	C	209-228	C
65-74%	C-	181-208	C-
64% and below	No pass	180 and below	No pass

**9.DYNAMIC MAP OF READINGS, CLASS ACTIVITIES AND DUE DATES:**

**Week 1:**

January 13      Hullabaloo; Who are we? Syllabus.

**Week 2:**

20      For this class, please read the *Chapter One* article posted to Moodle;  
In class we will measure height and engage the normal curve.

**Week 3:**

27      Please read the *Chapter Three* article posted to Moodle;  
Our Socio-culturalism Prism and statistics;  
Achievement Discrepancy Theories;  
James Banks' Dimensions of Multiculturalism;  
Distribute Community Survey and Multicultural Analysis Rubric.

**Week 4:**

February 3      Please read the *Chapter Two* article posted to Moodle;  
History and overview of special education.

**Week 5:**

10      You are the teacher; The Rehabilitation Act including Section 504;  
Americans with Disabilities Act;  
The Six Principles of the Individuals with Disabilities Education Act  
(IDEA).

**Week 6:**

17      Community Survey is due.  
The Eight Components of an Individualized Education Program (IEP);  
IEP Detective; Review for Quiz 1.

**Week 7:**

24      Quiz 1

**Week 8:**

March 3      Please read the *Chapter Five* article posted to Moodle;  
Learning Stations in-a-round: Students with Learning Differences  
(LD); Intelligence Quotients (IQ); Response to Intervention (RTI);  
Curriculum Based Measurements (CBM); Universal Design for  
Learning (UDL); Process Learning Stations.

- Week 9:**  
10 Process Learning Stations;  
UDL Lesson Plan Rubric;  
UDL Accommodations Profile Rubric;  
Universal Design for Learning Lesson Demonstration.
- Week 10:**  
17 Multicultural Analysis is due.  
Please read The Attention Deficit Disorders Evaluation Scale for  
Secondary Students Technical Manual (ADDES-SS) posted  
to Moodle.
- Week 11:**  
24 Please read the *Students with Emotional and Behavioral  
Differences (EBD)* article posted to Moodle;  
Functional Behavioral Assessments (FBA);  
Positive Behavior Interventions and Supports (PBIS).  
Sign up for Exceptionality Station Presentations;  
Review for Quiz 2.
- Week 12:**  
31 Quiz 2
- Week 13:**  
April 7 Exceptionality Station and UDL Lesson Workshop
- Week 14:**  
14 Exceptionality Station Presentations
- Week 15:**  
21 UDL Lesson Plan is due;  
Capstone Experience Review.
- Week 16:**  
There will be a culminating experience with all Level Two  
instructors to be announced.

*“Please have a happy summer!”*

-Scott

## **10. COURSE RESERVE PROCEDURES**

Three copies of the sixth edition of *Exceptional Lives: Special Education in Today's School* as well as other resources will be available to check out and reserve for this class. If you would like to reserve a book, please talk to Scott to make arrangements.

## **11. CONCEPTUAL FRAMEWORK FOR THE UNIVERSITY OF PROFESSIONAL EDUCATION PROGRAMS**

Please continue to practice and share in the vision of the Phyllis J. Washington's College of Education and Human Sciences' conceptual framework according to the following three tenets:

- Integration of Ideas;
- Cooperative Endeavors;
- Respect for Diversity and Individual Worth.

## **12. MONTANA PROFESSIONAL EDUCATOR PREPARATION PROGRAM STANDARDS**

This course aligns with the following indicators related to standard 10.58.510 STUDENTS WITH DISABILITIES K-12:

- (a) demonstrate an understanding of the philosophical, historical, and legal foundations of special education;
- (c) demonstrate knowledge of exceptional conditions and the impact of learners' academic and social abilities, attitudes, interests, values, beliefs, and cultures on instruction and career development, including the impact on Montana American Indians;
- (e) create learning environments for individuals with exceptional learning needs that foster positive social interactions, cultural understanding, safety, emotional well-being, and active engagement;
- (g) demonstrate knowledge of and apply research-based instructional strategies to individualize learning, and to plan, develop, implement, modify, and evaluate curriculum;
- (h) demonstrate knowledge of multiple types of assessment information for educational decisions; demonstrate knowledge of legal policies, ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with exceptional learning needs, and understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results;
- (j) demonstrate understanding of personal, cultural, and socioeconomic biases and how teaching style differences affect one's teaching.

*“Thank you for your attention to the information on this syllabus  
and thank you for being in this class.”*

*-Scott*