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Spring 2-1-2023

### EDU 346.02: Exceptionalities

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# **EDU 346.02/B03/V50 (CRN: 31793/33533/32791)**

## **Exceptionalities**

### **Spring 2023**

The University of Montana acknowledges that we are in the aboriginal territories of the Salish and Kalispell people. We honor the path they have always shown us in caring for this place for the generations to come.

#### **Course Information**

Wednesdays 12:00-1:50

Virtual Class delivered through zoom in the Phyllis J. Washington Education Center (PJWEC) 215

**Office:** Zoom Meeting Room

**Professor:** Scott Hohnstein, Ed.D.

**Virtual Office Hours:** by arrangement

**Personal meeting room zoom link**

<https://umontana.zoom.us/j/3022763295>

**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:

1. enact strategies to motivate learning and development;
2. identify the cognitive and behavioral characteristics of exceptionalities;
3. articulate the legislative history central to the foundation of special education;
4. describe the principles of the Individuals with Disabilities Education Act (IDEA);
5. 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;
6. understand the key aspects of School-Wide Systems of Support;
7. integrate Functional Behavioral Assessments (FBA) to support positive behavior;
8. analyze classroom situations and justify effective management strategies to facilitate and maintain desirable classroom conditions;
9. cultivate instructional methods and adaptations as well as an array of curricular content including Indian Education for All;
10. 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 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 for Disability Equity at <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. 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 procedure.

### **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. (2020). *Exceptional Lives: Practice, Progress, and Dignity in Today's Schools* (9<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson.

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

**Course Reserve Procedures:** Copies of previous editions of our *Exceptional Lives* text as well as other resources are available to check out and reserve for this class. If you would like to reserve a book, please contact Scott.

### **7. Learning Activities**

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

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

#### **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 diversity.

**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 (35 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.

**Universal Design for Learning Accommodations Profile (15 points)**

Please articulate UDL accommodations as related to representing, engaging, and expressing information for a student with a disability and a student who is multilingual. Elevate practice.

**Exceptionality Presentation (40 points)**

Please choose an exceptionality category and compose a brief online multi-media informational presentation with one or two of your classmates while also attending the presentations of 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 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. 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	35
UDL Accommodations Profile	15
Exceptionality Presentation	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 18 Hullabaloo; Who are we?; Syllabus.

### Week 2:

25 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:

February 1 Please read the *Chapter One* 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:

8 Please read the *Chapter One* article posted to Moodle;  
History and overview of special education.

### Week 5:

15 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:

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

### Week 7:

March 1 **No class—Quiz 1 will be posted to Moodle.**

### Week 8:

8 Quiz 1 will be due.  
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:**  
15 Process Learning Stations;  
UDL Lesson Plan Rubric;  
UDL Accommodations Profile Rubric.
- Week 10:**  
22 **No class—please enjoy Spring Break.**
- Week 11:**  
29 Universal Design for Learning Lesson Demonstration.
- Week 12:**  
April 5 **Multicultural Analysis is due.**  
Please read *The Attention Deficit Disorders Evaluation Scale for Secondary Students Technical Manual* (ADDES-SS) posted to Moodle.
- Week 13:**  
12 Please read the *Students with Emotional and Behavioral Differences (EBD)* article posted to Moodle;  
Functional Behavioral Assessments (FBA);  
Positive Behavior Interventions and Supports (PBIS) and  
Multiple Tiered Systems of Supports.  
Sign up for Exceptionality Presentations.
- Week 14:**  
19 **No class—Quiz 2 will be posted to Moodle.**
- Week 15:**  
26 Quiz 2 will be due.  
Capstone Experience Review;  
Workshop Exceptionality Presentation and UDL lesson plan.
- Week 16:**  
May 3 **Exceptionality Presentations**
- Week 17:**  
**UDL Lesson Plan and the accompanying Accommodations Profile will be due by 5:00pm on Wednesday, May 10<sup>th</sup>.**  
  
Please note there will be a capstone experience with all Level Two instructors during finals week.

## **10. 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.

## **11. 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.

## **12. Statement on Diversity, Equity, and Inclusion**

The University of Montana seeks to enhance diversity by recognizing and embracing the differences in age, ideas and perspectives, disabilities, creed, ethnicity, gender identity, gender expression, veteran status, national origin, race, religious and spiritual beliefs, sex, sexual orientation, and the socioeconomic and geographic composition of its faculty, administrative professionals, staff, and students.

### **13. Interstate Assessment and Support Consortium (InTASC) Standards**

This course and corresponding activities align with the following InTASC standards and indicators.

<b>InTASC Standard</b>	<b>InTASC Standard Indicators</b>	<b>Related Course Activities</b>
Standard 2: Learning Differences	2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.	In EDU 346, pre-service teachers compose Universal Design for Learning lesson plans wherein they discuss how to represent information in multiple ways while allowing students multiple ways to engage information and express their knowledge.
Standard 2: Learning Differences	2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.	In EDU 346, pre-service teachers analyze field-based classrooms according to James Banks' dimensions of multicultural education by providing multiple representations of ability, gender expression, race, ethnicity, culture, and age in their classrooms.
Standard 2: Learning Differences	2(h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.	In EDU 346, pre-service teachers create an Accommodations profile wherein they discuss how to accommodate the needs associated with a disability that might be present in the classroom according to the tenets of UDL.
Standard 2: Learning Differences	2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.	In EDU 346, pre-service teachers analyze their field-based placements according to the degree of prejudice reduction happening according to Banks' Dimensions of Multicultural Education.
Standard 3: Learning Environments	3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.	In EDU 346, pre-service teachers create an Accommodations profile wherein they discuss how to accommodate the needs associated with a multilingual learner and students of all abilities through the tenets of UDL.
Standard 3: Learning Environments	3(l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.	In EDU 346, pre-service teachers create an Accommodations profile wherein they discuss how to accommodate the needs associated with a multilingual learner and students of all abilities with UDL.



<b>InTASC Standard</b>	<b>InTASC Standard Indicators</b>	<b>Related Course Activities</b>
Standard 3: Learning Environments	3(q) The teacher seeks to foster respectful communication among all members of the learning community.	In EDU 346, pre-service teachers analyze their field-based placements according to the degree of prejudice reduction as well as the examples of an empowering school culture happening in their classroom according to Banks' Dimensions of Multicultural Education.
Standard 7: Planning for Instruction	7(b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.	In EDU 346, pre-service teachers create an Accommodations profile wherein they discuss how to accommodate the needs associated with a disability that might be present in the classroom according to the tenets of UDL while also considering applicable assistive technology resources.
Standard 7: Planning for Instruction	7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.	In EDU 346, pre-service teachers create an Accommodations profile wherein they discuss how to accommodate the needs associated with a disability that might be present in the classroom according to the tenets of UDL while also considering applicable assistive technology resources.
Standard 7: Planning for Instruction	7(j) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.	In EDU 346, pre-service teachers create an Accommodations profile wherein they discuss how to accommodate the needs associated with a disability that might be present in the classroom according to the tenets of UDL while also considering applicable assistive technology resources.
Standard 7: Planning for Instruction	7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.	In EDU 346, pre-service teachers compose Universal Design for Learning lesson plans wherein they discuss how to represent information in multiple ways while allowing students multiple ways to engage information and express their knowledge.

<b>InTASC Standard</b>	<b>InTASC Standard Indicators</b>	<b>Related Course Activities</b>
Standard 9: Professional Learning and Ethical Practice	9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.	In EDU 346, pre-service teachers complete a Community Survey wherein they discuss the demographic dynamics surrounding their field-based schools while comparing these dynamics to the schools they attended as a child. Additionally, pre-service teachers share goals related to activities they can engage outside of school to be a lifelong learner and increase their socio-cultural awareness.
Standard 9: Professional Learning and Ethical Practice	9(j) The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).	In EDU 346, pre-service teachers are tested on their legal responsibilities according to the six principles of the Individuals with Disabilities Education Act.
Standard 9: Professional Learning and Ethical Practice	9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.	In EDU 346, pre-service teachers share goals related to activities they can engage outside of school to be a lifelong learner and increase their socio-cultural awareness.