

# EDUC-1411: INDIVIDUALS WITH EXCEPTIONALITIES

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## Cuyahoga Community College

**Viewing: EDUC-1411 : Individuals with Exceptionalities**

**Board of Trustees:**

December 2022

**Academic Term:**

Fall 2023

**Subject Code**

EDUC - Education

**Course Number:**

1411

**Title:**

Individuals with Exceptionalities

**Catalog Description:**

This is a survey course to prepare all educators to teach diverse learners, including those with exceptionalities. It covers developmental characteristics, assessment methods, intervention strategies, and ethical principles for students in education and community settings. Five hours of service learning in a special education setting required.

**Credit Hour(s):**

3

**Lecture Hour(s):**

3

## Requisites

**Prerequisite and Corequisite**

EDUC-1011 Introduction to Education or ECED-1010 Introduction to Child Development and Programs.

## Outcomes

**Course Outcome(s):**

Analyze the impact individual differences have on development and learning styles.

**Essential Learning Outcome Mapping:**

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

**Objective(s):**

1. Explain how exceptionalities may interact with development and learning.
2. Explain definitions, identification procedures, causes, and prevalence of specific exceptionalities.
3. Identify and discuss distinguishing characteristics of each of the exceptionalities.
4. Discuss the implications for various types of interventions and supports for each of the exceptionalities.
5. Differentiate between the following terms: impairment, disability, handicap, and at risk.
6. Discuss the impact culture and home language have on the acquisition of language and communication.

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**Course Outcome(s):**

Design, implement, and evaluate instructional strategies and environments for students with exceptionalities.

**Essential Learning Outcome Mapping:**

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

**Objective(s):**

1. Compare a variety of evidence-based instructional strategies to support learning of individuals with exceptionalities including multiple means of representation, expression, and engagement.
2. Identify collaborative methods for working with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of diverse learners.
3. Describe meaningful and suitably challenging learning experiences for individuals with exceptionalities.
4. Recommend instructional supports for each of the exceptionalities.
5. Discuss characteristics of effective learning environments and teaching practices.
6. Describe guidelines for inclusion, intervention, and instructional modifications for students with exceptionalities.
7. Compare observations of different educational environments within which students with exceptionalities are taught.
8. Apply knowledge of general curricula and evidence-based strategies to differentiate instruction for all learners.
9. Describe the principles of an individualized, safe, appropriately inclusive, culturally responsive learning environment.
10. Explain how the learning environment supports individuals with exceptionalities to improve academic and lifetime outcomes.

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**Course Outcome(s):**

Gather, interpret, and use assessment-based data to inform instruction and curriculum.

**Essential Learning Outcome Mapping:**

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

**Objective(s):**

1. Describe the multiple methods of assessment and data sources that general educators use to increase learning for all students, such as recognizing warning signs, engaging appropriately in Response to Intervention (RTI), and reading and implementing an Individualized Education Program (IEP).
2. Investigate and evaluate multiple assessment instruments used in the field.
3. Discuss the role of assessment in identifying children with exceptionalities.
4. Identify the processes involved in prereferral and entitlement decisions.
5. Discuss the referral process for children with exceptionalities.
6. Describe Individualized Family Service Planning (IFSP) for infants, toddlers, and their families.
7. Describe the planning process for creating an Individualized Education Plan (IEP) for children aged three to 21.

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**Course Outcome(s):**

Discuss current and historic foundations, legal issues and mandates, ethical principles, theories, philosophies, and current issues of special education, to inform teaching and learning.

**Essential Learning Outcome Mapping:**

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

**Objective(s):**

1. Articulate foundational knowledge of the field, ethical principles and dispositions to inform teaching and learning.
2. Discuss the code of ethics for the education profession, with emphasis on special education.
3. Recognize one's own preconceived ideas about teaching students with disabilities.
4. Describe the history and development of legislation and public policy related to the inclusion of children with exceptionalities.
5. Compare the theoretical foundations for early childhood special education to that of education of older students.
6. Identify the principles of multicultural, anti-bias education and culturally sensitive instruction.

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**Methods of Evaluation:**

- a. In-class quizzes
- b. Midterm examination
- c. Written and oral reports
- d. Field observation participation
- e. Written report of field observation
- f. Final examination

**Course Content Outline:**

- a. Professional learning and ethical practice in education and special education
  - i. History of special education
  - ii. Legislation
    - 1. Individuals with Disabilities Education Act terminology
    - 2. Individuals with Disabilities Act requirements
    - 3. American with Disabilities Act terminology and requirements
  - iii. Public policy
  - iv. Theoretical foundations for special education
    - 1. Early childhood
    - 2. Education of older students
- b. Learner development and individual learning differences
  - i. Definitions, causes, and characteristics of exceptionalities
    - 1. Intellectual
    - 2. Physical
    - 3. Emotional
    - 4. Behavioral
    - 5. Autism spectrum
    - 6. Communication disorders
    - 7. Neurological and sensory
  - ii. Identification procedures
    - 1. Assessment
    - 2. Referral
    - 3. Entitlement decisions
- c. Learning environments
  - i. Individualized
  - ii. Inclusive
  - iii. Culturally responsive
  - iv. Safe
  - v. Least restrictive
- d. Instructional planning and strategies
  - i. IEP and IFSP
  - ii. Evidence-based strategies
    - 1. Response to intervention
    - 2. Active engagement
- e. Collaboration
  - i. Families
  - ii. Other educators
  - iii. Related service providers
  - iv. Community agencies
  - v. Individuals with exceptionalities
- f. Curricular content
  - i. Differentiated levels of instruction
  - ii. Individualized learning
  - iii. Evidence-based teaching strategies
    - 1. Strong scientific support
    - 2. Minimal scientific support
    - 3. No scientific support
- g. Assessment
  - i. Role of assessment in identifying children with exceptionalities
  - ii. Methods
    - 1. Recognizing warning signs
    - 2. Response to Intervention (RTI)
    - 3. Individualized education program
  - iii. Instruments
  - iv. Data sources

## Resources

(2022) *DSM-5-TR: Diagnostic and Statistical Manual of Mental Disorders, Text Revision*, American Psychiatric Association.

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Healy, J.M. (1999) *Endangered Minds: Why Children Don't Think and What We Can Do About It*, New York: Simon & Schuster.

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Kurth, J. and Gross, M. (2015) *The Inclusion Toolbox*, Thousand Oaks, Sage.

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Deiner, P. (2013) *Inclusive Early Childhood Education*, Belmont: Cengage.

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Rohrer, M and Samson, N. (2014) *Ten Critical Components for Success in the Special Education Classroom*, Thousand Oaks, Sage.

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Gargiulo, R. (2021) *Special Education in Contemporary Society*, Thousand Oaks, Sage.

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Selmi, A., Gallagher, R, Mora-Flores, E. (2015) *Early Childhood Curriculum for All Learners*, Thousand Oaks, Sage.

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## Resources Other

video -- How Difficult Can this Be? The FAT (Frustration, Anxiety, Tension) CITY Workshop by Richard LaVoi

video clip -- ADHD simulation **YouTube URL:** <http://www.youtube.com/watch?v=oCbrQp3Mlwc> ([http://www.youtube.com/watch/?v=oCbrQp3Mlwc](http://www.youtube.com/watch?v=oCbrQp3Mlwc))

Pierce, Rebekah "How to Write Social Stories." Life Skills Advocate.- <https://lifeskillsadvocate.com/blog/how-to-write-a-social-story/> 2022.

Hearing loss simulations. <https://www.starkey.com/hearing-loss-simulator> (<https://www.starkey.com/hearing-loss-simulator/>). 2022.

## Instructional Services

### OAN Number:

Transfer Assurance Guide OED009

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