

**Items I through VI****Course Title:** Edu 255 Teaching Children with Exceptionalities**Prerequisite:** Sophomore status, completion of Eng 102 recommended**Course Credit:** 3 semester hours**Instructor:** Dr. Marlaine K. Chase**Course Time:** 2:00-3:20 p.m. TR**Phone:** (c) 812 457-4628**Office:** A356

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**Office Hours:** As posted**E-mail:** [marlaine.chase@brescia.edu](mailto:marlaine.chase@brescia.edu)**Course Text:** Hallahan, D. P., Kauffman, J. M. & Pullen, P. C. (2009). *Exceptional learners: An introduction to special education*. 12th Edition. Boston, MA: Allyn & Bacon (of Prentice Hall).**Readings:** The following are in addition to the assigned text:

- ① Appropriate readings from Special Education Journals, Internet sources, and selected references for research project.
- ② One book from the attached bibliography

**Additional Materials:**

School of Education Handbook, Field Experience Handbook

Kentucky Department of Education (KDE) <http://www.education.ky.gov/>**Kentucky Core Academic Standards (KCAS)**<http://education.ky.gov/curriculum/docs/Documents/POS%20with%20CCS%20for%20public%20review.pdf>**Kentucky Teacher Standards (KTS)**[http://education.ky.gov/teachers/HQT/Documents/Kentucky Teacher Standards.doc](http://education.ky.gov/teachers/HQT/Documents/Kentucky%20Teacher%20Standards.doc)**Kentucky Teacher Standards (IECE)**<http://www.kyepsb.net/teacherprep/iecestandards.asp>**Kentucky Curriculum Documents and Resources**<http://education.ky.gov/curriculum/docs/Pages/default.aspx>Education Professional Standards Board (EPSB) [www.kyepsb.net/](http://www.kyepsb.net/),Brescia University LibGuides <http://libguides.brescia.edu/home>**Specialized Professional Associations Standards (SPA):****Early Childhood (IECE) NAEYC**[http://www.naeyc.org/ncate/files/ncate/file/faculty/Standards/NAEYC%20Initial%20and%20Advanced%20Standards%203\\_2012.pdf](http://www.naeyc.org/ncate/files/ncate/file/faculty/Standards/NAEYC%20Initial%20and%20Advanced%20Standards%203_2012.pdf)**Elementary Education ACEI**<http://www.ncate.org/LinkClick.aspx?fileticket=2G2qXsJF9cI%3d&tabid=676>**Middle Grades AMLE (NMSA) SEE 2012 Approved Standards**<http://www.amle.org/AboutAMLE/ProfessionalPreparation/AMLEStandards/tabid/263/Default.aspx>**English-Language Arts NCTE**[http://www.ncte.org/library/NCTEFiles/Groups/CEE/NCATE/ApprovedStandards\\_111212.pdf](http://www.ncte.org/library/NCTEFiles/Groups/CEE/NCATE/ApprovedStandards_111212.pdf)**Math** [http://www.nctm.org/uploadedFiles/Math\\_Standards/NCTM%20NCATE%20Standards%202012%20-%20Middle%20Grades.pdf](http://www.nctm.org/uploadedFiles/Math_Standards/NCTM%20NCATE%20Standards%202012%20-%20Middle%20Grades.pdf)

Science

<http://www.nsta.org/preservice/docs/2012NSTAPreserviceScienceStandards.pdf>

<http://www.nsta.org/preservice/docs/KnowledgeBaseSupporting2012Standards.pdf>

Social Studies NCSS

<http://downloads.ncss.org/NCSSTeacherStandardsVol1-rev2004.pdf>

## **Secondary Education**

Secondary Biology NSTA

<http://www.nsta.org/preservice/docs/2012NSTAPreserviceScienceStandards.pdf>

<http://www.nsta.org/preservice/docs/KnowledgeBaseSupporting2012Standards.pdf>

Secondary English-Language Arts NCTE

[http://www.ncte.org/library/NCTEFiles/Groups/CEE/NCATE/ApprovedStandards\\_111212.pdf](http://www.ncte.org/library/NCTEFiles/Groups/CEE/NCATE/ApprovedStandards_111212.pdf)

Secondary Mathematics NCTM

<http://www.ncate.org/LinkClick.aspx?fileticket=BNUATB9XATk%3d&tabid=676>

Secondary Social Studies NCSS

<http://downloads.ncss.org/NCSSTeacherStandardsVol1-rev2004.pdf>

## **Special Education CEC**

### ***Initial***

<http://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf>

***Initial*** DRAFT Specialty Standards SEE Emotional and Behavior Disorders Specialty Set, Learning Disabilities Specialty Set and Individualized General Curriculum Specialty Set

<http://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation/CEC-Initial-and-Advanced-Specialty-Sets>

## **P-12 Art Education**

[http://www.arteducators.org/store/10\\_NAEA\\_Art\\_Ed\\_Stds\\_B.pdf](http://www.arteducators.org/store/10_NAEA_Art_Ed_Stds_B.pdf)

[http://www.nacnet.org/education/contests/poster/2009/National\\_Standards\\_for\\_Visual\\_Art\\_Link\\_To\\_State\\_Dept\\_of\\_Ed.pdf](http://www.nacnet.org/education/contests/poster/2009/National_Standards_for_Visual_Art_Link_To_State_Dept_of_Ed.pdf)

## **P-12 Spanish Education ACTFL**

<http://www.actfl.org/sites/default/files/pdfs/ACTFL-Standards20Aug2013.pdf>

ESL TESOL

<http://www.tesol.org/docs/books/the-revised-tesol-ncate-standards-for-the-recognition-of-initial-tesol-programs-in-p-12-esl-teacher-education-%282010-pdf%29.pdf?sfvrsn=0>

## **Secondary LBD CEC**

### ***Initial***

<http://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf>

***Initial*** DRAFT Specialty Standards SEE Emotional and Behavior Disorders Specialty Set, Learning Disabilities Specialty Set and Individualized General Curriculum Specialty Set

<http://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation/CEC-Initial-and-Advanced-Specialty-Sets>

**General Education (GER) or Major Requirement:** This course does not fulfill a specific Brescia GER; however, this course is a related subject, major, or professional education requirement for candidates majoring in Communication Sciences and Disorders, Special Education, Elementary Education, Middle Grades Education, Secondary Education, Art Education., and Spanish Education.

**Disability Statement:** Reasonable accommodations are available for candidates with a documented disability. If you have a documented disability and may need accommodations to participate fully in this course, please contact Dr. Dolores Kiesler (Office 254 on the second floor of the Administration Building.) All academic accommodations must be approved through her office. Please stop by or call 270-686-4259 to make an appointment.

**Academic Integrity Statement:** An act of deliberate academic dishonesty, including plagiarism, purchasing or copying another's work and using it as your own, will not be tolerated. (Brescia University Catalog p.44) Such acts will be reported to the Academic Dean for disciplinary action.

**Items VII through XI:**

**Catalog Description:** Introduction to special education and its relationship with general education, for both regular and special educators. Provides an overview of current issues, legal requirements, definitions, characteristics, educational needs, classroom adaptations and techniques for teaching children with exceptionalities and those considered to be "at-risk". **Field experience is required (minimum 20 hours).**

**Evidence of Activities Designed to Address  
Brescia's Educational Outcomes,  
School of Education Program Conceptual Model, and  
Kentucky Teacher Standards**

**Linkage to Brescia's Educational Outcomes:** Each course in the curriculum at Brescia University addresses some or all of the values, knowledge, and skills Brescia candidates are expected to experience at some point during their University careers. The following represent some of the values, knowledge, and skills which this course attempts to incorporate:

**Values:** Examination of philosophical influences in education that lay the foundation for development of personal and professional philosophies. Discussion of philosophical orientations will guide future teachers to realizations of how values influence actions in the classroom.

**Knowledge:** Candidate will gain knowledge of education fundamentals covering educational history, school governance and finance, education law, and global issues. Knowledge of national and state teacher standards will frame the initial stages of candidate's professional portfolio.

**Skills:** Candidate's skills to think critically and logically will be developed through design of effective instructional lessons. Required skill in communication will be developed through oral presentations, written assignments, and lesson presentations.

**Course Objectives:** Readings, simulations, and reflections throughout the semester lead candidates to examine their understanding of, expand their awareness of, and develop an empathetic stance toward individuals with a variety of exceptional needs (disabilities, SES, gender, ESL, HAGT, sexual orientation). In addition, at the completion of this course, the candidate will have demonstrated both an understanding of and the ability to critically discuss at least the following topics:

1. The history of the development of legislation, litigation, services and attitudes toward persons with exceptional needs;
2. The major issues associated with special education and their relationship to regular education, professional organizations, and advocacy;
3. The impact of cultural and linguistic diversity upon those who deliver and those who receive specially designed instruction and an awareness of resources;
4. The terminology of special education and the types of educational services available;
5. The characteristics of a variety of exceptionalities and their educational and psychosocial impact upon the candidate, the candidate's peers, teachers, and family;
6. The procedures for accessing and the provision of appropriate administrative and educational services, adaptations, and advocacy for persons with exceptional needs;
7. The role of related services in special education and procedures for accessing them;
8. The goal of *ensuring access to the general curriculum* for all candidates with exceptional needs [*i.e., exploration of Kentucky's curricular documents – Kentucky Core Academic Standards (KCAS), Combined Curriculum Document (CCD), Common Core Appendices, Common Core Standards Resources*]. These can be accessed at <http://education.ky.gov/curriculum/docs/Pages/default.aspx>
9. The exploration of strategies, intervention techniques and technologies which have been shown to be effective best practice in helping candidates with exceptional needs access and participate in the general curriculum.

**Course Activities/Requirements:** The learning activities employed during this course will include but may not be limited to the following:

1. Participating in class including active listening; group and individual discussion; simulation activities; demonstration of understanding of text, lecture and digital experiences.
2. Remaining current in your reading of the text (CCR-R1, CCR-R10).
3. Participating during in-class activities that simulate a variety of disabilities, and submission of written reflections on the experiences (CCR-R3, CCR-R7, CCR-W2, CCR-W3, CCR-W4, CCR-W6).
4. Compiling a researched-based resource file synthesizing each of the following federally approved categories of exceptionalities: IDD, LD, ADHD, EBD, ASD, CD, DHH, Blind/Low Vision, Low-incidence, Multiple & Severe, PD & OHI and other key factors of diversity including: gender, poverty, ESL, sexual orientation, HAG&T.  
Each section of the file must contain the following elements: regulatory definition, educational and/or behavioral characteristics, evidence-based best practice teaching/intervention suggestions [*specific to your anticipated teaching/clinical field*], service and family resources [*from both text and Internet*].  
The final product will be in the format of one (1) of the following: parent-colleague pamphlets, a Word file, a PowerPoint slide show, or a web site and may be augmented by other material.  
(CCR-R1, CCR-R2, CCR-R7, CCR-W2, CCR-W4, CCR-W6, CCR-W7, CCR-W8).
5. Reading and constructing a book review of one book in the attached bibliography (CCR-R1, CCR-R2, CCR-R3, CCR-W1, CCR-W2).
6. Participation in a minimum of 20 hours of field experience and maintenance of a daily log and a descriptive and reflective field journal documenting interactions with and reflections on elements of diversity. (CCR-W2, CCR-W4, CCR-W10).
7. Completion of chapter quizzes for Chapters 5-14 at or above 80%.
8. Completion of at least two written examinations at or above 80%.

### Linkage to School of Education Conceptual Model

***Brescia University teacher education candidates are challenged to become professional educators committed to ethics, advocacy, service and lifelong learning.***

Before future educators can instill these values in their candidates, they must gain experience in these endeavors. The following matrix identifies which of this course's objectives and activities could, at a minimum, provide an opportunity for such experiences:

<b>Conceptual Model Component</b>	<b>Course Objective #</b>	<b>Course Activity #</b>
Professional educator	2, 6, 7, 9	2, 4, 6,
Ethics	1, 3, 4, 6, 7, 9	3, 4, 6 (depending on topic)
Advocacy	4, 6, 7, 9	6
Service	8, 9, 10	1, 2, 4, 5, 6, 7
Life-Long Learning	3, 5, 6, 7, 8, 9,10	3, 5, 6

**Linkage of Course Components to Kentucky P-12 Teacher Standards:**

<b>KENTUCKY TEACHER STANDARDS</b>	<b>COURSE OBJECTIVE(S)</b>	<b>COURSE ACTIVITIES</b>
<b>1 The Teacher Demonstrates Applied Content Knowledge</b>		
The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop candidate knowledge and performance in those areas.	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 3, 4, 7
<b>2. The Teacher Designs and Plans Instruction</b>		
The teacher designs/plans instruction that develops candidate abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge	3, 5, 7, 8, with field and related requirements	
<b>3. The Teacher Creates and Maintains Learning Climate</b>		
The teacher creates a learning climate that supports the development of candidate abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	3, 5, 8	2, 3, 6
<b>4. The Teacher Implements and Mangers Instruction</b>		
The teacher introduces/implements/manages instruction that develops candidate abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.		4 (synthesis) & 6 (field participation and related activities)
<b>5. The Teacher Assesses and Communicates Learning Results</b>		
The teacher assesses learning and communicates results to candidates and others with respect to candidate abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.		
<b>6. The Teacher Demonstrates the Implementation of Technology</b>		
The teacher uses technology to support instruction; access and	9, 10	2, 4, 5, 8

manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research		
<b>7. Reflects on and Evaluates Teaching and Learning</b>		
The teacher reflects on and evaluates specific teaching/ learning situations and/or programs.		3 (simulations), 6, (survey)
<b>8. Collaborates with Colleagues/Parents /Others</b>		
The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop candidate abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	1, 2, 3, 4, 6	1, 3, 4, 5, 6
<b>9. Evaluates Teaching and Implements Professional Development</b>		
The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.		
<b>10. Provides Leadership within School/Community/Profession</b>		
The teacher provides professional leadership within the school, community, and education profession to improve candidate learning and self-being.		

### Linkage of Course Components to Kentucky IECE Teacher Standards:

KENTUCKY TEACHER STANDARDS	COURSE OBJECTIVE(S)	COURSE ACTIVITIES
<b>1 Designs/Plans Instruction</b>		
The Interdisciplinary Early Childhood Education (IECE) educator designs and plans experiences and instruction that support the development and learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities.	3, 5, 7, 8, with field and related requirements	
<b>2. Creates/Maintains Environments</b>		
The IECE educator creates and maintains learning environments in a variety of settings that support the development and learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities.	3, 5, 8	2, 3, 6
<b>3. Implements Instruction</b>		
The IECE educator introduces, implements, and facilitates experiences and instruction that support development and learning for infants, toddlers, preschool children, and kindergarten children, including those with disabilities		4 (synthesis) & 6 (field participation and related activities)
<b>4. Assesses &amp; Communicates Learning Results</b>		
The IECE educator, in collaboration with others, assesses the development and ongoing learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities, and communicates the results with partners, including families.		
<b>5. Reflects/Evaluates Professional Practices</b>		
The IECE educator reflects on and evaluates professional practices that support the development and learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities.		3 (simulations), 6, (survey)

<b>6. Collaborates with Colleagues/Families/Others</b>		
The IECE educator collaborates and consults with team members including colleagues, families, primary caregivers, agency personnel, and other service personnel to design and implement experiences and instruction that support the development and learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities	1, 2, 3, 4, 6	1, 3, 4, 5, 6
<b>7. Engages in Professional Development</b>		
The IECE educator engages in self-evaluation of professional practices and implements a professional development plan to improve his/her performance.		3 (simulations), 6, (survey)
<b>8. Supports Families</b>		
The IECE educator supports families through family-centered services that promote independence and self-determination, programs that develop candidate abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	4
<b>9 Demonstrates Implementation of Technology</b>		
The IECE educator uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, families, and community agencies; and conduct research.	9, 10	2, 4, 5, 8
<b>10. Provides Leadership within School/Community/Profession</b>		
The teacher provides professional leadership within the school, community, and education profession to improve candidate learning and self-being.		



- Bettelheim, Bruno (1950). *Love is Not Enough*. Account of a school and program for children with emotional and/or behavioral problems (*rather old*).
- Blatt, Burton (1966). *Christmas in Purgatory*. Photo-journalistic essay/expose' of institutions. [*must combine with one "Part" of Souls in Extremis*]
- Blatt, Burton (1973). *Souls in Extremis*. Essays, mental retardation and institutions; any three (3) "parts".
- Bolander, Anne & Renning, Adair (2000). *I was #87*. Gallaudet University Press. First person account of young woman who is deaf and had been incorrectly diagnosed as mentally retarded (and institutionalized); some "hard things" to read, but she persevered.
- Brown, Christy. *Down All the Days*. Personal life story of young author with cerebral palsy -- later became the movie *My Left Foot*.
- Burch, J.M. (1988) *They Cage Animals at Night*. New American Library. First person account of a boy abandoned in an orphanage and shuttled among many foster placements.
- Cleaver, Eldridge. *Soul on Ice*. Personal account of racism.
- Craig, Eleanor (1973). *P.S. Your not listening*. Personal account, classroom for children with behavior disorders.
- Craig, Eleanor (1978). *One, Two, Three - Story of Matt, a Feral Child*. Personal account, dysfunctional family leading to emotional disturbance.
- D'Ambrosio, Richard (1970). *No Language but a Cry*. Personal account, child abuse.
- Derksen, Wilma (1991). *Have You Seen Candace?* The true story of Wilma Derksen's thirteen year old daughter who never made it home from school.
- Dowling, Colette (1981). *The Cinderella Complex*. A theory about women's hidden fear of independence.
- Eareckson, Joni (1976). *Joni*. Personal account, autobiography, acquired physical disability & resultant depression.
- Fedullo, Mick (1992). *Light of the Feather*. Personal account of an "Anglo" teaching among the "native Americans" on the Reservations.
- Gibbons, Kaye (1987). *Ellen Foster*. The story of a girl who survives an abusive father
- Gibson, William (1956). *The Miracle Worker*. Historical drama, dual sensory impairment, story of Annie Sullivan and Helen Keller.
- Grandin, Temple (1995). *Thinking in Pictures*. Personal account of growing up with autism and finding success in spite of it; a journey into or through her mind.
- Grandin, Temple (1986). *Emergence: Labeled Autistic*. A true story of living with autism.

- Greenberg, Joanne (Hannah Green) (1964). *I Never Promised You a Rose Garden*. Fictionalized personal account, mental illness and issues of institutionalization.
- Greenberg, Joanne. *In This Sign*. A novel about deaf parents with a hearing daughter.
- Handler, Lowell (1998). *Twist and Shout, A Touretter's Tale*. New York: Penguin Putnam, Inc. First person account of living with (his own) Tourette's Syndrome.
- Harris, Thomas A. (1967). *I'm OK You're OK*. This book translates psychological theories into easily understood language.
- Hayden, Torey (1994). *Ghost Girl*. Avon Press. Teacher's account of a student who has experienced incredible personal difficulties.
- Hocken, Sheila (1977). *Emma and I*. Personal account, autobiography, visual impairment.
- Itard, Jean-Marc-Gaspard & Lane, Harlan. *The Wild Boy of Aveyron*. Itard's account of working with Victor, the "wild boy" of Aveyron, France.
- Jamison, K. R. (1996). *An Unquiet Mind: A Memoir of Moods and Madness*. New York, Alfred A. Knopf. Incredibly fascinating personal account of this clinical psychologist's own lifelong struggle with manic-depressive illness (*her* term, as opposed to "bipolar disorder")
- Jones, Beverly & Hart, Jane (1968). *Where's Hannah?* Personal account and handbook for parents of children with severe learning disabilities.
- Kaufman, Barry Neil (1976). *Son Rise*. Personal account, child with infantile autism.
- Kaufman, Christmas Carol (1960). *For one Moment*, A boy who grew up in Nazi Germany.
- Keller, Helen Adams (1954). *The Story of My Life*. Personal account, autobiography, dual sensory impairment.
- Killilea, Marie (1952). *Karen*. Personal account, cerebral palsy, family issues.
- Lee, Joanna, & Cook, T.S. (1978). *Mary Jane Harper cried last night*. Novel, child abuse.
- Lee, Laurel (1977). *Walking Through the Fire*. The true story of a woman with Hodgkin's disease.
- Lusseyran, Jacques (1987). *And There Was Light*. Personal account of growing up blind in France during WWII; truly unique "look" at blindness.
- MacCracken, Mary (1976). *Lovey, a Very Special Child*. Personal account, classroom for children with emotional and behavior disorders; environmental deprivation.
- Massie, Robert, & Massie, Suzanne (1973). *Journey*. Personal account, hemophilia.
- Maurice, Catherine (1993). *Let Me Hear Your Voice: A Family's Triumph Over Autism*. New York: Fawcett Columbine. First person account of a family's struggles to identify autism and to discover and employ

educational interventions with their children with autism.

- McCullers, Carson (1940). *The Heart is a Lonely Hunter*. Novel, classic, hearing impairment in one of the central characters.
- McGovern, George (1996). *Terry: My Daughter's Life and Death Struggle with Alcoholism*. George McGovern a U. S. Senator from South Dakota, tells about his daughter's fight with alcoholism.
- Nasar, Sylvia (1998). *A Beautiful Mind: The Life of Mathematical Genius and Nobel Laureate John Nash*. New York: Touchstone.
- O'Neill, Jasmine Lee (1999). *Through the Eyes of Aliens: A Book About Autistic People*. Philadelphia, PA: Jessica Kingsley Publishers. A first person description of autism and its characteristics and impact on a person's life; as told by a person who is an "autistic savant with elective mutism; and also a poet and artist"
- Orenstein, M. (2001). *Smart But Stuck: Emotional Aspects of Learning Disabilities and Imprisoned Intelligence*. Binghamton, NY: The Haworth Press. An examination of adults with previously "undiagnosed" learning disabilities; combination of reports of telephone conversations and person-to-person interviews, together with "reflections" on the results.
- Pelzer, Dave (1995). *A Child Called "It"*. Health Communications. A first person account of a survivor of child abuse who was rescued by teachers.
- Pelzer, Dave (1997). *The Lost Boy: A Foster Child's Search for the Love of a Family*. Health Communications. A first person account of a survivor of child abuse and the foster family system.
- Pelzer, Dave (1999). *A Man Named Dave: A Story of Triumph & Forgiveness*. NY, NY: A Plume Book of Penguin Putnam, Inc. First person account of the adult impact of his own history of child abuse and time in the foster care system.
- Perske, Robert (1995). *Deadly Innocence*. Historical account, young immigrant with mental retardation, implicated in murder, victim of family's ignorance and society's prejudicial expectations, death row.
- Quinn, Tom (1999). *ADHD Eddie, Intergalactic Ladies' Man!* Dunvegan Publishing, Inc. Written by an author diagnosed with ADHD, this is a fictionalized account of a teenager working through ADHD.
- Ridley, M. (1999). *Genome: The Autobiography of a Species in 23 Chapters*. New York: Perennial, an Imprint of Harper Collins Publishers.
- Rodis, P., Garrod, A., & Boscardin, M.L. (2001). *Learning Disabilities & Life Stories*. Boston, MA: Allyn & Bacon. *Introductions and 13 autobiographical essays by persons who have learning disabilities; read at least seven of the essays.*
- Schmitt, A. [as told to Mary Lou Hartzler Clemens] (1994). *Brilliant IDIOT: An Autobiography of a Dyslexic*. Intercourse, PA: Good Books. Personal account of growing up both as a rural Mennonite and as a young man with dyslexia.
- See, Lisa (2005). *Snow Flower and the Secret Fan*. A fictional account of growing up in nineteenth century China.

- Sellin, B. (1995). *I don't want to be inside me anymore: Messages from an Autistic mind*. New York, NY: Basic Books, A Division of Harper Collins Publishers. The facilitated communication writings of a young man with autism.
- Shattuck, Roger (1994). *The Forbidden Experiment: The Story of the Wild Boy of Aveyron*. Historical account and translation of Itard's work; mental retardation and hearing impairment.
- Simpson, Eileen (1979). *Reversals*. Personal account, autobiography, "overcoming" dyslexia.
- Spradley, T.S., Spradley, J.P., & Spradley, L. (1985). *Deaf Like Me*. Washington, D.C.: Gallaudet University Press. A father's description of his family's and his daughter's movement from an oral approach to working with deafness to a more nearly "deaf culture" approach – paints fairly grim picture of the oral approach.
- Walls, Jeannette (2005). *The Glass Castle*. Personal account of a child of an alcoholic
- Willey, L.H. (1999). *Pretending to be Normal – Living with Asperger's Syndrome*. Philadelphia, PA: Jessica Kingsley Publishers. Personal account; describes her own coping with Asperger's Syndrome, a "mild" or high-functioning form of autism or autism spectrum disorder.

## TENTATIVE!!!!!! PROPOSED COURSE SCHEDULE

DATE	TOPIC
Week 1	Exceptionality and Special Education
Week 2	Current Practices for meeting the needs of Exceptional Learners
Week 3	Multicultural and Bilingual aspects of Special Education
Week 4	Parents and Families
TAKE HOME EXAM 1	
Week 5	Learners with Intellectual and Developmental Disabilities
Week 6	Learners with Learning Disabilities
Week 7	Learners with Attention Deficit Hyperactivity Disorder
Week 8	Learners with Emotional and Behavioral Disorders
Week 9	Learners with Autism Spectrum Disorder
TAKE HOME EXAM 2 - Part 1	
SPRING BREAK @ BU	
Week 10	Learners with Communication Disorders
Week 11	Learners who are Deaf or Hard of Hearing
Week 12	Learners with Blindness or Low Vision
Week 13	Learners with Low-Incidence, Multiple and Severe Disabilities
Week 14	Learners with Physical Disabilities and Other Health Impairments
Week 15	Learners with Special Gifts and Talents
TAKE HOME EXAM 2 – Part 2	
FINAL	

**NOTES:**