

University of North Texas at Dallas
Spring 2012
SYLLABUS

EDSP 3210D-090: EDUCATIONAL ASPECTS OF EXCEPTIONAL LEARNERS - 3 HRS	
Division of Education and Human Services	
Instructor Name:	Dr. Larry C. Bryant
Office Location:	Building 1 259
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Office Hours:	Tuesday & Thursday 12:00 – 4:30 PM Other times by appointment.
Classroom Location:	DAL1 259
Class Meeting Days & Times:	Tuesday 5:00PM – 7:50PM, Dal1, Room 326
Course Materials Needed	2, 1 inch 3 ring binders, loose leaf paper, scissors, scotch tape, & discarded print media
Course Catalog Description:	Overview of the unique physical, cognitive, and behavioral needs of all types of exceptional learners. The teacher's role in identification and referral procedures and implementation of effective educational practices as required by federal and state law are examined.
Prerequisites:	N/A
Required Text:	Hallahan, D. P., Kauffman, J. M., Pullen, P. C. (2012). Exceptional learners: An introduction to special education. (12 th Ed). Boston: Pearson.
Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fhcg.follett.com

Student Success	
All Students	All students will receive rigorous, high quality instruction, activities, assignments, dialogue, discussions, and assessments.
Some Students	Some students will be targeted for minor interventions, as course content may be challenging to them. In this case, students will be asked to schedule an office visit for individualized support.
Few Students	Few students will need additional interventions, as course content may be difficult to them. In this case, students will be mandated to schedule an office visit for intensive individualized support.

Theoretical Framework and Perspective: This course is framed by a Social Justice Stance. The course goals and outcomes are approached through a critical theory lens. This lens is defined as developing consciousness of social justice issues around race, class, gender, ability, religion, economics, and any other aspect of being human within a civil society. Therefore, caring about reducing prejudice, broadening perspectives, learning from mistakes and successes of the past, and becoming aware of world interdependence and multiple causations are essential in this class.

Course Goals: Students will:

1. Understand the legal foundation for special education services.
2. Demonstrate knowledge of state and federal rules and regulations.
3. Demonstrate knowledge of disabilities and their characteristics.
4. Develop a knowledge base of adaptations that may accommodate the exceptional learners.
5. Understand the models of service and the importance of educating exceptional learners in the least restrictive environment.
6. Accept their responsibilities to the exceptional child in referrals, collaborating with special education personnel, and developing Individual Educational Plans (IEP).

Course Outcomes: Students will be able to:

1. Explain legal responsibilities of the classroom teacher to the child with a disability
2. Complete a case study by developing a profile of a student with a disability
3. Adapt lesson plans to meet the needs of students with disabilities.
4. Plan for special education services for students in the least restrictive environment.
5. Discuss the role of classroom teacher in the referral process and the development of an Individual Educational Plan (IEP).

The competencies for this course are taken from: (1) *The Council of Exceptional Children Knowledge and Skills for All Beginning Special Education Teachers of Students with Disabilities in Individualized General Curriculum*s; (2) *Texas Educational Agency – Special Education Early Childhood – 12th grade Standards*; & (3) *The Interstate Teacher Assessment and Support Consortium*.

Course Goals	TEA-SPED (EC-12)	CEC	INTASC
1. Understand the legal foundation for special educational services.	I	I	I
1. Demonstrate a knowledge of state and federal rules and regulations.	II	VI	I
2. Demonstrate a knowledge of disabilities and their characteristics.	IV	II	II
3. Develop a knowledge base of adaptations to accommodate exceptional learners.		III, IV	III
4. Understand the models of service and the importance of educating exceptional learners in the least restrictive environment.		V	III, IV
5. Accept their responsibilities to exceptional learners in referrals, collaborating with the family, school officials, special education personnel, and community systems and developing Individual Educational Plans (IEP).	III	V	VI, X
6. Demonstrate knowledge of major learning theories and the developmental aspects of learning.		III	III, IV
Diversity/Multiculturalism: Students will be exposed to a diverse special education population. Meeting the needs of a diverse and multicultural classroom, including gender, race, religion, ethnicity, socioeconomic status, learning styles, and stages of physical, social, and intellectual development are incorporated as a major component of every topic in the course's curriculum.			

COURSE OUTLINE: (This schedule is subject to change by the instructor. Any changes to this schedule will be announced in class and via Blackboard.)

TENTATIVE COURSE SCHEDULE

DATE	TOPIC/READING ASSIGNMENT/CHAPTERS	YOUR TIMELINE AND DUE DATES
January 17	Intro to course and syllabus review Understanding Whole Brain Notebook, Note - Notebook	Buy textbook Organize your calendar! <i>* Entry Activity</i>
January 24	Exceptionality & Special Education	Chapter 1 <i>WBN</i> <i>* Mills v Bd of Ed</i>
January 31	Historical and Current Perspectives Library Search Overview (Room 201D)	Chapter 2 <i>WBN</i>
February 7	Multicultural & Bilingual Aspects	Chapter 3 <i>WBN</i>
February 14	Parents & Families	Chapters 4 <i>WBN</i>
February 21	Exam I	Covers Chapters 1-4
February 28	Intellectual Disabilities Gifts & Talents	Chapter 5 & 15 <i>WBN</i> <i>Journal Critique #1</i> <i>* Educating Peter</i>
March 6	Learning Disabilities Dyslexia	Chapter 6 <i>Interview</i> <i>WBN</i> <i>* FAT City</i>
March 13	ADHD	Chapter 7 <i>WBN</i>
March 20	Have a Safe Spring Break!	NO CLASS

March 26	Emotional/Behavior Disorders	Chapter 8 <i>WBN</i>
April 3	Exam II	Covers Chapters 5-8 & 15
April 10	Communication Disorders Deaf or Hard of Hearing	Online Session Chapters 9 & 10 <i>Journal Critique #2</i>
April 17	Visual Impairments Low-Incidence Disabilities	Chapters 11 & 13 <i>WBN</i>
April 24	Autism Spectrum Disorders	Chapter 12 <i>Disability Resource Notebook</i>
May 1	Physical Disabilities	Chapter 14 <i>WBN</i> <i>* Campus Accessibility</i> <i>* Exit Activity</i>
May 8	Final Exam	

COURSE EVALUATION METHODS

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course. Your grade in this course will be determined based on a point system. Each activity, assignment, and exam will be worth a specific number of points. It is advised that you keep track of your points throughout the semester so that you know your grade.

Professionalism, Punctuality, and Participation

Professionalism. Enhancing professionalism and ethical behavior is an underlying goal of all courses in UNT Dallas' Programs in Special Education, as well as a foundational topic of this course. Therefore, at all times, students are expected to conduct themselves in a highly responsible and respectful manner. In addition to those guidelines addressing student conduct established by the university and addressed in the undergraduate catalog and student handbook (e.g., cheating, plagiarism), professionalism includes the following:

- establishing and maintaining positive relationships and interactions with peers, colleagues, and instructors;
- attending respectfully to others who are sharing information (or asking questions) with the class;
- being flexible and understanding in response to unforeseen changes in the syllabus;

- maintaining attention and alertness, and refraining from engaging in any activity not directly related to this class during class hours;
- making only positive comments and gestures directed toward others in the class.

Note: please ensure that cell phones are turned off prior to entering the classroom, as phone calls during class time are disruptive to the instructional activities of the course.

The use of personal computers is encouraged for those students who prefer this medium for note taking. However, professionalism dictates that students use their computers for class-related activities only during class time.

All assignments, unless otherwise noted, are expected to be completed individually. In addition, no work completed and turned in for this course should be turned in at a later time (without significant changes or additions) to fulfill requirements for other courses, or shared with other students for the purpose of completing course work in special education courses of this or other instructors.

Student Professional Dispositions: Professional dispositions refer to the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, they might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment. Students will demonstrate professional dispositions by exhibiting the following professional behaviors:

1. Arriving to class at the designated class start time.
2. Preparing for class by reading the assigned materials
3. Participating in class discussions in a variety of ways.
4. Turning in completed assignments on designated due dates.
5. Interacting in a professional manner (verbally and nonverbally) with other students and professor.
6. Taking responsibility for your professional learning
7. Taking responsibility for contacting the professor via email or by phone prior to an absence and taking responsibility for getting class notes/material.
8. This is not an exhaustive list. Other professional behaviors may be taken into account by the professor when grading the student at the end of the semester.

Participation

You are expected to fully participate in all class activities, including lectures and discussions, demonstrations, role plays, presentations and discussions, small-group projects, collaborative learning activities, etc. Generally, it is expected that all students will make at least one contribution to the class discussion every class period.

COURSE EVALUATION METHODS:

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course. Your grade in this course will be determined based on a point system. Each activity, assignment, and exam will be worth a specific number of points. It is advised that you keep track of your points throughout the semester so that you know your grade.

Participation (60 Points): You are expected to fully participate in all class activities, including lectures and discussions, demonstrations, role plays, presentations and discussions, small-group projects, collaborative learning activities, etc. Generally, it is expected that all students will make at least one contribution to the class discussion every class period.

Online Session (50 Points):

You have one online session. Assignments for this session will be posted as a Learning Module in [Blackboard Vista](#). Complete and timely submission of work is also required. When documents are posted online, you need to ensure that they are in a format in which the instructor can read. For this course, that means Word or pdf documents ONLY.

Course Website ([Blackboard Vista](#)): Visit the course (EDSP 3210) website for updates on course content, posting questions that you were unable to ask in class due to lack of time, and general communication. Understand that the course website is the instructor's method of communicating with you between classes. Please make it a point to check the website the day before each class for important information and announcements that may be relevant to the next class.

Whole Brain Notebook (60)

The Whole Brain Notebook is based upon the research of hemispheric specialties. It aids the student with literacy, specifically vocabulary. It also allows use of multiple intelligences, as well as allows for the use of multiple learning channels: auditory, visual, and kinesthetic-tactil. In completing the hemispheric connector, please use the formula provided in the example.

Journal Critique (2 @ 50 = 100 Points):

Each student will complete two 1-2 page critiques of two different journal articles related to an exceptionality presented in class or pre-approved by the instructor. Each critique must be from a different article. Detailed guidelines and instructions for this assignment are provided later in this syllabus under the heading of "**Journal Critiques.**"

The journals must be primarily concerned with individuals with exceptional education needs. References for critiques should be presented in American Psychological Association (APA) format. Articles should have dates no earlier than 2005. **Journal articles should be a minimum of three pages of text.** A partial list of acceptable journals is provided in the syllabus. Journals not included in the list should be cleared with the instructor **before the due date.**

Interview with a Person with a Disability/Family Member of a Person with a Disability (30 Points):

Identify and interview a person with a disability. You may not interview someone in your family however; if you have a family member with a disability, you may share your family member with another classmate.

Assignment is worth 30 points.

Additional assignment information is detailed later in the syllabus.

Disability Resource Notebook (100 Points):

You will select two disabilities of interest to you and organize a comprehensive resource notebook that may be used in your classroom. DRN must be over a disability provided for in the Individuals with Disabilities Education Act. The notebook may serve as a resource to you, other school professionals, your students and their families. Your Disability Resource Notebook will include 5 sections; some sections have three parts (e.g., Organizations and Services, Web Resources). The notebook should be submitted electronically and be organized in a useful manner. Organization is key!

Each section must have an introductory page including all pertinent information of the section. In conclusion, this Disability Resource Notebook must include all the required information presented above as well as evidence of thoroughly examining the disabilities.

Exams (3 exams @ 50 = 150 Points):

There will be three (3) exams covering all readings, assignments, lectures, and activities covered prior to each exam. The three exams will be based on the information presented by the instructor, guest speakers, and/or through class readings and discussions during class. Examinations may consist of multiple choice, matching, and/or constructed responses (short answer) questions.

Extra Credit:

Throughout this semester, **if** there are opportunities for extra credit, announcements will be made accordingly. You may earn up to 25 extra credit points this semester.

SETE:

Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class. Once available, the spring administration of the SETE will remain open through the week of finals.

Assignment	Points
Participation	60
Whole Brain Notebook	60
Online Session	50
Exams	150
Interview	30
Journal Critiques	100
Disability Resource Notebook	100
Extra Credit (25 points maximum)	
TOTAL	550

Grade Determination:

<u>GRADE</u>	<u>POINTS</u>
A.....	496-550 (90-100%)
B.....	440-495 (80-89%)
C.....	385-439 (70-79%)
D.....	330-386 (60-69%)
F.....	329 and below

Final Grade Computation

Points toward the final grade will be awarded accordingly: This is tentative and may be changed with prior notice.

****An Incomplete Grade is given ONLY under significant extenuating circumstance WITH supporting documentation *and* at the professor's discretion.**

UNIVERSITY POLICIES AND PROCEDURES

STUDENTS WITH DISABILITIES (ADA COMPLIANCE)

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Laura Smith at 972-780-3632.

ASSIGNMENT POLICIES

- All assignments must be completed individually, unless stated otherwise by the instructor. The instructor reserves the right to request that a student redo an assignment that is not satisfactory.
- In such cases a response cost of up to 10 % may be assessed. IF an assignment is accepted late, a 10% late cost will be assessed for submitting assignments late, unless the instructor has given prior approval and waived the 10% late cost.
- **No incompletes** will be given without documentation of extenuating circumstances.

****Use of Person-First Language:** You are expected to use “Person-First” language at all times when referring to individuals with a disability (e.g., “students with autism,” or “a student with behavioral problems”). Please do not use labels like “Mentally Retarded student” or “Autistic kid” or “Emotionally Handicapped class” because of the associated negative connotations. This vocabulary use will result in an automatic deduction on your assignment grade.

Written Assignments:

All written assignments should follow APA format. Work must be typed, double-spaced and have a cover sheet that includes your name, date, and course number. Assignments must be stapled or bound. **ALL assignments must be written in people-first language and have minimum errors in grammar to receive full credit.**

EXAM POLICY

Make-up exams are **NOT allowed** unless prior permission was received. Such permission will be given at the discretion of the instructor. Make-ups are scheduled at the instructor's convenience and may contain different questions than the original exam.

BAD WEATHER POLICY

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

ATTENDANCE AND PARTICIPATION POLICY

The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

Punctuality. Attendance and punctuality are salient indicators of one’s personal commitment to professional behavior and learning. Despite challenges posed by highway gridlock and juggling personal schedules, all students are expected to attend every class meeting, and to arrive in class on time. In order for an absence or tardy to be considered excused, you must (in most cases) inform the instructor, in advance, of the reason for the expected absence.

Important: The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for you to make-up or to receive credit for missed classes.

For every two (2) class sessions missed, your final grade for the course will be lowered one letter. Arriving late and leaving early is included in this policy so make the necessary adjustments to your schedule before the 2nd class meeting of this course. **Any student arriving 15 minutes late for class will not receive participation points for the day.**

DIVERSITY/TOLERANCE POLICY:

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

CHEATING AND PLAGIARISM POLICY

The UNT Code of Student Conduct and Discipline provides penalties for misconduct by students, including academic dishonesty. Academic dishonesty includes cheating and plagiarism. The term “cheating” includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; and (3) the acquisition, without permission, of tests or academic material belonging to a faculty or staff member of the university. The term “plagiarism” includes, but is not limited to, the use of the published or unpublished work of another person, by paraphrase or direct quotation, without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. If a student engages in academic dishonesty related to this class, the student will receive a failing grade on the test or assignment and a failing grade in the course. In addition, the case will be referred to the Dean of Students for appropriate disciplinary action.

COLLECTION OF STUDENT WORK SAMPLES POLICY

In order to monitor students’ achievement and improve its instructional programs, the Department of Teacher Education and Administration collects random, anonymous student work samples to be analyzed by internal and external reviewers.

COMPREHENSIVE ARTS PROGRAM POLICY

The Elementary Education program area supports a comprehensive arts program to assist preservice and inservice teachers to design and implement curricular and instructional activities, which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

JAGUARCONNECT MAIL

All students should activate and regularly check their JaguarConnect (e-mail) account. JaguarConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via JaguarConnect Mail. For information about JaguarConnect Mail, including how to activate an account and how

to have JaguarConnect Mail forwarded to another e-mail address, visit
<http://jaguarconnect.unt.edu/>

ETHICAL BEHAVIOR AND CODE OF ETHICS

The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code www.sbec.state.tx.us) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

NATIONAL COUNCIL FOR THE ACCREDITATION OF TEACHER EDUCATION (NCATE)

UNT is an NCATE-accredited institution. The educator as an agent of engaged learning” summarizes the conceptual framework of UNT’s basic and advanced programs. The program of educator preparation at UNT is based on the following key concepts: (1) content and curricular knowledge, (2) knowledge of teaching and assessment, (3) promotion of equity for all learners, (4) encouragement of diversity, (5) professional communication, and (6) engaged professional learning.

TECHNOLOGY INTEGRATION POLICY

The Elementary Education program area supports technology integration to assist pre-service and in-service teachers to design and implement curricular and instruction activities, which infuse technology throughout the elementary and middle school curriculum.

ASSIGNMENTS GRADING GUIDELINES

INTERVIEW A PERSON WITH A DISABILITY OR FAMILY MEMBER OF A PERSON WITH A DISABILITY

Interview Guidelines

- Become familiar with the disability by reading the chapter and exploring the accompanying web site.
- Be sensitive.
- Use person first language.
- Identify a person with a disability or a family member of a person with a disability.

Sample Questions

1. What is your name, age, grade, etc? (include all personal information; however use fictitious name in report and class discussion)
2. When was the disability diagnosed?
3. What was the reaction of the family to the disability?
4. In your own words, describe your disability.
5. What is it like to have _____?
6. Tell me about your educational experiences, experiences in the home and community.
7. Do you have friends with _____?
8. What activities are you involved in after school or work (music, sports)
9. What is/was your favorite part of school? Why?
10. Who is/was your favorite teacher? Why?
11. What do you want to be when you grow up? or What career are you currently working?
12. Did your disability have an effect on your career choices? How?

The final product should be a three to four page double spaced paper summarizing the interview. State each question and then follow up with the response. Double space between individual questions. Personal statements reflecting your reaction to the overall interview must be included and will be 30 percent of the overall grade.

DISABILITY RESOURCE NOTEBOOK FOR EACH DISABILITY INCLUDE

1. Fact Sheet--A one to two-page fact sheet that describes the disability. You may create your own or use one developed by professional organizations or other sources. Be sure to include citations/references if you are using one you did not create.
 - a. one to two-page fact sheet that describes the disability
 - b. includes clear description of disability
 - c. includes characteristics of disability
 - d. included citations
 - e. organized and easy to follow
2. Organizations and Services—Review organizations and services that benefit students with the disability you have chosen. Include a minimum of five organizations and services and provide a detailed description in the following areas: (a) local, (b) state and (c) national organizations that work on behalf of students with the disability and their families. All notebooks should include the Council for Exceptional Children (www.cec.sped.org), as well as Advocacy Inc. (www.advocacyinc.org).
 - a. detailed description of local organizations
 - b. “extra” information elaborating on local organizations (e.g., WebPages, pamphlets, brochures)
 - c. detailed description of state organizations
 - d. “extra” information elaborating on state organizations (e.g., WebPages, pamphlets, brochures)
 - e. detailed description of national organizations
 - f. “extra” information elaborating on national organizations (e.g., WebPages, pamphlets, brochures)
 - g. Council for Exceptional Children (www.cec.sped.org)
 - h. Advocacy Inc. (www.advocacyinc.org)
 - i. Organized and easy to follow
3. Evidenced Based Teaching Practices --Provide detailed evidenced based teaching practices specific to students with the disability you have chosen. For students with learning disabilities, you might investigate suggestions on the LD online web page [hEPBp://www.ldonline.org/ld_indepth/teaching_techniques/strategies.html](http://www.ldonline.org/ld_indepth/teaching_techniques/strategies.html). A minimum of five evidenced based teaching practices are expected.
 - a. detailed teaching tips, minimum 5
 - b. included citations
 - c. organized and easy to follow
4. Assistive Technology—Include assistive technology that might be available to the group you have chosen. For example, students with learning disabilities or visual impairments might make use of an eReader. List the device/software, where it can be obtained, and cost. You may include other information that might be useful to you.
 - a. detailed assistive technology, minimum 3
 - b. list the device/software, where it can be obtained, and cost
 - c. organized and easy to follow

5. Web Resources--Review the web and locate resources that benefit students with the disability you have chosen. Include a minimum of five resources with brief synopsis in each of the following areas: (a) teachers, (b) parents, and (c) students.

- a. detailed description of web resources for teachers
- b. "extra information elaborating on web resources for teachers (e.g., WebPages)
- c. detailed description of web resources for parents
- d. "extra information elaborating on web resources for parents (e.g., WebPages)
- e. detailed description of web resources for students
- f. "extra information elaborating on web resources for students (e.g., WebPages)
- g. organized and easy to follow

6. Additional disability information as given to class.

7. Additional resources

All notebooks should include the Council for Exceptional Children (www.cec.sped.org), as well as Advocacy Inc. (www.advocacyinc.org).

Bi-lingual information

Information for military families

Include a complete reference page

JOURNAL CRITIQUES

The purpose of this activity is to help you begin to use special education literature to find teaching techniques/strategies to meet the instructional and management needs of your students. You will complete two journal critiques related to a disability presented in class or one pre-approved by the instructor. The critiques will be submitted at various points throughout the course, so consult the Course Schedule for due dates.

Your response must be typewritten. Attach the article to the critique with a paper clip. *One critique will be submitted online. You will need to scan your article and submit it with your critique.*

Your task is as follows:

1. During this semester, select your journal article(s) (found in special education journals) that address instructional or management methods/procedures you could use to support students with the exceptionality you have chosen.
2. Format of the critiques will be as follows:

(a) **Reference.**

Author(s) Last name, First initial. (Year). Article title (only first word & word after : capitalized). *Journal Name*, Volume (Number), page number(s).

Example reference:

Hosp, J. L., & Reschly, D. J. (2004). Disproportionate representation of minority students in special education: Academic, demographic, and economic predictors. *Exceptional Children*, 70(2), 185-199.

- (b) **Brief summary of the article:** Do not copy the article's abstract; create your own summary of the article.
- (c) **Your impression of the article:** What are your thoughts, opinions, and concerns with or about the article.
- (d) **Application:** Describe how you might apply the information from this article in your current/future teaching.

Journal Critique Evaluation

Requirement	Assessment	Points Earned
Was the correct APA reference included?	0 3 5 7	____ / 7
Was a brief summary of the article presented?	0 3 6 8 12	____ / 12
Was your impression of the article presented?	0 3 6 8 12	____ / 12
Was an application made of the article's information to your current/future teaching?	0 3 6 8 12	____ / 12
Were APA guidelines followed?	0 3 5 7	____ / 7
Total Points Earned		____ / 50

ABBREVIATED LIST OF SPECIAL EDUCATION JOURNALS

Career Development for Exceptional Individuals
 Exceptional Children
 Focus on Exceptional Children
 Gifted Children Quarterly
 International Journal of Disability Development and Education
 Intervention in School and Clinic (Academic Therapy)
 Journal of Learning Disabilities
 Journal of Special Education
 Mental Retardation and Developmental Disabilities
 Remedial and Special Education
 Teaching Exceptional Children
 Journal of Applied Behavior Analysis
 Journal of the Association of Persons with Severe Handicaps
 Learning Disability Research and Practice
 Behavior Change