

University of North Texas at Dallas
Fall 2013
SYLLABUS

EDSP 3210D.090- Educational Aspects of Exceptional Learners - 3 hours		
Division of	Education and Human	Services
Instructor Name:	<i>Ms. Marty Walter</i>	
Office Location:	<i>UNT –Dallas</i>	
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Email Address:	<i>Marty.Walter@unt.edu</i>	
Office Hours:	By appointment	
Classroom Location	<i>Room 204</i>	
Class Meeting Days & Times:	Meets Monday 5:30-8:20 p.m.	
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.	
Required Text:	<p>Heward, William L. (2013). <i>Exceptional Children: An Introduction to Special Education</i>. (10th ed.). Boston: Pearson.</p> <p>One of the following books by Torey L. Hayden or another of her books: <i>Somebody Else's Kids</i> <i>Just Another Kid</i> <i>Ghost Girl</i> <i>Twilight Children</i></p> <p>I have a number of these books to be checked out. First come, first served. You MUST contact me through my personal email to reserve. These books can also be purchased very cheaply from www.half.com or www.BN.com (Barnes and Noble). Simply put in Torey Hayden or type the name of the book. http://www.torey-hayden.com</p>	
Access to Learning Resources:	<p>UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm</p> <p>UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fhcg.follett.com</p> <p>Texas Education Agency Websites; Other ONLINE resources (TBA) TK20 http:// www.coe.unt.edu/tk20 Student subscriptions are effective for 7 years from date of purchase.</p>	

Course Goals or Overview: The competencies for this course are taken from the *CEC Knowledge and Skills for All Beginning Special Education Teacher of Students with Disabilities in Individualized General Curriculums*

1. Current educational terminology and definitions of individuals with disabilities including identification criteria and labeling controversies, using professionally accepted classification system and current incidence and prevalence figures. (K1)
2. Evolution and major perspective from medicine, psychology, behavior, and education on the definitions and etiologies of individuals with disabilities. (K2)
3. Differing perceptions of deviance, including those from mental health, religion, legal-corrections, education, and social welfare. (K3)
4. The historical foundations, philosophies, theories and classic studies including the major contributors, and major legislation that under gird the growth and improvement of knowledge and practice in the field of special education. (K4)
5. Legal system to assist individuals with disabilities (K5)
6. Continuum of placement and services, including alternative programs available for individuals with disabilities. (K6)
7. Laws, regulations and policies related to the provision of specialized health care in the educational settings. (K7)
8. Delineate the principles of normalization versus the educational concept of "least restrictive environment" in designing educational programs for individuals with disabilities. (S3)
9. Physical development, physical disabilities, and health impairments as they relate to the development and behavior of individuals with disabilities. (K1)
10. Various etiologies and medical aspects of conditions affecting individuals with disabilities. (K3)
11. Impact of disabilities on auditory skills. (K4)
12. Assist students in the use of alternative and augmentative communication systems. (S18)
13. Support the use of media, materials, alternative communication styles and resources required for learners whose disabilities interfere with communications. (S19)
14. Design and implement curriculum and instructional strategies for medical self-management procedures for students with specialized health care needs. (S24)
15. Participate in the selection and implementation of augmentative or alternative communication devices and systems for use with students with physical and health disabilities. (S25)
16. Appropriate use of assistive devices to meet the needs of individuals with disabilities. (K4)
17. Use local, community, state, and provincial resources to assist in programming with individuals who are likely to make progress in the general curriculum. (S6)
18. Types and importance of information generally available from family, school, officials, legal system, community service agencies. (K4).
19. Rights to privacy, confidentiality, and respect for differences among all persons interacting with disabilities. (K2)
20. Types and transmission routes of infectious disease.

The competencies for this course are taken from the [Council for Exceptional Children Initial Level Knowledge and Skills, Texas Standards for Special Education](#), and the [TExES Competencies for Special Education EC-12](#).

Texas Special Education Standards

- I. The special education teacher understands and applies knowledge of the philosophical, historical, and legal foundations of special education.
- II. The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.
- III. The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.
- IV. The special education teacher understands and applies knowledge of the characteristics and needs of individuals with disabilities.
- V. The special education teacher understands formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions.
- VI. The special education teacher understands and applies knowledge and procedures for planning instruction and managing teaching and learning environments.
- VII. The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.
- VIII. The special education teacher understands assistive technology as defined by state and federal regulations.
- IX. The special education teacher understands and applies knowledge of transition issues and procedures across the life span.
- X. The special education teacher promotes students' academic performance in all content areas by facilitating their achievement in a variety of settings and situations.
- XI. The special education teacher promotes students' performance in English, language arts and reading.
- XII. The special education teacher promotes students' performance in mathematics.

TExES Special Education Competencies:

DOMAIN 1: Understanding individuals with disabilities and evaluating their needs.

- **Competency 001-The special education teacher understands and applies knowledge of the characteristics and needs of students with disabilities.**
 - A. Knows characteristics of individuals with different types of disabilities, including individuals with different levels of severity and multiple disabilities across eligibility categories, and analyzes the impact of various disabilities on learning and experience..
 - B. Knows how the developmental, academic, social, career and functional characteristics of individuals with disabilities relate to levels of support needed and applies knowledge of human development and disabilities to plan and implement appropriate curriculum.
 - C. Knows theoretical explanations for behavioral disorders and their effect on learning.
 - D. Knows the different ways that students with and without disabilities learn.
 - F. Understands the effects of cultural and environmental influences (e.g., linguistic characteristics, socio-economic issues, abuse/neglect, substance abuse).

- G. Understands normal delayed and disordered communication patterns, including non-symbolic communication, and the impact of language development on the academic and social skills of individuals with disabilities.
- H. Knows aspects of medical conditions affecting individuals with disabilities, including the effects of various medications on behavior and functioning and the implications of medical complications for student support needs (e.g., seizure management, tube feeding, catheterization, cardiopulmonary resuscitation CPR).
- I. Understands ways in which physical disabilities and health impairments relate to development and behavior, and knows the etiologies and effects of sensory disabilities and other conditions affecting individuals with disabilities.

DOMAIN 2: Promoting student learning and development.

*** Competency 003-The special education teacher understand and applies knowledge of procedures for planning instruction for individuals with disabilities.**

- A. Knows how to select, develop and apply instructional content, materials, resources and strategies that are responsive to cultural and other factors (e.g., language, religion, gender, personal beliefs, nature and severity of disability).
- B. Knows curricula for developing cognitive, academic, social, language, affective, motor, functional, transition and career life skills for individuals with disabilities.
- C. Knows the role of the Texas Essential Knowledge and Skills (TEKS) in developing Individual Education Programs (IEP's) for students with disabilities and applies skills for sequencing, implementing and evaluating individual learning objectives.
- H. Knows how to collaborate with other professional to plan, adapt and implement effective instruction in the least restrictive setting for individuals with disabilities.
- K. Knows how to use local, state and federal resources to assist in programming for individuals with disabilities.

DOMAIN 4: Foundations and Professional roles and responsibilities

*** Competency 010-The special education teacher understands the philosophical, historical and legal foundations of special education.**

- A. Knows the historical foundations of special education, major contributors to the literature, major legislation relevant to knowledge and practice in the education of individuals with disabilities and current issues and trends in special education.
- C. Applies current educational terminology and definitions regarding individuals with disabilities, including professionally accepted classification systems and current incidence and prevalence figures.

*** Competency -11-The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.**

- B. Knows consumer and professional organizations, publications and journals relevant to individuals with disabilities and knows how to access information on cognitive, communicative, physical, cultural, social and emotional characteristics and needs of individuals with disabilities.

	<p>"All students should activate and regularly check their Eagle Mail (e-mail) account. Eagle Mail is used for official communication from the University to students. Many important announcements for the University and College are sent to students via Eagle Mail. For information about Eagle Mail, including how to activate an account and how to have Eagle Mail forwarded to another e-mail address, visit https://eaglemail.unt.edu "</p> <p>Supplemental materials and resources will be available on WebCT. This course will also use WebCT for various activities, mail, and assessments. Please log on immediately and check to confirm that your computer is compatible with WebCT. We will be using the WebCT Vista.</p> <p>Go to: https://ecampus.unt.edu <u>You will need your EUID and password. You may need to reset your password from the Summer or Spring.</u></p>
1.1	<p>Course Outline:</p> <p>Demonstrate professionalism.</p> <p>Students show professionalism when they: (a) attend all classes <i>on time</i> and remain in class for the duration; (b) are prepared for class discussions; (c) attend to class discussion; (d) are flexible to schedule changes; (e) and respect the opinion and rights of others. The University attendance policy is in effect for this course.</p> <p>All assignments should be turned in during the class period on the day they are due. Assignments turned in after midnight on the due date are considered <u>late</u>.</p> <p>Each student is expected to attend class. Students are allowed one absence without penalty. Any other absence is considered unexcused. 10 points will be deducted from the total points for each day absent after the one allowed absences. Any student arriving fifteen or more minutes late to class will be considered absent for that class period. In addition, students are responsible for the class content, notes, and handouts from all classes. Instructor will not keep extra handouts. Thus, pairing up with a classmate is highly suggested.</p> <p>One of the requirements of this course is that you use Blackboard to communicate, take exams if needed, use the discussion boards, and track your grades. You are to access https://ecampus.unt.edu and sign in using your EUID and password. You will then choose EDSP 3210 to access mail, study materials, announcements, grades, PPT notes, and the book companion website. It is very important that you check WebCT at least 2 times a week. Various in-class activities will be conducted requiring participation and will have a direct relationship to your final grade.</p> <p>Participation WILL be a factor in your grade and may include various in-class activities, online discussions, and possible quizzes (no Pop quiz).</p> <p>APA (American Psychological Association) writing format guidelines are posted and should be used when writing abstracts and preparing cover sheets. Students are expected to review all posted materials. Assignment directions and due dates are listed in the syllabus and in the calendar. Please adhere closely to the due dates.</p> <p>Abstracts (AB)</p> <p>Each student will complete two article abstracts. Articles must be dated 2009 or later. The student may select any article related to the education of individuals with exceptionalities. One abstract should be a research article. The other should be an information article. Abstracts should be a minimum of one and no longer than two pages in length and only written according to the following formats. Include a <i>hardcopy</i> of the article; a cover sheet in APA format, and be prepared to discuss your abstract in class if asked.</p> <p>50 points / 25 points each—Due Sept. 30th and Nov. 11th</p> <p>1) Research article: including hard copy of article at the end (25 pts.)</p>

Cover Sheet

- I. Reference (APA format)
- II. Problem (stated in question form)
- III. Procedure (how the researcher set out to answer the question)
- IV. Results
- V. Implications (for the field-what do the findings mean for teachers)

II) Opinion or information article: include hard copy at the end (25 pts.)

Cover Sheet

- I. Reference (APA format)
- II. Topic statement
- III. Summary of content
- IV. Implications (for the field-how can teachers use this information?)

Book Review (BR)

Each student will complete a book review on one of the Torey Hayden Books listed under reading requirements. Specific details for report will be posted on Learn and covered in class. A grading rubric will be used so there will be no question regarding the content and expectations. 50 points. **Due Oct. 28th**

Interview with a Person with a Disability (IV)

Identify a person with a disability or the family member of a person with a disability to interview. Additional assignment information is detailed on page 7 of this syllabus. 50 points—**Due Oct. 21st**

Disability Resource Notebook (DRN)

Format and guidelines are included at the end of this syllabus. Utilizing the TK20 Database website, this is a required assessment that must be downloaded to this one time fee site. Membership is required for all university education majors in order to be in compliance with NCATE guidelines. 100 points—**Due Nov. 25th**

Literature Review (LR)

You have one literature review research activity to do in our library. Type in computer format only using APA writing style only with proper citations. Topic will be given in class to research. 20 points. **Due Oct. 14th**

Reflective Simulation Activity (RSA) 2 part (2@40)

1. Students will participate in a simulation activity outside of class and will be given plenty of class time to complete this activity. A reflection of that activity will be written and turned in. 1 @ 40= 40 points total. This is due anytime after directions given.
2. Students will do a presentation in groups. Details will be given later. IN-CLASS planning time will be provided. 1 @ 40=40 points total. During final exam week.

Whole Brain Notebook Activity (WNA)

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 allowing use of multiple learning channels such as: auditory, visual, tactile and kinesthetic. Use the attached template as the example to use for each vocabulary word in the notebook. **Due Nov. 25th** 50 points

EXAMS - Each student will complete 2 exams

2 @ 50= 100 points- Exam Dates: **Oct. 7th, Nov. 18th**

	<p>Assignment Trade-In</p> <p>*Trade in Informational Research Abstract assignment for the following: UNT Dallas Leadership Series keynote speaker TBA (may be small charge for lunch through student services)</p> <p>*Trade in for one exam for volunteering at Louise B. Kahn Elementary School for 8 hours. Must have background check and set up directly with principal at the school. Signed evidence required.</p> <p>*Trade in for one exam for this 1 day conf. and you MUST register via information below: Waiting for new schedule for 2013-14 to be made available and dates..... Salesmanship Center 106 E. 10th St., Dallas 75203 \$60, 214.915.4768</p>
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Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Exams – *written tests designed to measure knowledge of presented course material*

Assignments – *written assignments designed to supplement and reinforce course material*

Projects – *web development assignments designed to measure ability to apply presented course material*

Class Participation – *daily attendance and participation in class discussions*

Grading Matrix:

Instrument	Value (points or percentages)	Total
Abstracts	2 at 25 points each	50
Book Review	Torey Hayden book review	50
Interview	1 interview	50
Disability Resource Notebook	1 notebook on chosen disability	100
Literature Review	1 library review	20
Mid Term Exam	1 mid term	50
Reflective Activity	2 parts	80
Final Exam	1 final exam	50
Whole Brain Notebook	1 notebook completed	50
Total:		500

Grade Determination:

100%-92% = **A** (460-500 points)

91%-83% = **B** (415-459 points)

82%-74% = **C** (370-414 points)

73%-65% = **D** (325-369 points)

University Policies and Procedures

STUDENTS WITH DISABILITIES (ADA COMPLIANCE)

The University of North Texas Dallas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the

Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. For more information, you may visit the Student Life Office, Suite 200, Founders Hall or call 972-780-3632.

The Division of Education and Human Services is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the Division will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course.

If you have a disability, it is your responsibility to obtain verifying information from the Office of Student Life and to inform me of your need for an accommodation. Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNTD Policy 7.004, [Disability Accommodations for Students](#), and by visiting Student Life, Founders Hall, Suite 200. 972-780-3632, studentlife@unt.edu

Student Evaluation of Teaching Effectiveness Policy:

The 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.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.

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.

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.

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 in class which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

2.0 Course Calendar EDSP 3210

<u>Date:</u>	<u>Topics:</u>	<u>Readings:</u>
Sept. 9 th	Intro./Purpose & Promise/ Exceptionalities Understanding TK20 and its use Acronyms, understanding the law	Chapter 1 PowerPoint
Sept. 16 th	Planning and Providers of Sp. Ed. Services Quiz Ch. 1 & 2 with acronyms Multicultural and Bilingual Issues	 Chapter 2, 3
Sept. 23 rd	Parent and Families-Intellectual Disability Learning Disabilities, F.A.T. City Video	Chapter 4, 5
(AB) Sept. 30 th	Emotional/ Behavioral Disorders Article Abstract #1	Chapter 6 Exam Review
(LR) Oct. 7 ^h	Literature Review due online Exam One...Ch. 1-6 & class notes	Online
Oct. 14 ^h	Autism Spectrum Disorder Educating Peter Video	Ch. 7 Questions
(IV) Oct. 21 st	Communication Disorders Tourette's Syndrome Video Interview w/ Individual w/ Disability Due	Chapter 8
(BR) Oct. 28 th	Deafness/ Hearing Loss Book Review Due	Chapter 9
Nov. 4 th	Blindness/ Low Vision Other Health Impairment/ ADHS Activity Online	Chapter 10 Chapter 11
(AB) Nov. 11 ^h	MD/ TBI, Early Childhood Gifted and Talented Article Abstract #2 due	Chapter 12 Chapter 13, 14
Nov. 18 th	Exam # 2 - Ch. 7-15 & class notes	Online
(DRN) Nov. 25 th	Disability Resource Notebook Due Transition Planning Group Planning for Demonstration	On TK20 website Chapter 15
Dec. 2nd & 9 th	Group Presentations	In class

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.

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 Content Objectives: Students will:

1. To reduce prejudice.
2. To broaden perspectives.
3. To learn from the mistakes and successes of the past.
4. To become aware of the world interdependence.
5. To become aware of multiple causation. No event has happened for one reason.

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
<p>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.</p>			

ASSIGNMENT GRADING GUIDELINES

INTERVIEW A PERSON WITH A DISABILITY

Interview Guidelines:

- Become familiar with the disability by reading the chapter and exploring the accompanying web site.
- Be sensitive to and about the individual you are meeting with.
- Use person first language.
- Identify a person with a disability and become familiar with some terms they may share about their daily challenges.

Sample Questions:

1. What is your name, age, grade, etc? (include all personal information; however use fictitious name in report and class discussion for confidentiality purposes.)
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?
13. What was your biggest fear about your disability?
14. What do you want people to know about you that probably no one has asked you?

Whole Brain Notebook – Example

Chapter 's Name: The American Law
Professional Language Vocabulary 1 of 14
Date: Sept. 04, 2013

1. Vocabulary Concept or Term:

Social Justice

2. Definition:

Social Justice is based on the concept of human rights and equality among various social classes in a society.

3. Locate a visual graphic that represents the concept and it's definition (*see below*)



4. Evaluation: Describe how the visual graphic represents the vocabulary concept and it's definition:

The visual symbolizes the binding of all cultures and ethnicities under a common cause; the folded hands represent harmony and equality and that every human has the right to equal and just treatment.

Literature Review Research Activity

The seminal work in the field of autism began with the publication of two scientific papers published only one year apart. In 1943, Leo Kanner reported on cases of children, whom he labeled as autistic, who had major problems in communication and social interactions, as well as bizarre repetitive movements and an obsessive dislike of change.

In 1944, Hans Asperger reported on cases of children, whom he referred to as having autistic psychopathy, who displayed normal intelligence and language but who were socially isolated and had obsessive interests in extraordinarily narrow areas.

Your task is to find copies of the original papers and to compare and contrast and discuss the major characteristics of autism and Asperger syndrome as outlined in Kanner's and Asperger's papers.

Point out similarities, as well as differences between the two sets of characteristics. I would encourage you to create a matrix that details the compare and contrast of the two findings prior to creating your narrative, which explains your findings.

Literature Review Research Activity

Criteria	Unsatisfactory	Acceptable	Advanced	Score
Title Page	Includes: 3 or fewer criteria	Includes: 4 out of 5 criteria	Includes: - Page Header - Running Head - Title - Name - Institutional Affiliation	
Literature Review	Includes: 1 or fewer criteria	Includes: 2 out of 3 criteria	Includes: -2 Paragraphs on what the author (s) did (e.g., purpose, how the study was conducted) - 2 Paragraphs on what was learned - Article attached	
Professional Application	Includes: Does not meet criteria	Includes: 1 out of 2 criteria	Includes: - 2 Paragraphs of how you will apply what you learned to your current or future work - 1 Paragraph that serves as an overall conclusion	
APA Writing Style for Literature Review and Professional Application	Includes: 5 or fewer criteria	Includes: 6 out of 8 criteria	Includes: - APA (2011) writing conventions (this is not an exhaustive list) - Double Spaced - Punctuation - Paragraph Construction - Spelling - Active Voice - Parenthetical References - Use of “and “ and “ampersand” - Direct Quotes (optional) - Level Three Headings	
Reference Page	Includes: 6 or fewer criteria	Includes: 8 out of 10 criteria	Includes: - “Reference” centered as a level 1 heading - APA (2011) writing conventions - Double Spaced - Hanging Indent - Date - Article Title - Electronic Version - Volume Number - Page Numbers - Punctuation	