

Miami-Dade Community College
EEX 3010 Nature and Needs of Exceptional Students K-12

Course Description:

This course is designed to familiarize the student with the etiology, terminology, categories, prevalence, behaviors, characteristics and pedagogical approaches of exceptional students, with the expectation that all students have learning strengths. Students will demonstrate Educator Accomplished Practices in this course. *Council for Exceptional Children's Content Standards for All Beginning Special Education Teachers* are addressed. Minimum 20 hours structured field experience required.

3 credits

Prerequisite/Corequisite:

None

Competency 1: The student will demonstrate knowledge of definitions and classification systems used to identify and place students with disabilities by:

- a. Identifying appropriate practices based on legal and ethical standards: due process, procedural safeguards, confidentiality, and access to general education, least restrictive environment, transition planning and free appropriate public education.
- b. Identifying and evaluating the factors that influence the overrepresentation of culturally/linguistically diverse students in programs for individuals with disabilities.
- c. Comparing and contrasting the different ways deviance/exceptionality is defined and viewed by mental health, religion, legal-corrections, education, social welfare and the media.

Competency 2: The student will demonstrate knowledge of the implications of etiology in providing services to students with disabilities by:

- a. Explaining the etiology of learning disabilities, attention deficit disorder, mental retardation, emotional disturbance and behavioral disorders, giftedness and creativity, communication disorders, physical disorders and other health impairments, deafness and hearing impairment, visual and hearing impairments, autism and traumatic brain injury.
- b. Examining how family, biological, and environmental factors, contribute to the origins of disabilities.
- c. Identifying and describing the influence of physical development, physical disabilities, communication disorders and health impairments as they relate to the development and behavior of individuals with disabilities, and their ability to process information.
- d. Evaluating the effects of dysfunctional behavior on learning, and the differences between behavioral and emotional disorders and other disabling conditions.

Competency 3: The student will demonstrate knowledge of the nature and characteristics of individuals with various disabilities by

- a. Identifying the social/emotional, cognitive, academic, language development, and physical characteristics of students with disabilities in relation to typical development in these areas.
- b. Recognizing and describing the variations in beliefs, traditions, and values across cultures within society and the effect of the relationships between child, family, and schooling.
- c. Analyzing the characteristics and effects of the cultural and environmental milieu of the child and the family including cultural and linguistic diversity, socioeconomic level, abuse/neglect, and substance abuse.
- d. Describing how individual characteristics, such as socioeconomic status, ethnicity, language background, ethnicity, age, etc., contribute to the social construction of disability.

Competency 4: The student will demonstrate knowledge of service delivery options and related services for students with disabilities by

- a. Examining various strategies for socially integrating students with disabilities in the regular classroom.
- b. Demonstrating familiarity with various communication support services which might be utilized for assisting students with disabilities in their classrooms, such as note takers, lab assistants, readers, writers, and interpreters of sign language or of languages other than English.
- c. Discussing the evolution of attitudes towards the continuum of services over the generation since IDEA.
- d. Describing and defining general developmental, academic, social, career, and functional characteristics of individuals with disabilities as they relate to levels of support needed.
- e. Reviewing the history of educational and social responses to individuals with disabilities.

Competency 5: The student will be able to recognize the roles and responsibilities of individuals involved in service delivery to students with disabilities by

- a. Defining the continuum of service, and listing the exceptional student education placement options from the mainstreamed classroom through special classes to special schools.
- b. Accurately completing the required components that must be included on an IEP.
- c. Explaining the contributions of various support agencies outside the school.
- d. Comparing and contrasting a variety of school/community resources and services for students with disabilities in order to facilitate transition into the community.

Competency 6: The student will be able to recognize and implement

pedagogical strategies that reflect sensitivity to all levels of disabilities, learning styles and skill levels by

- a. Using appropriate methods of adapting evaluation and grading procedures for students with disabilities.
- b. Developing and implementing a teaching philosophy that reflects appropriate attitudes toward students with disabilities and their possible inclusion in regular education.
- c. Identifying various methods to obtain information, communicate and perform tasks that can be used by students with disabilities, such as technology-base communication systems: speech synthesizers, assistive listening devices, computers and devices to convert text to spoken speech or Braille, augmentative communication devices.
- d. Describing the similarities and differences among the cognitive, physical, cultural, social, emotional, communication needs of individuals with and without exceptional learning needs.
- e. Comparing and contrasting the various positions and controversy surrounding inclusive education.

Competency 7: The student will demonstrate an understanding of the importance of family involvement in designing and supporting the educational experiences of students with disabilities by

- a. Analyzing various considerations relative to family dynamics associated with raising a child with a disability.
- b. Identifying and analyzing the roles and responsibilities of parents who have children with disabilities.
- c. Discussing diversity & dynamics of families, schools, and communities as related to effective instruction for individuals with disabilities.
- d. Comparing and contrasting the variations in beliefs, traditions, and values across cultures within society and the effect of the relationship among child, family, and schooling.

Competency 8: The student will be able to serve as a role model for other teachers and individuals working with students with disabilities by

- a. Demonstrating use of the following best practice strategies teaching students with wide ranges of abilities: thematic learning, classroom workshops, authentic learning experiences, small group activities, representing to learn and reflective assessment.
- b. Identifying one's own biases and attitudes towards disability and describing their influence on teaching performance.
- c. Describing the various ways teachers can demonstrate positive regard for the cultures, religion, gender, disabilities and sexual orientation of students.
- d. Demonstrating proficiency in oral and written communication and the appropriate use of terminology relative to exceptional student education.
- e. Summarizing the data on how former students with disabilities fare as adults regarding employment, postsecondary education, and quality of life.

Competency 9: The student will develop sensitivity to the challenges facing

families and develop strategies for working effectively with families of students with disabilities as well as colleagues by:

- a. Discussing how secondary school programs can enhance competitive employment prospects for young adults with disabilities.
- b. Exploring the role that industries programs can play in the lives of adults with disabilities.
- c. Discussing the importance of recreation and leisure in the lives of individuals with disabilities.
- d. Analyzing how disability culture affects the quality of life for individuals with disabilities.