



**WARNER PACIFIC COLLEGE
EDPSY 360 EXCEPTIONAL LEARNERS (3 CR)
SPRING 2015 SYLLABUS**

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MW 4:00 pm – 5:15 pm, LIB 104
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Center 205 – By arrangement
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Please email to set up a meeting as I split my time between the Tabor and Center 205 campuses.

Warner Pacific College is a Christ-centered, urban, liberal arts college dedicated to providing students from diverse backgrounds an education that prepares them to engage actively in a constantly changing world. Our Core Themes:

1. Cultivating a Christ-centered Learning Community
2. Collaborating with and for our urban environment
3. Fostering a Liberal Arts Education
4. Investing in the formation and success of students from diverse backgrounds

The mission of the Social Sciences Department is to equip students to be: (a) Knowledgeable in their field(s) of study, (b) Congruent in their integrity between professional preparation and personal lives, (c) Skilled in their areas of concentration, and (d) Integrated in their approach to faith and their discipline.

Departmental Student Learning Outcomes:

1. Demonstrate awareness of the basic concepts, theories, models, and vocabulary necessary to understand the field(s) studied.
2. Give expression to a historical view of each field approached and the current status related to that history.
3. Be able to critically evaluate social science research, integrating the following: the scientific method, various research designs, and the construction of researchable questions.
4. Experience “hands on” learning and contextual networking in the field(s) of their choice.
5. Identify the major issues of the field(s) and observe how these influence both self and other.
6. Analyze differences between structures and practices of various world views as they relate to social science.
7. Comprehend and explore the implications of ethical challenges for their discipline.
8. Demonstrate information literacy by applying appropriate internet and library resources in the development of research papers, presentations, etc.
9. Discuss the complexities of national origin, ethnicity, gender, sexual orientation, disabilities, and cultural relations and how these social divides challenge people as they seek to live and work respectfully with all persons.
10. Synthesize concepts learned into a holistic view of persons and their interacting systems.

Course Communication: All communication to students will be done through their warnerpacific.edu email accounts. It is expected that students will check this account regularly for they will be accountable for anything communicated this way.

Course Description: This course provides an overview of issues, characteristics, and definitions of special needs children and those with physical limitations. This course examines the role of the classroom teacher in meeting legal responsibilities, planning instruction, providing services, developing community relations, and utilizing resources. Pre-requisite: sophomore class standing. This course meets all the grade level and/or current licensure authorizations.

Learning Outcomes

Upon successful completion of the course, the student will be able to:

1. Describe the characteristics and special needs of people with disabling conditions and/or special situations in life and learning
2. Describe the history, litigation, legislation and services for people with disabilities
3. List the major legal requirements involved in serving students with disabilities and their families
4. Understand and explain the purpose, process and components of an IEP
5. Identify the broad range of diversities present in the K-12 classroom and describe the characteristics and potential learning issues of each
6. Prepare materials and activities for regular education teachers and students designed to include and increase the achievement of exceptional learners
7. Identify agencies and resources available to diverse students and their families
8. Explain the philosophical concept of the inclusive learning environment and research models and resources that accomplish it
9. Identify instructional, curricular, and assessment practices that may be biased toward certain groups and the components of non-biased practice
10. Describe techniques used to remediate problems and/or deficits related to diverse students within the classroom setting
11. Give suggestions to and assist parents and families of children who are at risk

Student Expectations - Each student is expected to:

- Attend each class and participate actively and positively with peers and instructor in class activities
- Prepare for each class by completing the assigned reading and assignments before class and thinking critically about the content to be addressed
- Demonstrate clarity of ideas, application of knowledge, and appropriate and relevant contributions in class activities
- Embrace critique of oneself through self-evaluation, seeking feedback and alternative perspectives, and growing in epistemic humility
- Prepare assignments, deliver on time, and meet specified criteria
- Recognize and follow rules of ethics and confidentiality when sharing information about research subjects or participants
- Recognize and respect the ideas and skills of peers
- Use Moodle to post and retrieve information

State and National Standards: This course supports the development of knowledge, skills, abilities, and professional dispositions for the Oregon Initial Teaching License, as provided in Oregon Administrative Rule 584-018-0105, and the Interstate Teacher Assessment and Support Consortium (InTASC) standards. Please see Appendix A for these standards.

Biblical Standards: Not only will this course support students in developing content specific skills, but will also require students to reflect upon the critical disposition necessary to be not only effective, but also empathetic. (See Appendix B)

Educational Assumptions: The work of the Holy Spirit is essential to the processes of Christian education at any level. We will consistently request the Spirit's presence within and among us. Christian teaching and learning is best done in the context of community. Christian community remains the gift of the Spirit, enhanced or hindered by human effort. Students are valued not only as persons who have potential to learn, but also as persons who already have significant knowledge and experiences to contribute to the purposes of the course. Consequently, most of the course activities and assignments will require active and cooperative participation. Such active cooperation is inherent in a Christian community of learning.

Required Texts:

Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2012). *Exceptional learners: An introduction to special education* (12th ed.). Boston: Allyn & Bacon. ISBN: 978-0132763660.

Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2009). *Cases for reflection and analysis for exceptional learners: An introduction to special education* (11th ed.). Boston: Allyn & Bacon. ISBN: 978-0-205-60965-9.

Additional Texts Used in Course [Found on Moodle course site]:

Banks, J. A., Au, K. H., Ball, A. F., Bell, P., Gordon, E. W., et al. (2007). *Learning in and out of school in diverse environments*. Seattle, WA: University of Washington.

Garrod, A. C., Smulyan, L., Powers, S. I., & Kilkenny, R. (2008). *Adolescent portraits: Identity, relationships, and challenges* (6th ed.). Boston: Merrill. (Chs. 16-18).

Poston, D., Turnbull, A., Park, J., Mannan, H., Marquis, J. & Wang, M. (2003). Family quality of life: A qualitative inquiry. *Mental Retardation*, 41(3), 313-328.

Attendance Policy: Students are expected to attend and participate in every class. Attendance also includes punctuality, attention, and participation. Students are expected to be on time for class and stay until the end. Students are also expected to give their undivided attention to the content of the class and participate in class discussions. Assigned readings are to be read **in advance** of the class for which they are assigned so students are prepared to engage in discussion. Attendance will be monitored in terms of absence, tardiness, attention, and participation. Unexcused absences and laissez-faire participation will affect the credit you are awarded for class attendance and participation. Notification of absence PRIOR TO CLASS is required. Students are responsible for finding out what they missed. A student's grade is affected by any and all of the following: (a) tardiness, (b) missing class without notification prior to class, (c) more than 2 excused absences during the semester, (d) being disengaged in class (i.e., doing other reading, texting, non-course related internet activity, etc.), and (e) being ill-prepared to engage in classroom discussion.

Learning Activities:

[Regarding the alignment of learning activities with outcomes, you will see after each learning activity, the specific outcomes they address in each of the following areas: Social Sciences Department Learning Outcomes (SSD 1-10), and Course Outcomes (CO 1-11).]

1. **Participation in-class and outside-of-class activities (55 points)**

Active participation in individual and group activities is required and necessary. This will increase the student's comprehension of relevant research concepts, theories, and models, as well as application in the contemporary social science environment. A number of assignments will be completed throughout the semester to build, practice, and test understanding. *Attendance alone is not participation.* [SSD 1-10; CO 1-11]

A. **Reading Assignments (part of participation points, assessed in exams)**

Students will complete the required reading assignments before each class begins. This will develop the student’s ability to acquire knowledge, understandings and skills and provide the basis for active participation in class discussions. [SSD 1-3, 5-7, 9-10; CO 1-5, 7-8, 10-11]

B. **FORUM DISCUSSIONS**

Three class sessions: 3/4, 3/18, and 4/8 will be conducted in an online forum discussion format. In order to earn participation points for these class sessions, students will be required to:

- a Post ONE initial response to the Forum question (s) by NOON on the DAY BEFORE the class session. This should be substantive, approximately 500 words.
- b Reply to TWO initial responses from your classmates
- c Post at least THREE additional replies to anyone in the discussion before our next class session.

2. **Pre-Understandings on Exceptional Children – Online Forum Discussion (15 points)**

Before reading anything, write about the equivalent of a 2 page paper on the Moodle Discussion Forum describing your experience with exceptional (special needs) children. Include your current philosophy of how individuals with special needs learn and should be taught based on you current experiences with this topic. You are expected to complete ONE initial post on the Forum before our second class session. From there, provide a thoughtful response to TWO other student’s initial posts and at least THREE additional posts. So in total, you will have 1 initial post, 2 responses to initial others’ initial posts, and at least 3 additional posts (think 1-2-3, similar to the Discussion Forums later in the course). **The initial response is due before our second class session. The follow-up responses are due before the third class session.** Below is the rubric that will be used for assessing the entirety of this Online Forum Discussion. [SSD 1, 2, 5, 9-10; CO 1, 5]

Points	Interpretation	Grading Criteria for Content and Writing
15-14	Excellent (A)	Comments are accurate, original, relevant, teaching us something new, and are well written, adhering to APA format. Comments add substantial teaching presence to the course discussions, and stimulate additional thought about the issue under discussion. Ideas are well developed and organized, assertions are supported. Writing displays sophisticated and superior use of language and is virtually free from errors in mechanics, usage, sentence structure, and diction.
13-12	Above Average (B)	Comments lack at least one of the above qualities, but are above average in quality. Comment makes a significant contribution to our understanding of the issue being discussed, adhering to APA format. Ideas are quite well developed and organized, although they may have minor flaws in organization. Writing illustrates and supports key assertions, displays good control of language and a consistent tone, and is generally free from errors in mechanics, usage, sentence structure, and diction.
11-10	Average (C)	Comments lack two or three of the required qualities. Comments which are based upon personal opinion or personal experience often fall within this category. Writing generally adheres to APA format, is adequately developed and organized, displays capable and accurate use of language, and may display occasional errors in mechanics, usage, sentence structure, and diction, but not a consistent pattern of such errors.

9-8	Minimal (D)	Comments present little or no new information. However, comments may provide important social presence and contribute to a collegial atmosphere. Writing contains serious problems with APA format, reveals a number of errors in mechanics, usages, sentence structure, or diction in an otherwise adequate paper, and suggests a lack of understanding of the discussion.
0	Unacceptable (F)	The comment adds no value to the discussion.

3. Case Study Reflections (50 points)

Each student will be required to read the case study from the book *Cases for Reflection and Analysis for Exceptional Learners: An Introduction to Special Education* (11th ed.) assigned each week and come prepared to discuss it in class. Since this class is about real people, we will use these real cases as a means for discussing and learning the content of the course. To prepare, each student will choose 10 of the required 13 case studies and will write out the answers to the *Questions for Reflection* at the end of each case study. You don't have to write out the question, just include enough of the question in your response so anyone reading it will know what you are referring to. These can be hand-written; type if your writing is illegible. These will be collected the class day the particular case study is assigned. Late questions will not be accepted. Each reflection is worth 5 points based on the following scale. [SSD 1, 3, 5, 7, 9-10; CO 1, 3, 5, 8-11]

Poor quality content and writing.	Questions not thoroughly addressed. Writing needs help.	Assignment completed. Questions answered. Writing decent.	Questions answered thoughtfully and thoroughly. Written well.	Reflection above expectations. Shows depth and breadth of understanding. Written well.
1	2	3	4	5

All 13 Case Study Reflections can be submitted for the opportunity to earn up to 15 extra credit points.

4. Exceptionality Presentation (40 points)

Students will draw for and be assigned to one specific area of exceptionality. They will conduct intensive research on the topic and develop a presentation for the class. The research will include the content of the textbook, at least 2 other academic sources, and be informed by direct or indirect contact with someone who has this specific exceptionality. Ideally, each person will spend a few hours with a child with this specific exceptionality and observe/interview him or her. If this proves problematic, interview an adult with the exceptionality or a parent or teacher who has experience with that particular population. The presentation should include: (a) a thorough description of the exceptionality (what a teacher needs to know), (b) at least 5 specific strategies for teaching those with this exceptionality, (c) local resources that address this exceptionality, (d) implications for the community (i.e., churches, families, etc.) and (e) a list of at least 7 resources.

Grading Criteria	Pts
Thorough description of the exceptionality (what a teacher/minister needs to know) is presented	10
Methods for teaching the exceptionality are addressed, including implications for families & communities	10
A list of at least 7 resources is developed including at least 2 additional academic sources and local resources.	7
Presentation is engaging, well organized, and stimulates discussion	7
Student handout provides good overview/resources	3
Creative and original	3

Presentations should be 25-30 minutes in length and include an overview and resource list for distribution to classmates. [Students are providing resources for one another as student teams develop portfolios for assignment 7.] [SSD 1, 3, 8, 9-10; CO 1, 5-11]

5. Integration/Application Paper (30 points)

Reflect on your pre-understandings. Reflect on your service experience (see below). Reflect on the content of this course. Write a 4-5 page paper with two parts. First, describe how your thinking has changed/broadened regarding the teaching of exceptional children. Be specific about the particular things you read, things you experienced (interview, service), speakers you heard, or contrasts you see when reflecting on your pre-understandings that helped facilitate a change in your thinking. Second, describe how you will use and/or apply this information. How will you conduct your teaching differently? How will you treat yourself and others differently? What new inclusion strategies do you have for your education setting that you would like to share? How might you engage in more service to exceptional children? Paper should be double spaced, 12 pt font, and in APA style. [SSD 1-5, 8-10; CO 1-11]

Service: A day of class time is put aside for you to do some service with an exceptional individual. You can do it on this day or you can use the time put aside as “comp time” for when you are actually able to schedule it. Spring break might also be a good time to do this. Spend the amount of class time + typical class preparation homework time (at least 3 hours) serving. Ideas in and around Portland: Boys & Girls Club, Women’s Shelter, Ronald McDonald House, Salvation Army, Head Start, Family Services, Pioneer School (or other public schools with a substantive exceptional population), etc. The only requirement is that it’s a community service organization that will give you an opportunity to serve exceptional children (children or adolescents with special needs). Some reference to this is expected in your paper.

Grading Criteria	Pts
How thinking has changed is addressed with critical reflection	7
The application and use of the course content is addressed specifically and thoughtfully	10
Pre-understandings, service experience, and course content are all evidenced	8
Writing is clear and coherent and follows APA format	5
TOTAL	30

6. Exams (60 points)

There will be three exams during the semester, for about 20 points each. The exams are intended for the purpose of holding students accountable for the required reading. The content will come straight from the required reading and class content for the weeks immediately prior to when they are given. There will be no trick questions. If you do the reading and pay attention in class, you will do fine. [SSD 1, 2, 5, 7, 9-10; CO 1-5, 8-11]

7. Exceptional Strategies Team Portfolio (50 points)

For this assignment, in small groups of 2-4 students, you will create a compilation of research-based, differentiated teaching strategies with adaptations and interventions for diverse learners at your subject/grade level. You are required to find a minimum of 25 strategies. For each strategy, you must include the following:

- Name of strategy, if there is a formal name. You can “name” it yourself if not
- Brief description of the strategy
- How the strategy could be adapted, modified, or used as an intervention to meet diverse learner needs. You will need to provide detail here; you will also want to note which category of diverse learners the strategy would be best suited for.
- A bibliography of resources for your strategies in APA format.
[SSD 1, 3-4, 6, 8, 10; CO 5-11]

Instructions for Submitting Assignments: Written assignments will be submitted electronically in Moodle unless otherwise noted (Case Studies are the major exception where students are to bring them

to class in order to have them for discussion purposes). Only Word documents, PDF file formats, and Google Docs are accepted. Due dates are indicated on the Moodle assignment. Time is generally interpreted as 4:00 pm Pacific Time on the day due, unless otherwise indicated. It is the student's responsibility to ensure that the assignment is submitted in the proper format and on time.

"Technology failure" is not an excuse for late or missing work. Given that all assignments are posted on Moodle, being ill or over sleeping and saying "I didn't know" also is not an acceptable excuse. Written work posted in Moodle will receive written feedback from the instructor in Moodle. The Moodle grade book will also be used, so you can keep track of points/grades.

Evaluation: Final grades for the course will be based on the total points earned during the course. The letter grade will be determined by the following percentage scale:

94-100%	A	77-79%	C+
90-93%	A-	74-76%	C
87-89%	B+	70-73%	C-
84-86%	B	67-69%	D+
80-83%	B-	60-66%	D

Points and grade percentages for each activity and assignment will be calculated and be available on the Moodle course site.

Grading

Attendance and participation	55
Pre-understandings	15
Case Study Reflections	50
Exceptionality Presentation	40
Integration Paper	30
Exams	60
Exceptional Strategies Portfolio	50
TOTAL POINTS	300

Late Work Policy: Note: "work" = anything that is graded to include tests, quizzes, papers, reflections, projects, etc. No late work will be accepted. If the student has experienced an issue, circumstance or problem that has prevented the work being turned in when due, the student can complete the following steps:

1. Fill out the late work petition form (one can be obtained through your instructor or from the door of Prof. Ahlquist, Dept. Co-Chair).
2. Turn the completed form in to me or to the other Social Science Department Co-Chair

The members of the Social Science Department will consider the student's request and determine whether or not the work will be accepted and if it is, how many of the original points on which it will be evaluated. The outcome of the request will be stated on the petition form, a copy of which will be given to the student.

Accommodation for Disability & Emergency Information: Any student who has a documented disability that may require accommodation to fully participate in this class should contact Dr. Denise Haugen, the Director of Career and Life Counseling at 503-517-1119 as soon as possible. Students with an Accommodation Plan through the Career and Life Counseling Center who would like to discuss the plan with me should make an appointment. Students who wish to discuss emergency medical information or

special arrangements in case the building must be evacuated should also make an appointment to meet with me.

Academic Integrity: Students are expected to adhere to the highest standards of honorable conduct in academic matters. Dishonesty and plagiarism will not be tolerated in this class. Please refer to the WPC Academic Catalog for the definitions and consequences of academic dishonesty.

Technology Policy: The course intentionally and authentically integrates technology into teaching and learning, incorporating the ISTE/NETS Standards. Teacher and student tools include the internet, web applications, software, and hardware, in any or all of the following activities:

- Display of information
- Storage of information
- Exploration of content, materials, & resources
- Collaboration
- Skill development
- Application of skills
- Organization of information
- Problem solving
- Design and construction of projects

The use of computers in class to take notes, conduct research, and organize comments is welcome. However, surfing the internet, checking personal email, instant messaging, playing games, doing homework for another course in class, or otherwise engaging in off-task activities using computers will not be tolerated. Upon the first notice of violation of this policy the instructor will give a verbal warning, upon the second notice the student will be asked to leave class for the day and will not be given credit for attendance that day.

Please turn cell phones, and other electronic devices to vibrate during class time and refrain from text messaging during class. If an emergency arises during class, please notify the instructor and step out of the room without disturbing classmates.

Course Schedule – Exceptional Learners – Spring 2015

Week	Date	Topic	Readings	Assignment
1	1/12	Introduction	Syllabus	
	1/14	Exceptionality & Special Education	Ch 1	<i>Pre-Understandings</i>
2	1/19	MLK Holiday – No Class		
	1/21	Focusing & Planning Day – Center for Teaching & Learning		
3	1/26	Integration, Inclusion, & Support	Ch 2	<i>C: Juanita (pp.1-8)</i>
	1/28	Multicultural/Multilingual Aspects	Ch 3	<i>C: Jim (pp.9-13)</i>
4	2/2	Honoring Diversity in Context	Banks Article	
	2/4	<i>Pioneer School Field Trip</i>		
5	2/9	Parents & Families	Ch 4	
	2/11	<i>Service Day (See Integration Paper Assignment)</i>		
6	2/16	President’s Day – No Class		
	2/18	IDD	Ch 5	<i>P</i>
7	2/23	LD	Ch 6	<i>C: Jack (pp.14-18)</i> <i>P</i>
	2/25	ADHD	Ch 7	<i>C: Shannon (pp.19-24)</i> <i>P</i>
8	3/2	EBD	Ch 8	<i>C: Tyler (pp.25-28)</i> <i>P</i>
	3/4	<i>“Bad” (Being Misunderstood)</i>	Garrod, 16	<i>DISCUSSION FORUM</i> <i>Exam Due</i>
Midterm Grades Due				
9	3/9	Autism Spectrum Disorders (ASD)	Ch 9	<i>C: Chase (pp.48-55)</i> <i>P</i>
	3/11	<i>Ruth & Jordan Knott</i>		
10	3/16	Communication Disorders	Ch 10	<i>C: Albert (pp.29-34)</i> <i>P</i>
	3/18	<i>“Beauty” (Struggling With Identity)</i>	Garrod, 17	<i>DISCUSSION FORUM</i>
3/22-3/28 – Spring Break – No Class				
11	3/30	Deaf or Hard of Hearing (DHH)	Ch 11	<i>C: Brian (pp.35-40)</i> <i>P</i>
	4/1	<i>Tucker Maxon Field Trip</i>		
12	4/6	Visual Impairments	Ch 12	<i>C: Pete (pp.41-47)</i> <i>P</i>
	4/8	<i>“Forever Awkward” (Acceptance)</i>	Garrod, 18	<i>DISCUSSION FORUM</i> <i>Exam Due</i>
13	4/13	Low-Incidence, Multiple, & Severe Disabilities	Ch 13	<i>C: Patrick (pp.56-64)</i> <i>P</i>
	4/15	Physical Disabilities & Health	Ch 14	<i>C: Peter (pp.65-68)</i> <i>P</i>
14	4/20	Gifted & Talented	Ch 15	<i>C: Susan (pp.69-73)</i> <i>P</i>
	4/22	Mental Illness & “Quality of Life”	Poston Article	<i>C: Ryan (pp.74-80)</i>
15	4/27	Personal Application & Integration		<i>Integration Paper</i> <i>Exceptional Portfolio</i>
	4/29	<i>The Final Exam will be completed on the last day of class.</i>		

C – case study; P – presentations of students on specific exceptionalities

Bibliography for Further Study

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Web Links

For news about special education, see www.specialednews.com

You might want to explore the website of the Council for Exceptional Children at www.cec.sped.org/

You can access current information about IDEA at following Web address: www.ideapractices.org and at www.ed.gov/inits/commissionsboards/whspecialeducation/index.html

For additional information about children with disabilities who are also gifted or talented, see www.uniquelygifted.org

Educational programming ideas for gifted and talented students can be obtained at www.cloudnet.com/~edrbsass/edexc.htm

For training , resources, and curriculum related to Christian Children's Ministry, visit: <http://mintools.com/>

Information on the Religion and Disability Program of the National Organization on Disability (N.O.D.) can be found at: <http://www.nod.org/index.cfm?fuseaction=Page.viewPage&pageId=9>

LifeWay Church Resources used to have a periodical entitled Special Education Today. They have discontinued the paper version and built an online resource in its place: www.lifeway.com/specialneeds

Education Atlas: <http://www.educationatlas.com/special-education.html>

Open access journals in education: <http://aera-cr.asu.edu/ejournals/>

DSM-V Online: <http://www.dsm5.org/Pages/Default.aspx>

Appendix A: InTASC Standards

OAR 584-018-0100	INTASC Standards	InTASC Performances, Knowledge, and Critical Dispositions
1(a) Learner Development (InTASC 1)	1) Learner Development: The teacher understands how children learn, grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	<p>Performance 1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.</p> <p>Essential Knowledge 1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.</p> <p>Critical Dispositions 1(h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.</p>
1(b) Learning Differences (InTASC 2)	2) Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	<p>Performances 2(a) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.</p> <p>Performances 2 (d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.</p> <p>Performances 2 (e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.</p> <p>Performances 2 (f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.</p> <p>Essential Knowledge 2(g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.</p> <p>Essential Knowledge 2(h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.</p> <p>Essential Knowledge 2(i) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.</p> <p>Essential Knowledge 2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.</p> <p>Essential Knowledge 2(k) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.</p> <p>Critical Dispositions 2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.</p> <p>Critical Dispositions 2(n) The teacher makes learners feel valued and helps them learn to value each other.</p> <p>Critical Dispositions 2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.</p>

1(c) Learning Environments (InTASC 3)	3) Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	<p>Performances 3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.</p> <p>Essential Knowledge 3(l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.</p> <p>Critical Dispositions 3(o) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.</p> <p>Critical Dispositions 3(q) The teacher seeks to foster respectful communication among all members of the learning community.</p>
2(a) Content Knowledge (InTASC 4)	4) Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	<p>Performances 4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.</p> <p>Performances 4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.</p> <p>Performances 4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.</p> <p>Performances 4(i) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.</p> <p>Essential Knowledge 4(m) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.</p>
2(b) Application of Content (InTASC 5)	5) Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	<p>Performances 5(g) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.</p>
3(a) Assessment (InTASC 6)	6) Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	<p>Essential Knowledge 6(p) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.</p>
3(b) Planning for Instruction (InTASC 7)	7) Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills and pedagogy, as well as learners and the community context.	<p>Essential Knowledge 7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.</p> <p>Essential Knowledge 7(l) The teacher knows when and how to adjust plans based on assessment information and learner responses.</p> <p>Essential Knowledge 7(m) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).</p>

<p>3(c) Instructional Strategies (InTASC 8)</p>	<p>8) Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	<p>Performances 8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.</p> <p>Critical Dispositions 8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.</p>
<p>4(a) Professional Learning and Ethical Practice (InTASC 9)</p>	<p>9) Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	<p>Performances 9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.</p> <p>Essential Knowledge 9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.</p> <p>Essential Knowledge 9(j) The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).</p> <p>Critical Dispositions 9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.</p>
<p>4(b) Leadership and Collaboration (InTASC 10)</p>	<p>10) Leadership and Collaboration: The teacher demonstrates leadership by taking responsibility for student learning and by collaborating with learners, families, colleagues, other school professionals, and community members to ensure learner growth and development, learning, and well-being.</p>	<p>Performances 10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.</p> <p>Performances 10(h) The teacher uses and generates meaningful research on education issues and policies.</p> <p>Essential Knowledge 10(m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.</p> <p>Critical Dispositions 10(q) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.</p>

Appendix B: Biblical Standards and Characteristics

Students preparing to go into the world as educators should prepare themselves by reflecting upon and displaying Biblical characteristics.

Wisdom: Students shall display: knowledge, understanding, insight, discernment, maturity, sound judgment and decision-making, and humility.

“Blessed are those who find wisdom, those who gain understanding, for she is more profitable than silver and yields better returns than gold.” Proverbs 3:13-14

The teacher with wisdom pursues deep understanding of learners and the learning process. The teacher is an expert in relevant content areas and can make content accessible and meaningful to all students. The teacher establishes a supportive learning environment and successfully manages emerging problems. The teacher makes sound decisions based on data, research, best practice, and knowledge of learning and individual learners. (InTASC 1--Learner Development; 2--Learning Differences; 3--Learning Environments; 4—Content; 5--Content Application; 6—Assessment; 7--Planning for Instruction.)

Purpose: Students, as teachers, display persistence, drive, inquiry, creativity, and patience.

“In a large house there are articles not only of gold and silver, but also of wood and clay; some are for special purposes and some for common use. Those who cleanse themselves from the latter will be instruments for special purposes, made holy, useful to the Master and prepared to do any good work.” II Timothy 2:20-21

“Where there is no counsel, purposes are frustrated, but with many counselors they are accomplished.” Proverbs 15:22

The teacher with purpose pursues pedagogical expertise and performance in order to reach and teach all students, maximize learning, and close the achievement gap for struggling students. The teacher takes ownership for student learning and works in collaboration with others to ensure learning occurs. (InTASC 8--Instruction Strategies; 10--Leadership and Collaboration.)

Calling: Students, as teachers, should display commitment, desire, enthusiasm, optimism, dependability, fortitude, authenticity, selflessness, compassion, consideration, and leadership.

“...walk worthy of the calling to which you have been called with complete lowliness of mind (humility) and meekness (unselfishness, gentleness, mildness), with patience, bearing with one another and making allowances because you love one another.” Ephesians 4:1-2.

The teacher with calling possesses the values, beliefs, and attributes to persist and thrive in a complex, diverse, and increasingly difficult school setting. The teacher is prepared and able to meet the challenges and demands of his/her chosen career. (InTASC Critical Dispositions in Standards 1-10.)

Excellence: The student, as teacher, should display integrity, honor, distinction, and diligence.

“...learn to sense what is vital, and approve and prize what is excellent and of real value...” Philippians 1:10.

“For the rest, brethren, whatever is true, whatever is worthy of reverence and is honorable and seemly, whatever is just, whatever is pure, whatever is lovely and lovable, whatever is kind and winsome and gracious, if there is any virtue and excellence, if there is anything worthy of praise, think on and weigh and take account of these things.” Philippians 4:8

A teacher of excellence seeks opportunities for continual improvement, collaboration, communication, leadership, and life-long learning. The teacher maintains high personal standards and engages in meaningful reflection in order to improve practice for the benefit of students and to advance the profession. (InTASC 9—Professional Learning and Ethical Practice; 10—Leadership and Collaboration.)

Appendix C: Exceptional Children Book List

These are just a few initial ideas to get you started.

Learning Disabilities

- Wienstein, L & Siever, D (2003). Reading David: A Mother and Son's Journey Through the Labyrinth of Dyslexia. Perigree.

ADHD

- Jergen, R. (2004). The Little Monster: Growing up ADHD. Rowan and Littlefield.

Exceptionalities

- Hayden, T (1981). Somebody Else's Kids. New York: Avon.

Early Childhood

- Axline, V, (1964). Dibs: In Search of Self. New York: Ballantine.

Depression

- Manning, M. (1995). Undercurrents: A Life Beneath the Surface. New York: Harper.
- Carlson, T. (1988). Ben's Story: The Symptoms of Depression, ADHD and Anxiety That Caused His Suicide. Benline Press.

Bipolar Disorder

- Jamison, K.R. (1996). An Unquiet Mind: A Memoir of Moods and Madness. New York: First Vintage Books.

Obsessive-Compulsive Disorder

- Rapoport, J. (1997). The Boy Who Couldn't Stop Washing: The Experience and Treatment of Obsessive-Compulsive Disorder. New American Library.

Eating Disorders

- Hornbacher, M. (1997). Wasted: A Memoir of Anorexia and Bulimia. USA: First Harper Perennial.
- Lerner, B. (2003). Food and Loathing: A Life Measured Out in Calories. New York: Simon and Schuster.

Abuse

- Pelzer, D. (1995). A Child Called "It": One Child's Courage to Survive. Florida: Health Communications, Inc.

Schizophrenia

- Nasar, S. (2001). A Beautiful Mind. New York: Touchstone.

Austism/Asperger's

- Haddon, M (2003). The Curious Incident of the Dog in the Night. USA: Doubleday.
- McCabe, P., McCabe, E., and McCabe, J. (2003). Living and Loving with Asperger's Syndrome: Family Viewpoints. United Kingdom: Jessica Kingsley Publishing, Ltd.

Other Health Impairments

- Marion, R. (1990). The Boy Who Felt No Pain. Pearson: Addison Wesley.
- Johnson, A. (1994). A Rock and a Hard Place: A Boy's Triumphant Story. Signet.

Cerebral Palsy

- Brown, C. (1955). My Left Foot. New York: Simon and Schuster

Traumatic Brain Injury

- Sachs, O. (1987). The Man Who Mistook His Wife for a Hat. New York: Garrett Publications.

Tourette's Syndrome

- Handler, L. (1998). Twitch and Shout: A Tourette's Tale. E.P. Dutton.

Fetal Alcohol Syndrome

- Dorris, M. (1989). The Broken Cord. USA: First Harper Perennial.

Deafness

- Kisor, H. (1990). What's That Pig Outdoors: A Memoir of Deafness. New York: Hill and Wang.

Giftedness

- Corwin, M. (2000). And Still We Rise: The Trial and Triumphs of Twelve Inner-City High School Students. William Morrow and Co.

Gender Identity

- Colapinto, J. (2001). As Nature Made Him: The Boy Who Was Raised as a Girl. New York: Harper Collins Publishers.
- Scholinski, D. (1998). The Last Time I Wore a Dress. New York: Riverhead Books.

Exceptional Child Film List

Film	Disability
Boys on the Side Philadelphia	AIDS/HIV
Backstreet Dreams Bleak Moments House of Cards Mercury Rising Rain Man	Autism Autism Autism Autism
Death Be Not Proud	Brain Tumor
The Doctor Wit Time to Leave	Cancer
My Left Foot	Cerebral Palsy
Amadeus Catch Me If You Can Good Will Hunting IQ Little Man Tate Searching for Bobby Fisher	Giftedness
Children of a Lesser God Johnny Belinda Mr. Holland's Opus There will be Blood	Hearing Impairment
One Flew Over the Cuckoo's Nest Shine Frances Punch Drunk Love The Piano Girl, Interrupted There will be Blood Spider	Mental Illness
A Beautiful Mind	Mental Illness – Schizophrenia
Best Boy Bill Charly Digging to China Of Mice and Men Regarding Henry Slingblade The Rain People Tim What's Eating Gilbert Grape	Intellectual Disabilities
When You Remember Me	Muscular Dystrophy
My Own Private Idaho	Narcolepsy
The Other Side of the Mountain Forrest Gump Born on the Fourth of July The Homecoming	Paraplegia Paraplegia, Cognitive Disability Paraplegic Paraplegic