MTI 507: Survey of Exceptional Child

Instructor Information:

Instructor Name:	**Barb Rypstra**
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Instructor Background:	Barb Rypstra has worked in the field of special education since 1991. She has been with the Eisenhower Cooperative since graduating with her Bachelor's Degree from Illinois State University. During her time in the classroom Barb has taught students from Early Childhood to 8th grade. She has enjoyed working with students from diverse backgrounds with various disabilities. In 2012 Barb transitioned to the administrative position of OT/PT supervisor and in 2019 added the behavior department. Barb has a Bachelor's degree in Special Education from Illinois State University and a Masters degree in Education Administration from Governors State University. She is committed to mentoring the educators of the future on their journey in the field of special education.

Course Information

Course Format (distance learning, online, webinar, experiential onsite courses):	**Online Course** The LMS for delivering the course will be Canvas. An invitation will be sent to you by your instructor during the week prior to the start of your course. If you have not received an invitation, please email us at the MTI email address listed above. Approximately 135 hours of instructional time is devoted to this course .

	All questions, customer service, grades and transcript questions are to be directed to MTI, **NOT ANDREWS UNIVERSITY** for this course. We recommend that you take an introduction to Canvas course as well to become more comfortable with our LMS. This can be done by clicking on the *help* tab, then Canvas 101. If you are having trouble with Canvas, technical support is available online 24/7 under the *help* tab, then *report a problem*.
Prerequisites	All MTI courses are designed for educators who have a minimum of a bachelor's degree and professional educator license. Prior to beginning the course, check with your district office to ensure that credit will be accepted for salary increase and professional development.
Course Resources	Resources provided for this course can be found towards the bottom of this document in the section labeled **Course Resources**.

Learning Outcomes/Competencies:
At the completion of this course, the learner will be able to:

- Identify, define, and differentiate among the wide range of exceptionalities found in contemporary classrooms, encompassing both disabilities and gifts.. InTASC 1,2
- Utilize the Inclusive Education Checklist to critically evaluate current classroom and school-wide inclusive practices and identify areas of strength and improvement.. InTASC 3,7
- Implement effective teaching strategies and modifications tailored to meet the unique needs of students with diverse exceptionalities, promoting engagement, understanding, and success.. InTASC 5,7
- Collaborate effectively with special educators, therapists, counselors, parents, and other stakeholders to ensure an inclusive environment for all students.. InTASC 10
- Reflect upon one's own beliefs, biases, and practices, striving for continual personal and professional growth in the pursuit of true inclusivity. InTASC 9

Course Description: This course provides a comprehensive examination of the best practices essential for an inclusive educational environment. Through in-depth study, discussions, and practical exercises, students will explore the various dimensions of exceptionalities, understand the diverse needs of students, and equip themselves with the tools and strategies to foster a more inclusive classroom. The aim is to empower educators to create learning spaces where every student feels valued, understood, and equipped to succeed.

Learning Strategies: Professional literature analysis, whole group discussions, personal reflection, application assignments and project-based learning.

Experiential Learning Opportunities: Students will be reflecting on the assessments and tools that they develop/learn about in class and measuring/estimating the intended impact on student learning in the classroom. Students will learn by doing while completing a variety of activities throughout the course.

Format of the Course and Submitting Work

You are required to complete all of the assessments with a total grade of an A or B in order to receive the credit for the course. It is recommended that the coursework be completed in the sequence listed below in the assessments chart below. This is an ONLINE course that runs for a five (5) week duration. Each week as directed by your instructor you will have assignments due. Answer and Discuss and Reflect and Respond assignments will be completed online using our LMS(Learning Management Software) Canvas. Your application, research project and evaluation assignments will be submitted electronically to your instructor. Files can be saved in PDF's or WORD Documents. You can also share via Google Drive format. Please contact your instructor if you have any questions or need help with the Google Drive format.

Assessments		Approximate contact hours for each assessment
Introduction to using Canvas video and pre-survey		1 hour
Resources and reflection time.		35 hours
Answer and discuss weekly questions posted by the instructor to online classroom at Canvas forum. (5 @ 9 points per question), including time for re-reading previous assignments and posts.	45 points	10 hours
Reflect on classroom experiences and the required reading, then respond to 2 posts weekly made by colleagues online at Canvas classroom forum. (10 total @ 9 points per response).	90 points	10 hours
Studying (time to reread and take notes)		4 hours
Application assignment 2 @s (45 points each)	90 points	12 hours
Journaling of field experience in the classroom implementing concepts from the course with students and fellow teachers.	60 points	33 hours
Research project (planning, researching, and formulating)	100 points	14 hours
Research on special education		4 hours
Final evaluation/reflection essay	100 points	12 hours
Total	**485 points**	**135 hours**

Grading Scale: A (90-100%); B (80-89%)
Anything below a B will not receive graduate credit and result in a failing grade of F.

If you do not receive a B or higher, your work will be returned to you for further correction and completion. You will be allowed one (1) re-submit to your instructor to achieve a grade of B or higher. If after your re-submit, you still do not achieve a B or higher you will receive a failing grade of F and therefore forfeit the 3 graduate credits.

Answer and Discuss Rubric- 5 questions @ 9 points each

Category	Superior (3 pts)	Sufficient (2 pts)	Minimal(1pt)
Supporting Evidence in Practice ___/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
Accuracy ___/3	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
Grammar and Spelling ___/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Reflect and Response Rubric- 10 responses @ 9 points each

Category	Superior (3 pts)	Sufficient (2 pts)	Minimal(1pt)
Supporting Evidence in Practice ___/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
Accuracy ___/3	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
Grammar and Spelling ___/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Application Project Rubric- 2 assignments @ 45 points each

Category	Superior (15-13 pts)	Sufficient (12-10 pts)	Minimal(9-7pts)
Supporting Evidence in Practice ___/20	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
Accuracy ___/20	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
Grammar and Spelling ___/10	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Research Project Rubric- 100 points

Category	Superior (20-18 pts)	Sufficient (17-16 pts)	Minimal (15-14pts)
Understanding of web tool ___/20	Shows strong understanding of activity, concept, or tool and maximize learning	Shows adequate understanding of activity, concept, or tool and benefit learning.	Shows little understanding of activity, concept, or tool and may not benefit learning.
Practical evidence ___/20	Shows strong evidence of ideas and insights gained from this course and how they are applied to classroom.	Shows evidence of ideas and insights from this course and how they are applied to classroom.	Shows little evidence of ideas and insights from this course or how they are applied to the classroom.
Completion ___/20	Completed in a thoughtful and meaningful manner.	Completed, but with minimal quality.	Not all projects are completed and of those that are, some are minimal quality.
Grammar and Spelling ___/20	Includes no mistakes in grammar or spelling.	Includes few grammar and spelling mistakes.	Includes numerous grammar and spelling mistakes.
Sequencing ___/20	Sequenced, showing if-then thinking and the logical order required to complete skill, solve problem, or use tool.	Not always sequenced, showing incomplete if-then thinking and understanding of logical order required to complete skill.	Confusing making it difficult to replicate activities; little understanding of logic or if-then thinking evidenced.

Evaluation/Reflection Rubric- 100 points			
Category	Superior (20-17 pts)	Sufficient (16-13 pts)	Minimal(12-9pts)	Below Standard (8 pts)
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Supporting Evidence in Practice ___/20	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows little evidence of ideas and insights from this course and there is little evidence they are applied to the classroom.
Accuracy ___/20	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.	Many of the supporting facts and statistics are inaccurately represented.
Grammar and Spelling ___/20	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.	Response includes numerous grammar and spelling mistakes.
Logical Sequencing ___/20	Response is written in a clear, concise, and well organized manner. Thoughts are presented in a coherent and logical manner.	Response is mostly clear, concise, and well organized. Thoughts are presented in a coherent and logical manner.	Response is somewhat unclear and/or disorganized. Some thoughts are presented in a coherent and logical manner.	Response is mostly unclear and/or disorganized. Many thoughts are presented in an incoherent and illogical manner.
Reflection ___/20	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts,	Response demonstrates some reflection on, and personalization of, the theories, concepts, and /or strategies	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and /or strategies	Response demonstrates no reflection on, and personalization of, the theories, concepts, and /or strategies

	and /or strategies presented in this course.	presented in this course.	presented in this course.	presented in this course.

Course Schedule-

Week 1
- Syllabi/assignment review
- Review resource group 1
- Answer and Discussion Activity- Answer week #1 instructor posted online question by Tuesday.
- Reflect and Respond Activity- Post/communicate 2 responses online to your colleagues' answers by Thursday.

Week 2
- Review resource group 2
- Answer and Discussion Activity- Answer week #1 instructor posted online question by Tuesday.
- Reflect and Respond Activity- Post/communicate 2 responses online to your colleagues' answers by Thursday.

Application #1- Due Sunday end of week #2 (45 points)

The chapters in this section involve several checklists and assessments. Take one of them and then reflect on the answers provided. What can you do to improve the results that you've found? Response should be 1-2 pages.

Week 3 –Class Inequalities
- Review resource group 3
- Answer and Discussion Activity- Answer week #1 instructor posted online question by Tuesday.
- Reflect and Respond Activity- Post/communicate 2 responses online to your colleagues' answers by Thursday.

Application #2- Due Sunday end of week #3 (45 points)

Create a PowerPoint presentation (or equivalent) with the following components:

Introduction to Progressive Educational Strategies:
- Provide an overview of student-centered instruction, natural peer supports, and integrated delivery of related services. Explain why these strategies are significant in special education.

Student-Centered Instruction:

- Discuss the principles of student-centered instruction and how it can be implemented in classrooms. Include examples of teaching methods and classroom activities that embody this approach.

Natural Peer Supports:
- Explore the concept of natural peer supports. Discuss how peer relationships and interactions can be leveraged to enhance learning and socialization for students with special needs.

Integrated Delivery of Related Services:
- Explain the integrated delivery of related services, such as speech therapy, occupational therapy, and counseling, within the educational environment. Discuss how these services can be coordinated and integrated into the classroom setting to maximize their effectiveness.

Challenges and Solutions:
- Address potential challenges in implementing these strategies and propose solutions or recommendations to overcome them.

Conclusion and Reflection:
- Conclude with key takeaways and personal reflections on how these strategies can reshape special education practices.

Submission: The final presentation should consist of 15-20 slides.

Week 4
- Review resource group 4
- Answer and Discussion Activity- Answer week #1 instructor posted online question by Tuesday.
- Reflect and Respond Activity- Post/communicate 2 responses online to your colleagues' answers by Thursday.

Research Assignment- Due Sunday end of week #4 (100 points)

Conduct interviews with 2-3 educators who have experience working with special education learners. The interviews will focus on the following research questions (or come up with a few of your own approved by the instructor):

1. Can you provide an example of a time when you differentiated instruction to accommodate a range of exceptionalities in your classroom? How did you assess its effectiveness?
2. Using the principles from 'The Inclusive Education Checklist', how would you assess the inclusivity of your current or previous teaching environment? What strengths did you identify and where did you see areas for improvement?
3. Describe a time when you collaborated with other educators or specialists (e.g., special education teachers, therapists) to support a student with special needs. How did the collaboration enhance the student's learning experience?
4. How has your understanding and approach to inclusivity evolved over your teaching career? Can you share a specific experience that significantly shaped your perspective on inclusive education?

Once completed, present the information in a format agreed upon with the instructor (options could include video, audio, essay, or another format as agreed upon).

Week 5
- Review resource group 5
- Answer and Discussion Activity- Answer week #1 instructor posted online question by Tuesday.
- Reflect and Respond Activity- Post/communicate 2 responses online to your colleagues' answers by Thursday.

Final Evaluation Assignment due by Sunday night end of week # 5 (100 points)
Reflecting on your insights and experiences, write an essay where you: 1) discuss the challenges and opportunities presented by various exceptionalities in the classroom, 2) evaluate your current or envisioned classroom practices using the Inclusive Education Checklist, highlighting strengths and growth areas, and 3) delve into the pivotal role of collaborative teaming and co-teaching in actualizing an inclusive learning environment. Your reflection should encapsulate both your theoretical understanding and its practical application, showcasing your vision for a truly inclusive classroom.. **3-5 pages, APA format.**

Journaling
Journals are designed to demonstrate that students are reflecting on and implementing concepts and strategies in their own education settings. Journal entries are to be roughly 2-3 paragraphs each. Students are expected to complete 10 entries over the course of the class. These are done at your own pace and are to be shared with your instructor at the end of class. You will not need to share them with the other students. You may use the same type of journal entry more than once. Make sure to include some examples of what you have actually done to support your thoughts whenever appropriate. Some examples of acceptable journal topics include:
- How has what you learned about a strategy/topic changed the way you think?
- What were the results of trying something new that you learned in class, and how could you improve it next time?
- Reflections on conversations you had with students, colleagues or administrators about what you have learned.
- Research you've discovered on a topic and how it complements or contradicts what the author says.
- These are a few examples, but any journal entry along these lines is acceptable. Remember that you can use the same journal topic more than once to examine different concepts or strategies, or even to examine different impacts on multiple types of classes.

Course Resources

The following is a list of resources that can help you complete this course. You may need to do some extra research on your own to complete all assignments for this course. Some content in the categories is general for the topic, some is specific for that category.

Resource Group 1: Foundations and Rationale for Inclusion

Article: [Inclusive Education – Definition and Explanation](#)
Article: [Inclusive Education: What It Is and How to Implement It](#)
Article: [IDEA: The Foundation of Special Education](#)
Video: [Development of the Individuals with Disabilities Education Act](#)
Resource: [Introduction to the Americans with Disabilities Act](#)
eBook: [Section 504: A Brief History](#)
Article: [Inclusion in Schools: A Benefit For All Students](#)
More sources for self exploration
Resource: [National Disability Institute](#)
Resource: [NEA: Disability Rights and Inclusion](#)
Research: [A Landmark Study Strikes a Resounding Note for Inclusion](#)
Research: [Inclusive Education – What Does the Research Say?](#)

Resource Group 2: Creating an Inclusive School and Classroom Culture

Article: [Six Ways to Build More Equitable Learning Environments](#)
Video: [Education Equity Summit Series: Building Equitable Learning Environments in Our Schools](#)
Article: [7 Powerful Ways To Promote Equity in the Classroom](#)
Video: [Reimagining Education | The Building Equitable Learning Environments Network](#)
Article: [Culturally Responsive Teaching](#)
Resource: [Valuing Student Experiences: An Introduction to Culturally Responsive Education (CRE)](#)
Article: [How to Build a Strong Foundation for the Year](#)
Article: [Strategies for Countering Unconscious Bias in the Classroom](#)
Article: [Building Inclusive Educational Environments: Strategies for Leaders](#)
More resources for self exploration
Resource: [The BELE Network](#)
Resource: [Guiding Principles for Creating Safe, Inclusive, Supportive, and Fair School Climates](#)
Resource: [Leadership and Management Resources](#)

Resource Group 3: Collaboration, Teaming, and Family Engagement

Article: How to Choose a Co-Teaching Model
Video: Co-Teaching: Models
Article: Why Co-Teaching Matters: A Path to Excellence for Every Student
Article: Enhancing Learning with Community and Family Engagement
Article: OK. So We Are Listening to Student Voices... Now What? Inclusive Strategy for Educational Transformation
Video: Changing the Shape of the Table: Including Student Voice
Article: 5 Steps to a Successful Person-Centered Planning Meeting
Article: An Introduction to Person Centred Planning – and Its Potential for Schools
Article: Getting Students to Self-Advocacy—Step by Step
More resources for self exploration
Resource: National Center for Learning Disabilities: Self-Advocacy Education

Resource Group 4: Curriculum Access: UDL, Differentiation, and Supports

Resource: The UDL Guidelines
Article: Universal Design for Learning: An Introduction
Video: Universal Design for Learning: UDL
Video: Differentiation Within the Inclusion Classroom Model
Article: How Differentiated Instruction Supports All Students
Article: Smart Strategies for Differentiated Teaching Success
Article: A Quick Review of MTSS Supports, Interventions, and Accommodations
Article: Multi-Tiered System of Supports (MTSS) in Special Education
Resource: Center on PBIS
Article: Multi-tiered System of Supports (MTSS)

More resources for self exploration
Resource: Universal Design for Learning
Resource: I-MTSS Research Network
Research: Identifying Factors Predicting Implementation and Sustainability of School-wide Positive Behavioral Interventions and Supports

Resource Group 5: Assessment, Self-Evaluation, and Continuous Improvement

Tool: Self-Assessment Survey
Tool: Equity and Inclusion Self-Assessment Tool
Checklist: Roadmap to Quality Inclusion
Checklist: Is Your School Inclusive?
Article: How do you look for effective inclusion of students with disabilities across the school system?

Resource: [TIES Center](#)
Resource: [Sample School Board Policies for Student Success](#)

End of Course Survey
Now that you are finished with this class, please take the time to help us improve our product. In order to make sure that we are providing the best possible service, please take our **survey**. We appreciate your help and your commitment to the profession.

The ten INTASC standards are listed below. Specific standards for knowledge, dispositions, and performances accompany each principle, but space does not permit listing them below. For a complete copy of the INTASC standards, contact Jean Miller, Director of INTASC, Suite 700, One Massachusetts Avenue NW, Washington DC 20001-1431.

The InTASC Model Core Teaching Standards (April 2011)

The Learner and Learning

Standard #1: Learner Development
The teacher understands how learners 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.

Standard #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.

Standard #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.

Content Knowledge

Standard #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.

Standard #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.

Instructional Practice

Standard #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.

Standard #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 knowledge of learners and the community context.

Standard #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.

Professional Responsibility

Standard #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.

Standard #10: Leadership and Collaboration
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.