SPED 684
Social and Emotional Issues of Exceptional Learners
Spring 2020

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REQUIRED TEXTBOOKS

COURSE DESCRIPTION

In-depth analysis of the social and emotional issues experienced by exceptional learners and exploration of practices addressing these in the classroom.

CONCEPTUAL FRAMEWORK

The mission of the professional education programs at Western Carolina University is to prepare highly effective and ethical graduates that are **inspired** to be lifelong learners, **engaged** in the community, and empowered to become leaders who strive to **transform** the future. SPED 684 incorporates several of the basic components of the conceptual framework including the following:

- nurturing the whole child, including the social and emotional aspects;
- advocating for all people, including gifted and talented and individuals with disabilities.
- recognizing and respecting the diversity that exists in the world;
- applying effective, research-based teaching and learning strategies that address social and emotional needs;
- making a positive impact beyond the classroom.

DIVERSITY STATEMENT

The professional education unit at Western Carolina University defines diversity broadly to include exceptionalities, race, ethnicity, culture, religious background, gender, linguistic differences, socioeconomic level, and any of the other ways our society defines human and group differences, including age, geography, sexual orientation and national origin. Giftedness exists across all areas of diversity. In this class, the social and emotional needs of diverse groups of gifted students will be addressed.

PARTICIPATION POLICY

Students are expected to participate fully in all asynchronous activies before, during after, scheduled class meetings as well as all class meetings. If, for some reason, you cannot participate fully, you should contact the instructor as soon as possible.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact the Office of Disability Services for more information at (828) 227-3886. You may also visit the office's website: http://www.disability.wcu.edu

WCU'S ACADEMIC HONESTY POLICY

Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at Western Carolina University because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes the following: cheating, fabrication, and plagiarism.

Facilitation of Academic Dishonesty

An act of academic dishonesty, including a first offense, may place the student in jeopardy of suspension from the university. A repeated violation or more serious first offense may result in expulsion. Disciplinary records for any act of academic dishonesty are retained by the Office of Judicial Affairs for at least five years from the date of final adjudication. These records are available to prospective employers and other educational institutions in accordance with federal regulations.

The Special Education Program uses plagiarism prevention software to ensure students have not plagiarized an assignment. Faculty, also, recommend that students take the Plagiarism Self-Test at http://www.wcu.edu/11869.asp. WCU instructors reserve the right to use plagiarism prevention software (such as SafeAssignment.com), as well as Google, Yahoo, and/or other Internet search engines to determine whether or not student papers have been plagiarized. With plagiarism prevention software, instructors may upload student papers into the searchable database. It is recommended that students read WCU's Academic Integrity Policy to ensure understanding of consequences related to academic integrity violations. The Academic Integrity Policy is overviewed above, but can be found in detail at http://catalog.wcu.edu/content.php?catoid=15&navoid=231#honestypolicy.

Relevancy to Jamaican Educators

This course focuses on the social and emotional needs of exceptional learners. Through this course, students will develop positive and productive practices and programs that promote the social and emotional well-being of children in ways that are relevant and appropriate to Jamaican culture. For example, in Students will be expected to implement strategies and practices discussed in class and report to the class the benefits and/or difficulties encountered when implementing a particular strategy with students in Jamaican classrooms. The final evaluation for the class will include a question related specifically to whether the information presented during the course was relevant to Jamaican schools.

Objectives

Identify the traits and skills associated with social and emotional well-being of children and youth that result in successful school outcomes.

Demonstrate an understanding of the relationship of academic competence and social-emotional and behavior competence.

Demonstrate knowledge of the social/emotional and affective characteristics of exceptional learners including those from diverse backgrounds, in intellectual, academic, creative, leadership, and artistic domains.

Demonstrate an understanding of the influence of social and emotional development on interpersonal relationships, learning and behavior of exceptional learners.

Identify and implement curriculum/strategies that promote social and emotional development for exceptional learners.

Establish a respectful environment that nurtures the social and emotional development of a diverse population of students.

Implement intervention processes and strategies for addressing social, emotional and behavioral issues.

Implement concepts and principles of behavior support and programming.

Develop practices that promote social interaction and coping skills in exceptional learners to address personal and social issues.

Recognizes the value of and develop practices that promote intrinsic motivation, growth mindset, self-regulation and mindfullness to students' lifelong growth and learning.

Recognize the influence of trauma on the social and emotional well-being and identify strategies for supporting children and youth who have experienced trauma.

Identify procedures for dealing with social and emotional concerns and behavioral crisis in the classroom.

Collaborate with families and professionals in addressing the social and emotional needs of Exceptional Learners.

LEARNING MODULES

The course is composed of 5 content learning modules in addition to introductory and culminating modules. The length of time to complete each module will vary depending on the topic and assignments. Due dates for modules and major assignments will be posted on the Calendar.

Modules	Essential Questions	Challenge
Introductory Module	What are the expectations for the course?	
Module 1	What are the traits and skills associated with social and emotional well-being of children and youth and result in successful school outcomes?	Identify, describe and discuss traits
Module 2	What are social and emotional issues and needs of exceptional learners?	Research Paper (team project)
Module 3	What curriculum/strategies promote social and emotional development for exceptional learners?	Lesson Plan (Individual project)
Module 4	How can social and emotional concerns/trauma and crisis be addressed in the classroom?	Application project (individual or team)
Module 5	What are ways to collaborate with families and professionals in addressing the social and emotional needs of Exceptional Learners?	Presentation (team project)

MAJOR COURSE ASSIGNMENTS

PRE COURSE ASSIGNMENTS DUE March 1.

Reflections on readings

Pick one reading from each module and post a reflection for that reading on the discussion board. Each module has several articles posted under it on blackboard. Please select one reading from each module and post a reflection. Your reflection should include 3 points of interest and one question about the topic you would like to disucss in class.

Email the instructor your topic for your research paper/presentation and if you are working in a team. See direction for presentation and research paper below. Please send me you topic and if you are working in a team, the name of two others who are on your team. Teams may not be any bigger than teams of three people. Email your topic and team members to bloom@wcu.edu.

DURING CLASS ASSIGNMENTS DUE during the week of class

Journals

Each module includes two entries in your personal journal. Your initial thoughts, and your post class discussion thoughts and ideas for application. Prompts for journal entries will be given in class. Please bring a "journat" that you can turn in at the end of the course. It can be pages stapled or clipped together.

Presentation-TEAM or Individual project

You are to select a topic related to the social and emotional issues on which to research in depth and write a paper and complete a class presentation. The paper is due as a post class assignment but your presentation will occur during the week of class.

Please sign up for a topic and a team and email your topic and team prior to the beginning of class. Topics may include a broad coverage or more indepth aspect of one of the following:

Meeting social emotional needs of students with Autism Spectrum Disorder

Meeting the social and emotional needs of Gifted Learners

Meeting the social and emotional needs of students with learning disabilities

Meeting the social and emotional needs of students with intellectual disabilities

Meeting the social and emotional needs of students with attention defecit disorders

Meeting the social and emotional needs of students with Emotional and Behavioral disorders.

Meeting the social and emotional needs of students who have experienced Trauma.

If you are interested in a topic that is not listed above, send it to your instructor for approval.

Presentations should be no more than 5-10 minutes and include only your most important findings. Five minutes if doing as individual, 10 if team.

Lesson/unit plan (This is an individual assignment)

 Develop a lesson or unit/plan for addressing social and emotional issues for students with whom you work. It may be a lesson plan geared to helping students develop skills such as the following:

This lesson plan may be based on the population you researched for your paper.

Options/ideas:

A lesson or unit plan for a bibleotherapy to address a social and emotional issue with your students.

A lesson plan to address bullying in the classroom including how to respond to bullying.

A lesson or unit plan for developing one of the following, or one aspect of the following: mindfulness, self regulation, a growth mind, social competence, executive functions, self understanding.

A lesson or unit plan to address a social emotional issue specific to the population with whom you work, such as a lesson plan on perfectionism for gifted learners. A lesson plan to teach self-monitoring for students with ADHD.

A lesson plan to teach students about a growth mindset

Rubric available on BB

POST CLASS ASSIGNMENT

Research paper

Your research should include a minimum of 5 sources including the following:

the articles and web resources posted on blackboard

- Articles from peer-reviewed scholarly journals that can be accessed through Hunter Library (e.g. *Gifted Child Quarterly, Exceptional Children, Journal of Learning Disabilities, Roeper Review, Remedial and Special Education*)
- books or book chapters published within the last 10 years
- web-based articles, from professional web sites sponsored by one or more professional organization.
- At least one of your references should come from a Jamaican source such as a the website of a professional Jamaican organization, the Ministry of Educaiton, or a journal article representing research conducted in Jamaica

Your paper should be 4-6 pages long, double-spaced, and include the following components:

An overview of the topic and why it is significant.

A synthesis of the information gleaned from the research. Hint—do not summarize the articles separately but try to organize them conceptually.

Implications of what you've learned for classroom practice.

A detailed rubric will be provided.

Application Project – This is a team or individual assingment

Create a application "project" based on the ideas discussed in this course to use with your own students. It should be a topic dealing with social or emotional issues that can be implemented in your classroom or imbedded within the curriculum. The project should demonstrate your knowledge of addressing at least one of the social and emotional issues confronting exceptional learners. For example, if you have a considerable number of students who havc self regulation issues, design a strategy for supporting self regulation. If you have a number of students who have experienced trauma, consider how you will support those students in your classroom.

Option/ideas

An intervention plan for a specific student or students for improving behavior related to executive functions, social competence, or self regulation.

Develop a strategy for dealing with conflict in the classroom

A tertiary level plan for positive behavior support for a student or students in an area of social and emotional skills.

A comprehensive plan to address bullying in your school or classroom

A plan to increase intrinsic motivation in your students

Relationship of assignments

Your assignments can all address the same area if you so desire, though this is not required. For example, you might research perfectionism, develop a lesson plan for teaching students about what perfectionism is and develop an application project that demonstrates how you will assist students in dealing with perfectionism across a school term, and deliver a presentation to our class on perfectionism.

On the other hand, you might find it more useful to address different areas in each assignment.

EVALUATION AND GRADING

Assessments	Weight	Due date
Class attendance and participation in class discussions and class activities	4	
SIGN UP FOR TEAM and a research and presentation topic	1	March 1 (send via email to bloom@wcu.edu)
Reading reflections	2	March 1
Journal (10-15 entries @ 10 points each) Includes reflections on readings. (individual assignment)	3	March 12
Lesson plan (Individual assignment)	3	March 20
Research Paper (Individual Assignment)	3	March 30
Presentation (Team Assignment)	2	March 5
Application Project (Team or Individual Assignment)	3	April 10

GRADING SCALE

A = 90% or greater
B = 80-89%
C = 70-79%

F = below 70%

All course readings ae posted on Blackboard.

COURSE EVALUATION

Please help us to improve our instruction. These evaluations will be returned to Western Carolina University's administrative offices. The evaluations are anonymous and your instructor will only see an aggregated score AFTER grades have been submitted.

https://wcu.az1.qualtrics.com/SE/?SID=SV_ba7nS7WRmyP53jn

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