Music 334

Music for the Exceptional Child
Instructor: Christine Lapka
Browne Hall 209
Phone: 298-1472  email: CM-Lapka@wiu.edu

Office Hours
MW 2:00-3:00  WF 9:00-10:00

COURSE DESCRIPTION

Developmental music experiences for the exceptional child in mainstreamed music classes. Emphasis on the psychology, identification, methods of instruction, and arranging of music for exceptional learners. Field experiences and teaching experiences.

REQUIRED TEXT

Student Companion Site http://college.cengage.com/education/0495811424_hardman/index.html

COURSE OBJECTIVES

The students will:

- Develop a philosophy of music education that directly influences music learning and teaching goals.
- Understand how children with specific disabilities and abilities learn music.
- Utilize a variety of pedagogical approaches that assist music learning.
- Develop an understanding of various learning styles.
- Gain teaching skills.
- Observe specific populations.
- Develop collaborative skills.
- Understand adaptations and modifications for the inclusion of special learners.

PHILOSOPHY

- Cognition is enhanced through active participation.
- Students learn in different ways, all learning styles are taken into consideration.
- Self-confidence plays a major role in success.

PREREQUISITES

- MUS 200
- ENGLISH 180 & 280
COURSE CONTENT

The students will:

- Participate in a variety of learning experiences that include group discussions of readings, lectures and demonstrations, in-class musical performances, written assignments, directed observations and peer/field teaching experiences.
- Shape a personal philosophy of music education through a cooperative in-class developmental approach.
- Review numerous approaches and techniques.
- Observe classroom music teachers.
- Develop, revise and present lesson plans.
- Keep a notebook of printed materials and lesson plans for future use.

Musicianship skills will be reinforced through:

- Development of aural and rhythm skills essential to quality musical modeling through playing, singing, moving, listening, composing and creating.
- Performance on pitched and unpitched classroom instruments.
- Arranging of music literature for children’s vocal and instrumental performance.

Writing, speaking, and critical thinking skills will be reinforced through:

- Presentation of all course assignments in written or oral formats.
- Sharing of ideas and concepts that contribute to a developmental philosophy of music education.
- Written lesson plans that reflect an understanding of musical growth.
- Teaching presentations that represent appropriate vocal, instrumental, observational and verbal skills for various stages of musical development.
- Critical analyses of live and videotaped teaching presentations.

ATTENDANCE AND EXPECTATIONS

Attendance at all classes is expected, and roll will be taken. Also, your grade will signal future employers of your professional behavior (reliability, attendance, deadlines). With these professional expectations in mind, we will adhere to the following guidelines.

You must make-up ALL missed classes, contact Dr. Lapka for make-up work.
A grade of incomplete will be given until all days are made-up.

Class participation is vital to your understanding of course content. Four absences will be permitted (this includes any important reason for missing class: illness, tour, field trips, emergency . . . plan wisely!!!). At the time of the absence, you must contact the professor and state your reason for missing class. I will not excuse more than 4 absences. Each absence (beyond four) will result in the lowering of your final grade by 20 points.

If you have a serious illness or are on tour, the professor will consider your request to miss more than 4 classes if you can provide written documentation for all absences. Usually students in these situations ask to make-up the classes by meeting with the professor outside of class. The make-up meetings need to occur as close to the missed class as possible and prior to the next exam. Extended absences must be discussed with me personally at the time of the absence and documented in writing. (For example, you decide to take two long weekends and miss 2 Friday classes. Later in the semester, you have a serious illness and miss 3 more classes. You are able to document the 3 days, but cannot find a written excuse for the first 2 absences. According to policy, if you would like to miss more than 4 classes, you will have to show written documentation for all of the missed classes. You were absent a total of 5 days and could not document the 2 long weekends. You are subsequently docked 20 points).

Attendance at all scheduled exams is required. Make-up exams will be given only in the case of serious illness or emergency and must be documented in writing. For a make-up exam, contact Dr. Lapka prior to the regularly scheduled exam to ask permission. Please feel free to contact me if you need extra help, assistance, or special accommodations.

Teacher Education Program Dispositions: Collaboration, Honesty/Integrity, Respect, Commitment to Learning, Emotional Maturity, Responsibility, Fairness, and Belief That All Students Can Learn
(http://www.wiu.edu/CPEP/PDF/DispositionCheck%207-2010.pdf)
Late to class, you must show the courtesy of discussing the late arrival at the end of class. **Being tardy 3 times will equal an absence.**

In class, use of **electronic devices is NOT Permitted** (cell phones, computer, mp3 players…)

**LATE WORK**
All work will be turned in on time. (Even if you do not attend class) Professional behavior is expected; therefore late work will only be accepted if you ask for an extension prior to the assignment due date. Extensions must be secured from Dr. Lapka in writing (Yes, a printed e-mail is a written document). **The written extension will be attached to the late work.** Failure to do so will result in full loss of credit.

**STUDENT RIGHTS AND RESPONSIBILITIES**
Please refer to the WIU Students Rights and Responsibilities website at [http://www.wiu.edu/provost/students](http://www.wiu.edu/provost/students) for information on WIU policies on academic dishonesty, grade appeal, etc.

**ACCOMMODATIONS**
ADA statement: “In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor’s attention, as he/she is not legally permitted to inquire about such particular needs of students. Students who may require special assistance in emergency evacuations (i.e. fire, tornado, etc.) should contact the instructor as to the most appropriate procedures to follow in such an emergency. Contact Disability Support Services at 298-2512 for additional services.”
Please feel free to contact me if you need extra help, assistance, or special accommodations.

**GRADE BREAKDOWN**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>157 - 170</td>
</tr>
<tr>
<td>92%</td>
<td>A- = 156</td>
</tr>
<tr>
<td>84%</td>
<td>B+ =155</td>
</tr>
<tr>
<td></td>
<td>B = 143 - 154</td>
</tr>
<tr>
<td></td>
<td>B- = 142</td>
</tr>
<tr>
<td>76%</td>
<td>C+ = 141</td>
</tr>
<tr>
<td></td>
<td>C = 130 - 140</td>
</tr>
<tr>
<td></td>
<td>C- = 129</td>
</tr>
<tr>
<td>68%</td>
<td>D+ = 128</td>
</tr>
<tr>
<td></td>
<td>D = 116 - 127</td>
</tr>
<tr>
<td></td>
<td>D- = 115</td>
</tr>
<tr>
<td></td>
<td>F = any point total below 115 points</td>
</tr>
</tbody>
</table>

**C OR BETTER**

“In accordance with Illinois State Board of Education certification rules, all candidates seeking teacher certification are required by Western Illinois University to obtain a grade of “C” or better in all directed general education course, all core courses, and all courses in the option. Note: A “C-” is below a “C”.”

**ACADEMIC INTEGRITY POLICY**

**EVALUATION**

All work will be turned in on time and with the grading rubric. (Even if you do not attend class) Professional behavior (meeting deadlines) is expected. Failure to turn work in on time or to ask for an extension will result in a loss of credit. Late work will not be accepted.

**Extension** – If absolutely necessary to extend a due date, please contact Dr. Lapka prior to an assignment due date. You must receive permission in writing (email is best). When you turn in the extended assignment, attach the written permission extension to the assignment. One extension will be accepted per semester.

**Professionalism (employable)**
Reliable – Late work will not be accepted. One extension will be accepted per semester.
Attention to detail/organization – All assignments must be submitted with the GRADING RUBRIC.
Assignments will not be graded unless the rubric is included.
Attendance – Loss of 20 points for each absence beyond FOUR.
• Weekly Reflective Statements 13 @ 6 points each  
  Reflections on readings – see page 5 for details  
  78 points

• Class Assignments 3 @ ten points each  
  Visual/Aural Representation  
  Arrangement  
  Technology  
  30 points

• Lesson Plans 1 @ ten points  
  Lesson plans must be submitted in typewritten form. Appropriate State goal,  
  conceptual objective, behavioral objective, motivational set, procedure, material,  
  and evaluation measure will be included in each lesson plan.  
  10 points

• 6 Teaching/Observations  
  Four hours of field observations will be documented. Incomplete final grade will be  
  given until all observations are complete.  
  20 points

• Oral Presentation  
  20 points

• Final - Comprehensive  
  32 points

Western Illinois University
TEACHER EDUCATION, CONCEPTUAL FRAMEWORK

Empowerment: The creation of a professional community wherein candidates develop the capability, confidence, efficacy, and sense of authority, enabling them to create a community that will positively transform the lives and actions of all learners that engages them in attaining their full potential.

Commitment: A deep emotional and intellectual investment to becoming a caring and compassionate professional dedicated to personal growth, excellence, and service to one’s professional community, with the ultimate aim of empowering all learners.

Action: Professional practice than embodies the focused and skillful application of knowledge and understanding informed by reflection and a deep commitment to learners and their ultimate empowerment.

Knowledge: Informed critically examined research-based, data-driven, and experientially grounded understanding of learners, content, pedagogy, technology, and the standards associated with one’s professional practice.

Reflection: Analytical and thoughtful examination of one’s knowledge, understanding, and practice resulting in more targeted and refined action that empowers student learning.

More information at http://www.wiu.edu/CPEP/framework.html?mainMenuItemToSlide=1
“Our graduates will be empowered educational professionals deeply committed to continuous learning and the empowerment of all learners.”

Mission Statement: “The WIU Teacher and Professional Education Program empowers candidates to become educational practitioners who engage in informed action that is grounded in knowledge and reflection; who are deeply committed to the highest standards of professional practice; who are able to adapt to emerging social, economic, and cultural landscapes; who are skilled in the use of technological tools that promote teaching and learning; and who are committed to empowering all learners.”

Lapka – Syllabus – Mus 334 – page 4
COURSE OUTLINE (practical teaching experience, reports, and assignments throughout the semester)

I. Introduction-Pillars of Inclusion
   A. What is Exceptionality?
   B. ADA, IDEA, FAPE, IEP
   C. Musical goals and objectives
      1. Lesson planning
      2. Teaching strategies
   D. Inclusion
   E. Multicultural and diversity issues.
      1. Nondiscriminatory assessment
      2. Cultural bias, poverty, and other factors

II. Early childhood, elementary, and secondary education
   A. Early intervention
   B. Educational collaboration and developmental approaches
   C. Secondary and functional approaches

III. Specific disabilities & Adaptations - high incidence
   A. Learning Disabilities
   B. Attention-deficit disorders
   C. Behavior Disorders
   D. Mental retardation

IV. Physical and Health disabilities

V. Other disabilities - low incidence
   A. Severe
   B. Autism
   C. Brain injury
   D. Hearing impaired
   E. Vision impaired

VI. Gifted, creative, and talented

VIII. Technology Projects................................................................. Final

Wednesday - 10:00 A.M.

REPORT TOPICS

Learning Disabilities – Lapka
Attention Deficit/Hyperactivity Disorder & Tourette Syndrome (found in Chapter 7) – Feb 23
Emotional/Behavior Disorder (Chapter 8) – Feb 25
Intellectual Disabilities (Chapter 9) – Feb 28
Physical Disabilities (Chapter 14 – 1st half) – March 2
Health Disabilities (Chapter 14 – 2nd half) – March 9
Autism Spectrum Disorder (Chapter 11) – April 13
Vision Impaired (Chapter 13) – April 15
Hearing Impaired (Chapter 13) – April 27
Traumatic and Acquired Brain Injury (Chapter 14) – May 2
Gifted (Chapter 15) – May 4
REFLECTIVE STATEMENTS 13 @ 6 points each = 78 points (46% of your final grade)
(The total adds up to more points than a quiz or the final)

- Depending on your thoughts, this is a divergent assignment and can vary from week to week
- Discuss one aspect of the assigned reading (See calendars for exact reading assignments and dates)
- Discussion should go beyond a restatement of the material
- However, your discussion should start with a brief summary of a portion of the reading, then discuss.
- Your discussion must relate to music education
- Your discussion could include:
  Perhaps, a related incident from your past (i.e. the method is different or similar to the one used by one of your
teachers),
or
  Perhaps, something you do not agree with,
or
  Perhaps, an idea of how you might use the material in the future or how it effects teaching,
or
  Perhaps, the material relates to Illinois Professional Teaching Standards,
or
  Perhaps ...
- These types of statements often, but do not necessarily, end with a question
- Email Professor Lapka
  CM-Lapka@wiu.edu
  PRIOR TO 8:00 AM – Thursday
- This means you can complete the task any day before Thursday
- Email a copy of your statement to yourself to verify time and date sent
  (just in case email goes “Crazy” you will have proof)
- Ms Lapka will make comments and reply via email
- Print the reply for your records and notes

Discussion
(Minimum 15 sentences)

<table>
<thead>
<tr>
<th>Shows in depth understanding</th>
<th>Needs to study the idea further</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1.5</td>
</tr>
<tr>
<td>Explanation is clear</td>
<td>Could use more details</td>
</tr>
<tr>
<td>2</td>
<td>1.5</td>
</tr>
<tr>
<td>Relates to own experiences or thoughts</td>
<td>Needs to go beyond restatement of the reading</td>
</tr>
<tr>
<td>2</td>
<td>1.5</td>
</tr>
<tr>
<td>Mon</td>
<td>T</td>
</tr>
<tr>
<td>-----</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>No Class</td>
<td>18</td>
</tr>
<tr>
<td>King Day</td>
<td>Pillars What is good for the special learner is good for all learners</td>
</tr>
<tr>
<td>“Clayton” powerpoint</td>
<td>25</td>
</tr>
<tr>
<td>Inclusion, Mainstreaming…handout</td>
<td></td>
</tr>
</tbody>
</table>

*When you READ, send the reflection to Lapka—Reflections are due every week*
### Mus 334 Feb 2011

<table>
<thead>
<tr>
<th>Mon</th>
<th>T</th>
<th>Wed</th>
<th>Th</th>
<th>Fri</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Jan 31</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>For the following week</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Turn In Visual/Aural 2</strong></td>
<td>3</td>
<td>Video-Exceptionality in music</td>
<td>• <strong>Read Chapter 7,</strong> Hardman, Drew &amp; Egan, pages 156-181</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Be prepared to discuss chapter 3</td>
<td></td>
<td></td>
<td>• Reflection on chapter 7, 156-181</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>More LD “F. A. T. City”</td>
<td>10</td>
<td>Lincoln’s Birthday No Class</td>
<td>For the following week</td>
</tr>
<tr>
<td>14</td>
<td>15</td>
<td>Video-Exceptionality in music</td>
<td>17</td>
<td>“Inclusion in Music Video (Student with LD)”</td>
<td>• <strong>Adaptive Notation Project due</strong> -Feb 26</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• <strong>Read Chapter 8,</strong> Hardman, Drew &amp; Egan</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Reflection on chapter 8</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td><strong>Attention Deficit/Hyperactivity Disorder &amp; Tourette Syndrome</strong></td>
<td>24</td>
<td><strong>Turn In:</strong> Notation</td>
<td>For the following week</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Emotional/Behavior Disorders</strong></td>
<td>• <strong>Read Chapter 9,</strong> Hardman, Drew &amp; Egan</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Reflect on Chapter 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Collaborative Lesson Plan</td>
</tr>
</tbody>
</table>

*When you READ, send the refection to Lapka—Reflections are due every week
**Mus 334 - March 2011**

<table>
<thead>
<tr>
<th>Mon</th>
<th>T</th>
<th>Wed</th>
<th>Th</th>
<th>Fri</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Feb 28</strong>&lt;br&gt;Intellectual Disabilities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>For the following week&lt;br&gt;• Read Chapter 14, Hardman, Drew &amp; Egan&lt;br&gt;• Reflect on chapter 14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Physical Disabilities&lt;br&gt;Cerebral Palsy, Spina Bifida, spinal chord, muscular dystrophy</td>
<td>Reflection Due 8 A.M. Chapt 9</td>
<td>Share Lesson Plan Draft -group feedback</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>Discuss Tech Projects – Date sign-up</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Health Disabilities&lt;br&gt;HIV, Asthma, Seizure, diabetes, cystic fibrosis, sickle-cell</td>
<td>Reflection Due 8 A.M. Chapt 14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring Break 14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>For the following week&lt;br&gt;• Read Chapter 10, Hardman, Drew &amp; Egan&lt;br&gt;• Reflect on Chapter 10 – This will really help with our students at Colchester&lt;br&gt;• Lesson Plan – due April 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>For the following week&lt;br&gt;• Read Chapter 12&lt;br&gt;• Reflect on Chapter 12&lt;br&gt;• Begin preparing Tech projects&lt;br&gt;• Lesson Plan – due April 7</td>
</tr>
<tr>
<td>Colchester Observe</td>
<td>2</td>
<td>Tech projects Complete ID</td>
<td>Reflection Due 8 A.M. Chapt 10</td>
<td>How to plan for Colchester teaching</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td>April 1</td>
<td>For the following week&lt;br&gt;• Begin preparing Tech projects&lt;br&gt;• Lesson Plan – due April 7&lt;br&gt;• Read Handout, Billy’s Story&lt;br&gt;• Reflect on Billy’s Story</td>
</tr>
<tr>
<td>Colchester Teach/Reflect</td>
<td>2</td>
<td>30</td>
<td>31</td>
<td>April 1</td>
<td></td>
</tr>
</tbody>
</table>

*When you READ, send the reflection to Lapka—Reflections are due every week*
## Mus 334 - April 2011

<table>
<thead>
<tr>
<th>Mon</th>
<th>T</th>
<th>Wed</th>
<th>Th</th>
<th>Fri</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>5</td>
<td>Turn In: Lesson Plan 6</td>
<td>7</td>
<td>Tech Projects</td>
<td>For the following week</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Share highlights of your lesson plans</td>
<td></td>
<td>1</td>
<td>- Read Chapter 11, Hardman, Drew &amp; Egan</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>- Reflection on Chapter 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>- Prepare Tech Projects</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Colchester Teach/Reflect

<table>
<thead>
<tr>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>For the following week</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Autism Spectrum Disorder</td>
<td>Reflec-</td>
<td>Vision</td>
<td>- Read Chapter 13, Hardman, Drew &amp; Egan</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>tion Due</td>
<td></td>
<td>- pages 328-339</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>8 A.M. chapt 11</td>
<td></td>
<td>- Reflection on Chapter 13, 328-339</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Tech Projects</td>
</tr>
</tbody>
</table>

Colchester Teach/Reflect

<table>
<thead>
<tr>
<th>18</th>
<th>19</th>
<th>20</th>
<th>21</th>
<th>22</th>
<th>For the following week</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Tech Projects</td>
<td>Reflec-</td>
<td>Tech Projects</td>
<td>- Read Chapter 13 , Hardman, Drew &amp; Egan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>tion Due</td>
<td>1</td>
<td>- pages 340-371</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>8 A.M. chapt 13</td>
<td>2</td>
<td>- Reflection on chapter 13, 340-371</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>pages</td>
<td>3</td>
<td>- Tech Projects</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>328-339</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td></td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Colchester Teach/Reflect Last Day

<table>
<thead>
<tr>
<th>25</th>
<th>26</th>
<th>27</th>
<th>28</th>
<th>29</th>
<th>For the following week</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Hearing</td>
<td>Reflec-</td>
<td>Tech Projects</td>
<td>- Read Chapter 15, Hardman, Drew &amp; Egan</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>tion Due</td>
<td>1</td>
<td>- Reflect on chapter 15</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>8 A.M. chapt 13</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>pages</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>340-371</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Tech Projects 1 2 and TBA

*When you READ, send the refection to Lapka—Reflections are due every week*
<table>
<thead>
<tr>
<th>Mon</th>
<th>T</th>
<th>Wed</th>
<th>Th</th>
<th>Fri</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td></td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Traumatic and Acquired Brain Injury</td>
<td>Gifted</td>
<td></td>
<td></td>
<td>Review for final</td>
<td>For the following week</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Exam Week 16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10:00 Final</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*When you READ, send the refection to Lapka—Reflections are due every week*