



School of Education and Exercise & Sports Science

Virtual Campus – Winter 2008
Nov. 10, 2008 – Feb. 14, 2009

Mission: Wayland Baptist University exists to educate students in an academically challenging, learning focused and distinctively Christian environment for professional success, lifelong learning and service to God and humankind.

COURSE NUMBER AND TITLE: EDSP 5306 – *Methods and Materials for Teaching Students with Disabilities*

CLASS TIME: Virtual Campus

TERM AND DATES: Winter, 2008 (Nov. 10, 2008 – Feb. 14, 2009)

INSTRUCTOR'S NAME: Dr. Jo Beth DeSoto
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OFFICE HOURS: M – Th. (8:00 – 10:00 a.m.; 11:00 a.m. – 12 noon CST)

CATALOG COURSE DESCRIPTION: This course will research and analyze the selection and use of specific types of instructional strategies and modification techniques unique to Special Education, as well as creative approaches for adapting curriculum for such purposes. Students will research and practice various types of testing techniques and the development of IEP's for special education instruction. Instructional techniques are mastered so that classroom teachers are equipped to meet the individual needs of students in special education based on the assessment data obtained in the evaluation process according to the materials presented in class..

PREREQUISITES: EDUC 5304

REQUIRED RESOURCE MATERIALS:

- A. Student Textbook(s)
 - a. Henley, M., Ramsey, R., & Algozzine, R. (2006). *Characteristics of and strategies for teaching students with mild disabilities*. Boston, MA: Pearson Education, Inc. ISBN: 0205457649.
- B. Access to WBU Learning Resources www.wbu.edu/lrc; John Elliott, email: elliottj@wbu.edu

COURSE OUTLINE: (see as the final section)

COURSE REQUIREMENTS: I place great value on professionalism. Professionalism is a key component to being an effective teacher, and this semester is your opportunity to demonstrate professionalism. Professionalism will be expected during class time on campus and especially during your field experiences. This component will be evaluated based upon my perspective, the Teacher Education Code of Conduct, and your actions. Additionally, because it is so important for teachers to effectively communicate ideas to colleagues, parents, and administrators, writing clear and error-free English is a priority at Wayland Division of Education. Therefore, your ability to express your

knowledge of educational concepts and theories within the conventions of academic discourse will be assessed through both oral presentations and written assignments. Criteria for evaluation will be based on both content and mechanics. Integration of information from lectures, readings, discussions, and field experiences will be taken into consideration as will correct and appropriate format and construction.

1. Instructional Technique Research Project	=	200 points
2. Curriculum Modifications Project	=	200 points
3. Assessment Analysis	=	100 points
4. Assistive Technology Presentation	=	100 points
5. IEP Goals & Objectives	=	100 points
6. Chapter Vignettes & Questions	=	1100 points
	TOTAL POINTS	1800 points

1800 -	=	A
1979 -	1760 =	B
1759 -	1540 =	C
1539 -	1320 =	D
Less than 1319	=	F

Course Outlines and Competencies: Competencies based on **Special Education Standards from the State of Texas:**

Standard VI. The special education teacher understands and applies knowledge of procedures for planning instruction and managing teaching and learning environments.

The beginning special education teacher knows and understands:

- 6.1k research-based basic classroom management theories, methods, and techniques for individuals with disabilities;
- 6.2k research-based practices regarding how the classroom and other learning environments (e.g., job site, cafeteria, school bus, community) impact learning and behavior;
- 6.3k research-based best practices for effective management of teaching and learning;
- 6.4k ways in which technology can assist with planning instruction and managing the teaching and learning environment and meeting the needs of individuals with disabilities;
- 6.5k curricula for the development of cognitive, academic, social, language, affective, motor, career, and functional life skills for individuals with disabilities;
- 6.6k effective academic, career, vocational, and transition programs for individuals with disabilities;
- 6.7k issues, resources, and strategies used to teach students with disabilities in specialized settings (e.g. and from school-based settings).
- 6.8k how to create a community of learners and address common environmental and personal barriers that hinder accessibility and acceptance of individuals with disabilities; and
- 6.9k how to use Individual Education Plan (IEP) objectives to plan educational setting and instruction

Student Learning Outcomes:

1. The student will summarize two (2) types of curricular modification techniques using a compare and contrast approach for analyzing the strengths and weaknesses of each technique.
 - a. **Curriculum Modification Project**
 - b. **Compare-Contrast of 2 Chosen Curriculum Modifications**
 - c. **Chapter Vignettes and Questions**
2. Upon completion of the research project, the student will then implement 1 of the chosen theories in a mock classroom setting. The student will discuss the implementation process, analyze the progress of said implementation, and analyze the results of the theory.
 - a. **Instructional Techniques Research Project**
 - b. **Analysis of Results**
3. The student will report on at least 3 types of assessment modification techniques that can be used for students with disabilities. Student must include information such as: various types of assessments, ways of modifying existing assessment approaches, and what types of assessment yield desired results.
 - a. **Assessment Analysis Project**
4. The student will analyze multiple sets of IEP goals and objectives, and then write individual sets of goals and objectives that are measurable and observable to be implemented for students with disabilities.

a. **IEP Goals and Objectives Project**

The beginning special education teacher is able to:

- 6.1s create a safe, positive, and supportive learning environment in which diversities are valued;
- 6.2s prepare lesson plans that are developmentally and age appropriate and based on the student's Individual Education Plan (IEP);
- 6.3s prepare and organize materials to implement daily lesson plans;
- 6.4s incorporate evaluation, planning, and management procedures that march student needs with a variety of instructional environments;
- 6.5s design, structure, and manage daily routines, including transition time, for students and other staff in a variety of educational settings;
- 6.6s use instructional time efficiently and effectively;
- 6.7s design a learning environment that encourages active participation by students in a variety of individual and group learning activities;
- 6.8s structure the educational environment to enhance learning opportunities for individuals with disabilities;
- 6.9s encourage self-advocacy and increased independence across school and community learning environments;
- 6.10s design learning environments that are multisensory and that facilitate active participation, self-advocacy, and independence of individuals with disabilities in a variety of group and individual learning activities;
- 6.11s design learning environments for individuals with disabilities that provide feedback from peers and adults;
- 6.12s implement functional curricula in a variety of settings;
- 6.13s monitor behavior changes across activities and settings;
- 6.14s use local, state, and federal resources to assist in programming for individuals with disabilities;
- 6.15s direct the activities of an educational setting paraprofessional, aide, volunteer, or peer tutor;
- 6.16s coordinate activities of related services personnel to maximize direct instruction time for individuals with disabilities;
- 6.17s use appropriate adaptive equipment and assistive technologies as recommended by related services personnel to facilitate positioning, mobility, communication, and learning for individuals with physical and health disabilities;
- 6.18s demonstrate appropriate body mechanics to ensure student and teacher safety in transfer, lifting, positioning, and seating under the direction of related services personnel; and
- 6.19s fully implement students' IEPs, including behavior intervention plans and modifications of material and curriculum.

Student Learning Outcomes:

- 5. The student will summarize two (2) types of curricular modification techniques using a compare and contrast approach for analyzing the strengths and weaknesses of each technique.
 - a. **Curriculum Modification Project**
 - b. **Compare-Contrast of 2 Chosen Curriculum Modifications**
 - c. **Chapter Vignettes and Questions**
- 6. Upon completion of the research project, the student will then implement 1 of the chosen theories in a mock classroom setting. The student will discuss the implementation process, analyze the progress of said implementation, and analyze the results of the theory.
 - a. **Instructional Techniques Research Project**
 - b. **Analysis of Results**
- 7. The student will report on at least 3 types of assessment modification techniques that can be used for students with disabilities. Student must include information such as: various types of assessments, ways of modifying existing assessment approaches, and what types of assessment yield desired results.
 - a. **Assessment Analysis Project**
- 8. The student will analyze multiple sets of IEP goals and objectives, and then write individual sets of goals and objectives that are measurable and observable to be implemented for students with disabilities.
 - b. **IEP Goals and Objectives Project**

Standard VIII. The special education teacher understands assistive technology as defined by state and federal regulations.

The beginning special education teacher knows and understands:

- 8.1k the range and variety of assistive technology, devices, services, and resources;
- 8.2k state and federal laws pertaining to the acquisition and use of assistive technology;
- 8.3k how to access school and community resources for meeting the assistive technology needs of individual students;

- 8.4k when to make a referral for an assistive technology evaluation;
- 8.5k how to effectively consider the benefits of assistive technology during the Admission, Review, and Dismissal (ARD) process; and
- 8.6k the role of assistive technology, devices, and services in facilitating students' access to the general curriculum and active participation in educational activities and routines.

The beginning special education teacher is able to:

- 8.1s link individual student needs with appropriate assistive technology, devices, and services;
- 8.2s find and access school and community resources on assistive technology;
- 8.3s make informed decisions with regard to types and levels of assistive technology, devices, and services (e.g., "no tech," "low tech," and "high tech") and support the implementation of those devices and services based on individual needs;
- 8.4s participate in the selection and implementation of augmentative and alternative communication devices and systems for use with students;
- 8.5s collect and use data about the individual's environment and curriculum to determine and monitor assistive technology needs;
- 8.6s keep classroom assistive technology equipment in good working order; and
- 8.7s implement assistive technology as directed by a student's Individual Educational Plan (IEP).

Student Learning Outcomes:

1. The student will report on at least 3 existing types of assistive technology that can be used for students with disabilities. Student must include information such as: price of this device, level of training needed for using this device, pros and cons of using this type of technology, and what specific disabilities it can be used with.
 - a. **Assistive Technology Presentation**

MEANS FOR ASSESSING STUDENT ACHIEVEMENT OF THE OUTCOME COMPETENCIES:

1. Instructional Techniques Research Project
2. Curriculum Modifications Project
3. Assessment Analysis
4. IEP Goals and Objectives
5. Assistive Technology Presentation
6. Chapter Vignettes and Questions

ATTENDANCE POLICY:

1. Campus Attendance Policy: The University expects students to make class attendance a priority. All absences must be explained to the instructor who will decide whether omitted work may be made up. When a student reaches a number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an Unsatisfactory Progress Report in the office of the dean. **Any student who fails to log on to Blackboard twenty-five (25%) or more of the regularly scheduled class dates will receive a grade of F for that course. Student grade appeals should be addressed, in writing, to the campus dean.**

METHODS OF INSTRUCTION: The delivery system for the course will consist of Blackboard on-line instruction. In an effort to accommodate the specific needs of students, instructional methods may include, but will not be limited to, the following: lectures, small group interactions, discussion groups, cooperative learning, peer reviews, presentations, demonstrations, practice, and observations. Independent study and reading are essential elements of this course because each student will construct an individualized Unit for future use in the classroom.

EVALUATION: University Grading System:

A	90-100	Cr	for Credit
B	80-89	NCR	No Credit
C	70-70	I	Incomplete*

D	60-69	W	for withdrawal
F	below 60	WP	Withdrawal Passing
		WF	Withdrawal Failing
	X		No grade given
		IP	In Progress

A grade of “CR” indicates that credit in semester hours was granted but no grade or grade points were recorded.

*A grade of incomplete is changed if the work required is completed prior to the date indicated in the official University calendar of the next long term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the I is converted to the grade of F. An incomplete notation cannot remain on the student’s permanent record and must be replaced by the qualitative grade (A-F) by the date specified in the official University calendar of the next regular term.

COURSE GRADING CRITERIA: All assignments are due as noted on course calendar unless otherwise announced in class. All assigned work must be word processed. Assignments not completed on time will reflect a lowered grade of 10% deduction per day minimum. Late work will not be accepted after 7 calendar days. If a student missed class the day an assignment is due, he or she must still turn in the assignment no later than the regular class meeting time to receive possible full credit for the assignment.

Instructional Techniques Res.	1	200
Curriculum Modifications	1	200
Assessment Analysis	1	100
Assistive Technology Presentation	1	100
IEP Goals & Objectives	1	100
Vignettes & Discussion Board	11	1100
TOTAL POSSIBLE		1800

ACADEMIC HONESTY: University students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work).

Disciplinary action for academic misconduct is the responsibility of the faculty members assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanctions to any student involved. Penalties may be applied to individual cases of academic dishonesty; see catalog for more information about academic dishonesty.

PERSONS WITH DISABILITIES: It is University policy that no otherwise qualified person with disabilities be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the University. It is the responsibility of the student to disclose and to provide documentation pertaining to the disability so that appropriate modifications may be made.

MEETING TIMES, DATES AND ASSIGNMENTS: Class is scheduled to meet online via the Virtual Campus.

EDSP 5306 (online) – Virtual Campus

Tentative Course Outline—I reserve the right to amend the tentative course outline as needed during the course.*

Date/Week	Classwork	Reading Assignment	Products Due Next Session
Nov 10 – 16	Introduction – Syllabus	Read Ch. 1 Complete Vignette 1 and answer Discussion Board Questions	*Begin looking for an instructional technique for your research project
Nov 17 – 23	<i>Foundations of Special Education for Students with Mild Disabilities</i>	Read Ch. 2 Complete Vignette 2 and answer Discussion Board Questions	*Begin looking for an instructional technique for your research project
Nov 30 – Dec 7	<i>Overview of Students with Mild Disabilities</i>	Read Ch. 3 Complete Vignette 3 and answer Discussion Board Questions *Turn in your chosen Instructional Technique	*Complete your Thesis & Outline for your Research Project
Dec 8 – 14	<i>Students with Mild Mental Retardation</i>	Read Ch. 4 Complete Vignette 4 and answer Discussion board Questions *Turn in your Thesis & Outline	*Complete at least 5 pages of your research paper.
Dec 15 – 21	<i>Students with Behavioral/Emotional Disorders</i>	Read Ch. 5 Complete Vignette 5 and answer Discussion Board Questions *Turn in first 5 pages of your research paper.	*Complete the rest of your research paper. *Begin Curriculum Modifications Project
Jan 4 – 11	<i>Students with Specific Learning Disabilities</i>	Read Ch. 6 Complete Vignette 6 and answer Discussion Board Questions *Turn in Research Papers completed.	*Continue working on Curriculum Mod. Project

Jan 12 – 18	<i>The Inclusive Classroom</i>	Read Ch. 7 Complete Vignette 7 and answer Discussion Board Questions *Turn in Curriculum Modifications Project	*Choose an Assistive Technology for your Report
Jan 19 - 25	<i>Learning and Teaching</i>	Read Ch. 8 Complete Vignette 8 and answer Discussion Board Questions	*Complete Assistive Technology Report
Jan 26 – Feb 1	<i>Instructional Modifications</i>	Read Ch. 9 Complete Vignette 9 and answer Discussion Board Questions *Turn in Assistive Technology Report	*Begin working on the Assessment Analysis
Feb 2 – 8	<i>Classroom Management</i>	Read Ch. 10 & 11 Complete Vignettes 10 & 11 and answer Discussion Board Questions *Turn in Assessment Analysis	*Complete IEP Goals and Objectives
Feb 9 – 14	<i>Teaching Social Skills Building Family Partnerships</i>	*Turn in IEP Goals and Objectives	