

**AUGUSTA STATE UNIVERSITY  
COLLEGE OF EDUCATION  
Department of Educational Leadership, Counseling, and Special Education  
SPECIAL EDUCATION PROGRAM**

**SPED 4002  
INSTRUCTIONAL STRATEGIES FOR TEACHING STUDENTS WITH DISABILITIES  
IN GENERAL EDUCATION CLASSROOMS  
3-0-3 SEMESTER HOURS**

**Professor:** Michael O'Connor, Ph.D.

**Office:** 305 University Hall

**Office Hours:** M: 1:00- 2:00

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**Course description:** This class describes methods for teaching students with special needs in the general education classroom setting. It includes characteristics of the most common disabilities as well as collaborative interactions with special education teachers. The course covers pre-referral and referral procedures; research-based instructional methodologies; materials, strategies, and techniques; and assistive technologies. Thirty hours of field experience is required in a general classroom containing students with disabilities.

**Textbook and readings:**

Rosenberg, M., Westling, D., & McLeskey, J. (2008). *Special Education for Today's Teachers*. New Jersey: Pearson Education, Inc.

**LiveText:**

All students admitted to degree programs in the College of Education are required to purchase *LiveText* software through the ASU bookstore. *LiveText* is an electronic, web-based data management service that allows students and faculty to create, store, and publish documents online using a word-processing format. All students will upload assignments, their portfolio, and other required documents into *LiveText*. *LiveText* works better with the Mozilla Firefox browser rather than Internet Explorer. Students may Google Mozilla Firefox and download it to their computers.

**Course objectives:**

Upon successful completion of this course, students will meet a common core of knowledge and skills essential for general and special educators to support students of diverse needs and abilities by demonstrating the following competencies:

The student will:

1. Cite definitions of disabilities according to IDEA and identify major characteristics of each.
2. List prereferral and referral procedures for special services and note procedural due process and parental rights.
3. Demonstrate knowledge of research-based teaching methodologies, strategies, and techniques to meet the diverse needs of students with diverse needs and abilities.
4. Understand technological advances to meet the needs of individuals with disabilities.
5. Foster acceptance and willingness to teach individuals with disabilities.
6. Demonstrate proficiency in oral and written communication.

## College of Education Conceptual Framework

### Understanding for Teaching, Teaching for Understanding

The preparation of educators is the most critical of all professions, without educators there are no other professions. The professional educator is the key element in the learning process. Building on the key elements of the professional educator, the Conceptual Framework of the unit of Augusta State University consists of a vision and mission with an overarching theme to produce **prepared, able, and responsive** professionals to teach diverse learners.

This vision and mission is a shared responsibility between campus colleagues, public school practitioners, and involved community agencies requiring the partnership of the entire education unit including the College of Education, the College of Arts and Sciences, and the local community educational system and the Partner School Network.

Element: Prepared (PD)

P1: Demonstrate strong content and pedagogical preparation in their respective subject area or professional field.

P2: Use self assessment and analysis to form the basis for collaboration with colleagues and the development of a desire to be a lifelong learner.

P3: Participate in graduate study to extend and refine the knowledge base of educators to build expertise.

P4: Possess an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) or their professional field of study and be able to create learning experiences that enable all students to learn.

P5: Understand how students learn and develop (intellectually, socially, and individually) and be able to provide developmentally appropriate learning opportunities and support for these opportunities.

P6: Demonstrate knowledge of how to implement effective verbal and nonverbal information and technology techniques to foster active inquiry, collaboration, and supportive interaction in educational settings.

Element: Able (AD)

A1: Understand, use, and support a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving, and performance skills.

A2: Create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all learners.

A3: Plan, guide, and support instruction based upon knowledge of subject matter, the learners, the community, and curriculum goals.

A4: Understand and use authentic assessment to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

A5: Ability to teach and work in authentic settings with diverse populations of learners

Element: Responsive (RD)

R1: A respect for the dignity of all persons. All children can learn and have the right to an opportunity to do so.

R2: Preparation in the subject area(s) to be taught or the professional field of study must be accompanied by the skill and dispositions to translate knowledge into creating and supporting meaningful experiences for diverse learners

R3: Understanding of how students differ in their approaches to learning and demonstrate the commitment for meeting their educational needs in fair, caring, nondiscriminatory, and equitable manners.

R4: Ability to be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally

R5: Fostering of relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of all students.

### **Program-Specific Standards Addressed in this Course:**

1. Cite definitions of disabilities according to IDEA and identify major characteristics of each. (PSC/NCATE 1, 7; INTASC 1,2; BOR IIB(1); CEC: CC1K1-8, GC1K1,4,6,8, GC2K3-5)
2. List prereferral and referral procedures for special services and note procedural due process and parental rights.(PSC/NCATE 1,7; INTASC 1; BOR IIB(1); CEC: CC1K4-6,GC1K3-5, 8)
3. Demonstrate knowledge of research-based teaching methodologies, strategies, and techniques to meet the diverse needs of students with diverse needs and abilities. (PSC/NCATE 1,3; INTASC 3,4; BOR IIB(1); CEC: CC7K4, CC7S9, GC7S4)
4. Understand technological advances to meet the needs of individuals with disabilities. (PSC/NCATE 1; INTASC 3,4; BOR IIB(1); CEC: CC7K4, CC7S9, GC7S4)
5. Foster acceptance and willingness to teach individuals with disabilities. (PSC/NCATE 1.4; INTASC 1,5,10; BOR IIB(3); CEC: GC7K1,3, CC8S8, CC9K2, CC10S7, 9, CC1S1)

6. Demonstrate proficiency in oral and written communication. (PSC/NCATE 8; INTASC9; BOR II; CEC: CC9S7,8,9)

**Method of Instruction:** The course is primarily lecture-based, and also incorporates the use of technology, graphics, film, and internet-based learning activities within the environment of the classroom. Students should be prepared to take extensive notes, read the required textbook passages before each class, and participate often in classroom discussions.

### Course Schedule

Jan 6

Student Introductions

Syllabus

Internet Resources

Assignments: Read Chap. 1 and 2 and write three questions for each chapter for class discussion.

Jan 13

Discussion of Chapters 1 and 2

Disability categories overview

Overview of special education system

Special Education Timeline

Assignment: Read Chap. 6 and write three questions for class discussion.

Jan 20

Timeline lecture cont.

Learning Disabilities lecture/discussion: current debates/ RTI

NCLB and Accountability

Assignment: Read Chapter 7 and write three questions.

Jan 27

Lecture/ Discussion on EBD

Assignment: Read Chap. 8 and Chap. 10 and write three question for each chapter.

Feb 3:

Autism lecture/discussion

Intellectual disabilities lecture/discussion

Mid-term exam brief review

**Feb 10**

**Mid-term exam**

Assignments: (1) Read article on Differentiated Instruction (posted to Pipeline), bring copy to class and plan to discuss.

(2) Read Inclusion and Collaborative Teaching excerpt (on Pipeline), bring copy to class, and plan to discuss.

**Feb 17 NO CLASS: Lab Experience**

Feb 24 Discussion: Differentiated Instruction/ Inclusion  
Assignment: Read article on co-teaching (article TBA).

Mar 3 Co-teaching: Powerpoint, film, discussion

**Mar 10 Co-teaching and Differentiation Test (Essay/Constructed Response)**

**Mar 17 No class- lab**

**Mar 24 No class- lab**

**March 31 No class- lab**

**April 5-9 SPRING BREAK (No class).**

**April 14 No class- lab**

**April 21**

**Presentation of Reflection Papers (10 min.)** NOTE: All students should come to class prepared to present and hand in their Reflection Papers on this date.

**April 28**

**Presentation of Reflection Papers (10 min.)**

Performance Assessment: Exams may incorporate any of the following formats: multiple choice, true or false, short answer, and short essay questions. Essay questions will be graded primarily for content, and will not be penalized for style errors or minor grammatical errors. The exams will be derived from both class lectures/discussions and the textbook. The midterm will include all material, text and lecture, covered prior to the exam date.

Attendance is required for this class. All students are allowed one absence without penalty. Each absence in addition to that will result in deduction of five points from the final score. Each instance of tardiness or leaving class early can result in the loss of 3 points from your final grade, depending on the severity of this problem.

The Reflection Paper will be graded according to the rubric posted on your Pipeline account for this class.

Full and proper Field Experience documentation is required for a passing grade in this course, as well as for certification to teach in Georgia. This documentation must be delivered to me as a hard copy (or put in my mailbox) and signed by the correct school personnel.

Classroom Participation and Attendance (15 points)

Midterm exam (45 points)

Co-Teaching exam (20 points)

Reflection Paper and Presentation (20 points)

### **Field Experience Requirement:**

This course requires 30 hours of direct contact with students who are at-risk or have disabilities.

Most students will complete this lab assignment in a general education classroom with students who have been classified as having disabilities, or are demonstrating significant problems in learning. This is consistent with a general systemic trend toward inclusion in most school systems, both locally and nationally. There may, however, be exceptions to this, which will be determined by discussing the exact nature of the placement with the instructor of this course

#### REQUIREMENTS FOR THE FIELD EXPERIENCE:

The basic concept that defines your field experience for this class is *service-learning*: often defined as engaging in activities that will help you to connect what you have learned in the classroom with some form of community service. Through this experience, you will expand on your knowledge base regarding disabilities, and students with various difficulties in school, as well as the way schools and school personnel work—but you will *also be contributing your own talents, skills, knowledge, and abilities* to a local school, and most importantly, to the students of that school.

Thus, you should be active participants, to the greatest extent possible, in the classrooms where you do your field experience. *The teacher of your classroom is the person whose professional judgment will determine the exact nature of your tasks. Please defer to the teacher, and that teacher's professional judgment in all matters, at all times.*

Present yourself as a volunteer in the teaching and learning process, and begin by asking the teacher what you can do to assist in this process. When given these opportunities, consider what you have learned about disabilities and special education to ask yourself these questions: What can I do to help? How can I present this concept or instruction in another way, a better way for this student? It is important that you attempt to connect your academic knowledge with *experience*, as you consider whether or not this system that we call “special education” actually works.

Always be positive and upbeat. It is in the nature of special education—and inclusive education—that we embrace working with students who present extraordinary challenges to teachers and school systems. It is also fairly common for these students to attain successes and achievements that some might not believe possible. So be positive, and keep your expectations for success high.

Here some possibilities for ways in which you can volunteer your service to students with disabilities in general classrooms:

- Tutoring a student in an area of difficulty
- Providing one-one assistance with class work
- Listening to students read
- Assisting students in writing
- Reading to students material which is above their reading level
- Checking students for comprehension of previously read material
- Teaching a simple skill to individuals or small groups
- Supervising independent activities, such as learning centers
- Administering simple assignments
- Helping students study for tests or quizzes
- Helping students check their own work

Your teacher may ask you to assist in other ways. Be as helpful as you can. Ask questions if you don't understand or need clarification. Incorporate as many different types of assistance into your lab experiences as are practical for the teacher, the students, and you. This will add to the relevance of your experience.

You might want to keep a journal record of each activity completed in your field experience, notated by day and date (a journal is not required, however). The entries should be written as soon as possible after the activity is completed and typically should include:

- (1) the type of activity and the reason for assisting this student
- (2) what you did and how the student responded
- (3) a sentence indicating if the activity was successful, and if not, what changes might help to make it so.

**Journal Entry Example:**

Monday, March 5, 2001:

Tutored John R. in math. He is unable to recall multiplication facts. We practiced the 6-8 tables orally, and used some memory techniques to help him remember. He made some progress on 6's, but will need more practice on 7's and 8's. We should probably take one set per day rather than combining different tables. He needs to use concrete prompts for now... He is working hard to succeed in school, and told me he is glad he is "not down in the basement anymore," referring to his former self-contained/resource room settings.

Have a great learning experience!

**Reflection Paper:**

The Reflection Paper is a 3-5 page essay in which you will describe:

- a) The type of class (i.e., general education, special education, inclusive, etc.)
- b) The age(s) and grade level(s) of the students
- c) Number of students and number of adults in the setting

In addition, you should discuss your fieldwork activities, the ways in which the field experience intersected with information presented in this course, your thoughts and feelings regarding the experience, what you feel you gained from this experience, and most importantly, what you feel you contributed through this experience.

Your reflection paper should address all of these concepts stated above, but feel free to add other content. You will present this paper to the class, and we will discuss in class various approaches for this presentation. Your reflection paper will be evaluated for clarity, grammatical correctness, attention to the important content areas given above, and evidence that you have devoted serious thought and consideration to your experiences with students having difficulties in school. See the rubric posted to your Pipeline account for more details regarding the assessment of this assignment. Presenting your paper is also required, and will account for one-half of your Reflection Paper points.

### **ADDITIONAL REQUIREMENTS:**

#### **Pipeline e-mail and class information access**

Students are assigned an e-mail address on Pipeline and are responsible for information posted by e-mail and on class bulletin boards located on the Pipeline system. **Check your e-mail regularly.** Information updates and class notes will be posted there. Informational and tutorial sessions are available for students who are unfamiliar with the Pipeline system.

### **ATTENDANCE AND WRITTEN ASSIGNMENTS**

Please attend class regularly and punctually. You may have 1 absence (3 hours) during the semester without penalty. Subsequent absences and/or tardies (also leaving early) will be penalized by subtracting 5 points from your final grade.

Be prepared by reading the assigned material and being able to raise and respond to questions about each assigned topic. The quality of your participation in class discussions and activities will be assessed throughout the semester.

In order to receive a passing grade, all written assignments must be completed and turned in. In order to avoid a late penalty of five points per day, the instructor must receive assignments by class time on the due date. You may submit an assignment early, of course.

Please let me know promptly about problems or concerns with assignments or requirements of the course.

Unless otherwise specified, all papers should be typed, double spaced, with 12-point font and 1" margins using *APA*, 6<sup>th</sup> Edition guidelines. References to journals, books, and Websites should be cited in *APA* format at the end of each report in a *Reference* section.

Always use *Person First* language and other appropriate terms as indicated in the APA 6<sup>th</sup> Edition *Manual*. Written assignments will be graded on content and style. Grammatical and spelling errors will be penalized.

Please ask for assistance with writing style if you have questions about these expectations. Also, you may contact the ASU Writing Center (737-1402) for further help with developing and improving composition skills.

**Total: 100 points**

**Grade Scale**

90-100 A    80-89 B    70-79 C    60-69 D    <60 F

Assigning a student the grade of *Incomplete* is strongly discouraged at ASU, and will only be allowed under documented, extraordinary circumstances. Please consider the requirements specified in the syllabus as you plan your schedule.

**Academic Honesty**

Students are expected to read and strictly adhere to the entire Academic Honesty policy found on page 42–43 of the 2009–10 *Augusta State University Catalog*. In part, the policy reads:

“Academic honesty requires the presentation for evaluation and credit of one’s own work, not the work of others...Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student’s own unless otherwise acknowledged. Such acknowledgement should occur whenever one quotes another person’s actual works, whenever one appropriates another person’s ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge.”

**Pipeline Account**

Students are encouraged to check their Pipeline account daily. Students are responsible for any assignments or deadlines sent to them via Pipeline. If you have trouble accessing your Pipeline account, you should contact Information Technology Services at 737-1676. Computers and printers are available free of charge in computer labs throughout campus as well as the library and campus Internet cafes for students who do not have access from a home computer.

**Department of Educational Leadership, Counseling and Special  
Education Website**

Students are invited to visit the departmental website at: <http://www.aug.edu/clinical> A variety of forms, some interactive, may be downloaded from the website. There are also newsletters, registration information and announcements which students will find useful. Most forms are in Adobe Acrobat. All campus computers have Adobe Acrobat Reader installed and students can download Adobe Acrobat Reader for their home computer at no charge from: <http://www.adobe.com/products/acrobat/>

### **Writing Center**

You may contact the ASU Writing Center (737-1402) for help with developing and improving composition skills. If you would like additional help with writing or with learning APA style, inform the class instructor.

### **Students with Disabilities**

Students with disabilities who are registered with the Office of Disability Services should schedule an appointment with the instructor before the third week of class to discuss academic accommodations. If the student does not initiate this meeting, it is assumed no special accommodations or modifications will be necessary to meet the requirements of this course. You may make an appointment by calling the Counseling and Testing Center (706) 737-1471 or visit their office located in the Quadrangle, next to Fanning Hall (Business Office).

### **Student Safety**

Student safety is of primary importance. Students leaving classes late in the evening are encouraged to stay in groups of two or more and to report all suspicious behavior or persons to the ASU Office of Public Safety (emergency number 706-729-2911; non-emergency 706-737-1401). Emergency telephones are located in the University Hall parking lot and various other locations on campus.

### **Cell Phones**

The use of cell phones for calls, text messaging, or other tasks is prohibited in class.

### **Bibliography**

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