

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

SPED 4002B

Instructional Strategies for Teaching Students with Disabilities in General Education Settings

(3-0-3)

3 SEMESTER HOURS

Professor: Lori F. Anderson, Ph.D. **Class Times and Location:** 2 to 4:45 pm Mondays, UH 314

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Office Hours: M: 2-5 pm; T: N-5 pm; W: 10-N

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.

TEXTBOOKS AND READINGS:

Rosenberg, M. S., Westling, D. L., & McLeskey, J. (2008). *Special education for today's teachers: An introduction*. Upper Saddle River, NJ: Pearson. ISBN: 0-13-118560-8

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/SPECIFIC PROGRAM STANDARDS: 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. (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. Utilize technological advances to meet the needs of individuals with disabilities. (PSC/NCATE 1; INTASC 3,4; BOR IIB(1); CEC: CC7K4, CC7S9, GC7S4)

5. Adapt and modify a lesson plan to meet the needs of students with a specific disability and/or multiple abilities; provide additional strategies and activities that may be needed to facilitate maximal achievement. (PSC/NCATE 7; INTASC 7,8; BOR IIB(3); CEC: CC7K1-3, CC7S10,11)
6. 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)
7. Demonstrate proficiency in oral and written communication. (PSC/NCATE 8; INTASC9; BOR II; CEC: CC9S7,8,9)

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.

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.

METHOD OF INSTRUCTION: Instruction will be delivered using a variety of lectures, live and online assignments, field experiences, group and individual presentations, and tests.

Sess.	Day	Date	Topic	Chap.	Ass't.Due
1	Mon	1-11	Course Overview & Writing Requirements		
2	Mon	1-18	MLK Day – Campus Closed		
3	Mon	1-25	Special Ed. Professionals & History Student Learning & Identification	1-4	<i>Review Topic</i>
4	Mon	2-1	Classroom Management & Learning Disabilities	5-6	
5	Mon	2-8	Behavior Disorders & ADHD	7 & 9	
6	Mon	2-15	LAB – No Class Exam 1 Study Guide Available Online		ONLINE
7	Mon	2-22	Autism Spectrum Disorder (ASD) & Communication	10-11	<i>Review Draft Journal</i>
8	Mon	3-1	Intellectual & Multiple Disabilities EXAM 1 - memorized Chapters 1-7; 9	8 & 12	
9	Mon	3-8	Sensory & Physical Impairments	13-14	
10	Mon	3-15	LAB – No Class		
11	Mon	3-22	LAB – No Class		
12	Mon	3-29	LAB – No Class Talented/Gifted & Collaboration - ONLINE	15-16	Journal Due Online
13	Mon	4-5	Spring Break – Campus Closed		
14	Mon	4-12	LAB – No Class Exam 2 Study Guide Available Online		
15	Mon	4-19	Review Lab Experiences & Presentations Review Final Exam		<i>Review Final</i>
16	Mon	4-26	Lab Presentations		<i>Final Lab Report Final Journal</i>
17	Mon	5-3	EXAM 2 – memorized		

			Chapters 8; 10-16		
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ASSIGNMENT REQUIREMENTS:

All written assignments should be grammatically correct and strictly adhere to APA-format. Written reports should be well-organized and error-free. **Please carefully proof and correct your own papers** before submitting. Clear guidelines and examples for APA, 6th edition can be found at:

<http://owl.english.purdue.edu/owl/resource/560/01/>

I do not accept late assignments. Please plan your work accordingly.

I do not give Incompletes. A grade of Incomplete for the course will only be considered under *documented extraordinary* circumstances or events *not due to a student's own negligence* that prevent completion of specific assignments. Please plan your schedule accordingly. If you miss 2 class sessions, your grade will be docked 1 full letter grade, plus 1 full letter grade for every session missed thereafter. All students are responsible for all material presented in class, whether or not they attend the session, regardless of the reason for their absence.

Lab Report:

1. Prepare a brief report that describes your lab setting (i.e., 5 pages of written text, plus an additional title page, abstract, reference page, and any necessary appendices). This report should also reference (that is, cite them in the text and on the reference page) 3-5 peer-reviewed references as well as the following components:

- 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
- d) Describe the contribution you made to the class while you were there

2. Select a content area that you observed during this lab (i.e., language arts, math, etc.). What evidence did you observe of differentiation of instruction? Accommodations? Modifications? Were the lesson objectives the same for all students?

3. Ask your cooperating/supervising teacher for a student (currently in special education) to observe in a general education class. How did s/he perform? What modifications were made for his/her disability? What effect did these accommodations have on his/her classroom functioning (i.e., academic, social, or other)? What else might be done to maximize this student's classroom performance?

4. Create a study guide (or activity) for a student with special needs preparing to take a test. Include this document as Appendix A at the end of your report.

5. As appropriate, throughout your report you should reference the CEC Standards for Professional Conduct, which you should include as Appendix B at the end of your report.

Lab Presentation:

You will present the above information to the class in a ten minute oral report that includes a power point presentation and a handout for all class members summarizing the above points.

INTERVENTION REVIEW:

You will write 1 review of current professional research on effective classroom strategies for learning disorders OR behavioral disorders. I **must** approve your topic **in advance**. Use ONLY peer-reviewed, data-based sources. **No websites are allowed**. Online **peer-reviewed professional journals** (i.e., online versions of *Exceptional Children*, *Journal of Applied Behavior Analysis*, *Journal of Learning Disabilities*, *Journal of Emotional and Behavioral Disorders*, etc.) are fine. Non-peer reviewed sources do not count as a source. I will not read any review that uses any information from Wikipedia. Each review should be at least 3-5 text pages long, not including the title, abstract, or reference pages. You should include a 50-100 word abstract.

You will hand this in twice. The first time will be your Review Draft. Your Review Draft should be as perfect as you can make it. The second time (after editing) will be your Review Final. I will average the 2 grades to arrive at your final grade for your Intervention Review. Both grades will carry equal weight.

The text of each review should include:

- ❖ A SHORT summary of the strategy or topic you researched (no more than ½ page)
 - ❖ A discussion of the pros, cons, and issues involved in implementing the intervention
 - ❖ A discussion of alternate ways of addressing similar situations and their attendant pros/cons
 - ❖ A discussion of how you plan to deal with similar situations in your own classroom and why.
- Be sure to cite the research base supporting your decision.

You do NOT have to completely agree with each strategy. I want you to be frank in addressing the issues surrounding implementation (i.e., data collection, multiple learning levels, joint planning, etc.). However, if you find that you are completely “panning” a strategy, that’s an indication that you need to look further in the literature for a strategy that may be more useful to you. You should keep these reviews in a physical and in an e-portfolio for assessment and to reference in your teaching position.

JOURNALS:

Keep a journal record of each activity completed in your field experience, notated by day and date. 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.

Include any other information or critical incidents that you think are relevant or interesting. You should write at least ½ - 1 type-written page (d.s.) for each hour of your lab experience. Journals must be typed.

ASSESSMENT:

- | | |
|---------------------|--------------------------------|
| 1. Review Draft | (50 points) * |
| 2. Review Final | (50 points) * |
| 3. Journal | (50 points) |
| 4. Lab Report | (100 points) |
| 5. Lab Presentation | (50 points) |
| 6. Exams 1 & 2 | (200 points – 100 points each) |

* NOTE: The 2 review grades are combined & averaged to obtain your final grade for this paper.

Grading Scale

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

OTHER IMPORTANT INFORMATION:**ATTENDANCE:**

Any student who misses 10% or more of the class sessions will be dropped from the course (ASU 2009-2010 catalog). Any student who does not attend his/her first lab session will also be dropped.

FIELD EXPERIENCE REQUIREMENTS:

SPED 4002 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.

The basic concept that defines your field experience for this class is *service-learning*.

Service Learning is 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-to-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.

JOURNAL:

Keep a journal record of each activity completed in your field experience, notated by day and date. 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.

Include any other information or critical incidents that you think are relevant or interesting. You should write at least $\frac{1}{2}$ - 1 type-written page (d.s.) for each hour of your lab experience. Journals must be typed. Use complete sentences and include as much specific, concrete information and examples as possible.

Journal Entry Example:

Monday, March 5, 2001:

Today I tutored John R. in math. He often has trouble recalling multiplication facts. We practiced the 6-8 tables orally, and used some memory techniques to help him with recall. He made some progress on 6s, but will need more practice on 7s and 8s. We should probably take one set per day rather than combining different tables. John needs to use concrete prompts for now... John 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.

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.

REFERENCES:

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