

SPED 3110 Fall 2011 Pollingue
AUGUSTA STATE UNIVERSITY
College of Education
Department of Educational Leadership, Counseling and Special Education
**SPED 3110/CHARACTERISTICS OF STUDENTS
WITH MILD DISABILITIES**
Instructor: Alice Pollingue, Ed.D
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University Hall, #310
Office Hours: Fall, 10
Mon. 1:30 – 5:00
Wed. 11:30 – 3:00
Thurs. 1:30 – 4:30

COURSE DESCRIPTION:

This course is designed to prepare special educators to work collaboratively with general educators to identify and recognize characteristics of individuals with mild disabilities and to understand how these characteristics might affect learning as well as social and emotional development.

TEXTBOOK: Henley, M.; Ramsey, S.S., & Algozzine, R.F. (2006). *Characteristics and Strategies for Teaching students with mild disabilities, 2nd ed.* Upper Saddle River: Merrill.

LIVETEXT:

All students admitted to degree programs in the College of Education are required to purchase *Livertext software through the ASU bookstore*. *Livertext* 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 with upload assignments, their portfolio, and other required documents into *Livertext*. *Livertext* works better with the Mozilla Firefox and download it to their computers.

COURSE OBJECTIVES:

Upon completion of this course, students will meet a common core of knowledge and skills essential for special educators in the field of mild disabilities (interrelated certification) by demonstrating the following competencies:

1. Discuss the historical perspective, definitional issues, and possible etiologies of students with mild disabilities in cognition, learning, and/or behavior
2. Describe possible characteristics of students with mild intellectual, learning, and/or behavioral disabilities and discuss the academic, social, and emotional needs of these students as well as language and motor development.
3. Describe the service delivery system available to students with mild disabilities as it relates to least restrictive environment, and state the availability of various local placements and the advantages and disadvantages of each.

4. Acquire a knowledge base and develop skills to identify and recognize individuals with mild disabilities and provide a quality education that meets their needs.
5. Participate in professional activities and organizations and utilize technologies and research to continuously enhance knowledge and skills in the education of individuals with mild disabilities.
6. State and explain current issues in the field of mild disabilities, including prevention of disabilities through the use of bioethics, types and uses of prenatal screenings, uses and misuses of medication, and medical technology and ethical issues.
7. Recognize the characteristics of students labeled OHI, TBI, autistic or Asperger's Syndrome, and Tourette's Syndrome.
8. Describe factors relating to the overrepresentation of culturally/linguistically diverse students placed in programs for students with mild disabilities.
9. Identify the roles and perspectives of the members of the multidisciplinary team, including parents, OT, PT, psychologist, administrator, and speech therapist.
10. Identify babies and children at risk for school failure, community resources available, and early intervention techniques that can be done at home and at school.

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

Standard #2: Development and Characteristics of Learners

ICC2K

1

Typical and atypical human growth and development.

ICC2K

2

Educational implications of characteristics of various exceptionalities.

ICC2K

3

Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.

ICC2K

4

Family systems and the role of families in supporting development.

ICC2K

5

Similarities and differences of individuals with and without exceptional learning needs.

ICC2K

6

Similarities and differences among individuals with exceptional learning needs.

ICC2K

7

Effects of various medications on individuals with exceptional learning needs.

GC2K

1

Etiology and diagnosis related to various theoretical approaches.

GC2K

2

Impact of sensory impairments, physical and health disabilities on individuals, families and society.

GC2K

3

Etiologies and medical aspects of conditions affecting individuals with disabilities1/.

GC2K

4

Psychological and social-emotional characteristics of individuals with disabilities1/.

GC2K

5

Common etiologies and the impact of sensory disabilities on learning and experience.

GC2K

6

Types and transmission routes of infectious disease.

Skills

:

None in addition to Common Core

Standard #3: Individual Learning Differences

ICC3K

1

Effects an exceptional condition(s) can have on an individual's life.

ICC3K

2

Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.

ICC3K

3

Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling.

ICC3K

4

Cultural perspectives influencing the relationships among families, schools and communities as related to instruction.

ICC3K

5

Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.

GC3K1 Impact of disabilities on auditory and information processing skills.

GC3S1 Relate levels of support to the needs of the individual.

Method of Instruction:

Lecture, small groups, Videos and other assisted technology, 30- hour field

experience, Papers, Tests, Reports- oral and written, individual research

Course Schedule

TOPICAL OUTLINE:

DATE:	TOPIC:	ASSIGNMENT:
8/18	Course Overview	Chp. 1
8/25	Overview of Stds with Mild Disabilities .	Chp. 1,2
8/25, 9/1	Chars. Of Stds with learning disabilities, RTI	Chp. 5
9/1,9/8	Chars of students with MiLD	Chp. 3
9/8,9/15	Students with EBD	Chp. 4
9/22	Lab Week 1	NO CLASS
9/29	review	all
10/ 6	midterm	
10/13	inclusive classroom	chp. 6
10/20- Nov. 11	LAB WEEKS	NO CLASS
NOV. 17	Autism	outside reading
Dec. 1	Presentations, Course evaluations	
	Final Exam	TBA

Performance Assessment (Specific Assignment Descriptions)

ATTENDANCE

Attendance is required. There is no approved cut policy for this class. Medical excuses should be brought to the instructor's attention. If the student has an excused absence, the student is responsible for all assignments due the day of/after the absence. It is the responsibility of the student to obtain the assignments missed. After 2 unexcused absences, the student is subject to being withdrawn from the class. Failure to complete all components of the lab outside the class will result in failing the class. Assignments must be turned in on time. One point will be deducted for each day an assignment is late. Punctuality is very important. Each student is expected to be in his/her seat when class begins. Tardiness will result in a reduction of points at the discretion of the instructor. If you miss over half the class period, you will be counted as absent for that

day. It is an ASU policy that guests should not attend class without instructor's permission. Children are not allowed to attend class as per ASU guidelines.

WRITTEN ASSIGNMENTS

Unless otherwise specified, all written assignments must be typed and double spaced. References to journals, books, and websites should be cited in APA format at the end of each report in a Reference section. If you are unfamiliar with APA, see the Publication Manual in the library or check out their website, <http://www.apastyle.org>. Always use **PERSON FIRST** language and other appropriate terms as indicated in the APA Manual. Written assignments will be graded on content and style. Grammatical and spelling errors will be penalized. I will not download assignments. A hard copy is due on the due date.

READINGS/PARTICIPATION/HOMEWORK

Read all assigned readings and be able to apply the information during class lectures and discussions. Individual participation in group discussions and group activities is required. Homework is assigned on a regular basis. Points may be deducted for each incomplete assignment as well as assignments not turned in on time. Sleeping in class is not permitted! You may always submit an assignment early in my personal department box located on the 3rd floor of University Hall or the plastic box outside my office door.

QUIZZES/EXAM (QUIZ = 15 POINTS; EXAM IS 20; TOTAL = 35)

Students will take 1 quiz and one comprehensive final exam over key points and terminology addressed in the assigned readings and lectures. Dates for the quizzes are noted on the topical outline.

FIELD PLACEMENT: (20 points)

Students will be placed in an appropriate classroom in a public school for 30 hours per class during the 5 week lab period. Specific lab requirements will be given out in class. Failure to complete the lab hours or lab assignments will result in failure of the course. Professional behavior at the lab site is expected at all times. A timesheet and evaluation by the master teacher are also required along with the lab assignments.

LAB DATES THIS SEMESTER: WEEK 1: September 19-September 23

WEEKS 2-5: October 17-November 11

SERVICE HOURS: (15 points)

Students will work in pairs and read storybooks to classes at Sue Reynolds ES during this semester. Details will be provided in class.

MINI REPORT (10 points each; total = 20)

Students will select a topic regarding medical or scientific technology regarding one of the disabilities covered in class. Topics will be due on Sept. 8, 2011. There is both an oral and written portion of the report. The written portion is due on 10/13. Do not forget to use People First Language. The oral portion of the report will be presented on Dec. 1, 2011. An outline and suggested topics will be given out in class.

BOOK REPORT: 10 points

A book report will be completed on either **Icy Sparks** by Gwyn Rubio, **Thinking in Pictures**, by Temple Grandin **The Curious incident of the dog in the night- time** by M. Haddon or **The Memory Keeper's Daughter**, by All of these are available at Barnes and Noble or Amazon.com. at a minimum cost. An outline will be given out in class. Due Date: Sept. 15, 2011.

Rubrics:**RUBRIC FOR MINI REPORT**

SPED 3110

ORAL PORTION (10 Points)

_____ CLARITY

_____ Visuals

_____ Organization

_____ Delivery

_____ Time Limit

_____ Total oral

WRITTEN PORTION (10 Points)

_____ Content

_____ Organization

_____ Grammar, spelling, punctuation

_____ APA style

_____ Appropriate topic selection

_____ Total written

Total = 20 points

Lab Placement (Rubric)

1. Return notification of schedule form (4pts)

2. Observations (4pts)

3. Individual Tutoring (4pts)

a. Teacher Evaluation

b. Journal of each session

c. Summary

4. Small group Activity (4pts)

a. Dr. Pollingue observation

5. Notebook turned in on time (4pts)

Total = 20

Lab requirements: Can be found on instructor's *Livertext* page.**NOTE!!! ANY ASSIGNMENT IS WELCOME TO BE TURNED IN BEFORE THE DUE DATE!!!****EVALUATION:**

Grades are assigned as follows:

Tests 35 points

Lab Placement 20 "

Service Project 15 "

Mini Reports 20 "

Book Report 10 "

Total = 100 "

- Grades

A= 92%-100% 92-100 points

B= 82%-91% 82-91 “

C=72%-81% 72-81 “

D=62%-72% 62-71 “

F=below 62% below 62 “

Other Important Information *(Include any additional information of importance here such as attendance—make sure it is consistent with policy in ASU catalog, tardiness, lab/field placement, APA sixth edition, etc. DELTE italicized copy when finished with this section.)*

Academic Honesty

Students are expected to read and strictly adhere to the entire Academic Honesty policy found on page 42–43 of the 2011 - 2012 *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.

Book Choices:

Icy Sparks by Gwyn Rubio,

Thinking in Pictures, by Temple Grandin

The Curious incident of the dog in the night- time by M. Haddon or

The Memory Keeper's Daughter, by Kim Edwards

There's A Boy in There bu Judy and Shaun Barron

All of these are available at Barnes and Noble or Amazon.com. at a minimum cost. An outline will be given out in class. Due Date: Sept. 15, 2011.

Bibliography

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