

**AUGUSTA STATE UNIVERSITY**  
**College of Education**  
**Department of Educational Leadership, Counseling and Special Education**

**SPED 4002 - D**  
**INSTRUCTIONAL STRATEGIES FOR TEACHING STUDENTS WITH DISABILITIES**  
**IN GENERAL EDUCATION SETTINGS**  
**3-0-3 Semester Hours**

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**Office Hours:** Mon 12:00-4:30; Tues 12:00-2:30; Wed 10:30-1:30; Other times by appointment

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**Class Time:** Wednesday 2:00 – 4:45

**Room Number:** University Hall, Room 353

**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 - Required Readings:**

Friend, M., & Bursuck, W. D. (2009). *Including students with special needs: A practical guide for classroom teachers* (5th ed.). Upper Saddle River, NJ: Pearson.

**Textbooks – Optional**

American Psychological Association (2009). *Publication manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington, DC: American Psychological Association.

**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. PSC/NCATE 1, 7; INTASC 1,2; BOR IIB(1); CEC: CC1K1-8, GC1K1,4,6,8, GC2K3-5
- 2) List pre-referral 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) 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

The preparation of teachers and other school personnel is critical to all other professions, and to communities, the state, and the nation. The professional educator plays an essential role in student learning. The Conceptual Framework of the professional education unit at Augusta State University consists of a mission and vision with an overarching theme to produce **prepared, able, and responsive** professionals to teach and support diverse learners.

This mission and vision requires a partnership between the professional education unit including the College of Education, the College of Arts and Sciences, the local community educational system, community agencies, and the Professional Development School Network.

### *Conceptual Framework: Mission*

Our mission is to educate prospective school professionals to be knowledgeable, effective, and ethical practitioners.

### ***Conceptual Framework: Vision***

Our vision is to prepare school professionals who transform P-12 learners into thinking, productive citizens.

#### **Standard: PREPARED**

**Disposition:** To think critically about the process of teaching, learning and assessment.

Candidates who are prepared will:

- P1 - Demonstrate strong content and pedagogical preparation in their respective subject area or professional field.
- P4- Demonstrate an understanding about how students learn and develop (intellectually, socially, and individually) and provide developmentally appropriate curricula, learning opportunities and support.
- P5- Demonstrate knowledge about how to use information and technology effectively to foster active inquiry, collaboration, and supportive interaction in educational settings.

#### **Standard: ABLE**

**Dispositions:** To be creative, challenging, and flexible in teaching/professional practices.

Candidates who are able will:

- A1 - Understand, use, and support a variety of instructional strategies to encourage critical and creative thinking, problem solving, and achievement.
- 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 using knowledge of subject matter, the learners, the community, and curriculum goals.

#### **Standard: RESPONSIVE**

**Disposition:** To act in a manner that is empathetic, responsive, enthusiastic, inclusive, and reflective in relations with students, parents, peers, and others.

Candidates who are responsive will:

- R1- Respect the dignity of all persons believing that all children can learn and have the right to an opportunity to do so.
- R2- Translate knowledge into creating and supporting meaningful experiences for diverse learners.
- R3- Accept responsibility for teaching and working in authentic settings with diverse populations of learners.
- R4- Demonstrate a commitment to meet the educational needs of learners in a fair, caring, nondiscriminatory, and equitable manner.

1.

## **Program-Specific Standards Addressed in This Course**

Students in SPED 4002 will learn and discuss different disability categories and how students are referred, as well as practical inclusion strategies that can be used in their general education classrooms. Students will have the opportunity to apply these practical strategies in an authentic setting. Particular attention will be given to inclusion strategies that benefit all students in the general education setting.

## **Methods of Instruction**

SPED 4002 introduces general educator candidates into the field of special education and offers practical applications to be used in the general education setting. This course requires reading from a broad range of resources, demonstrating knowledge through objective tests, and applying concepts in authentic settings. Additionally, class discussion, group work, and individual projects will comprise the participation component of your grade.

## **Course Schedule**

### **Week 1 (08/17/11): Course Overview**

Review course requirements

Overview of Field Experience

### **Week 2 (08/24/11): Overview of Special Education**

Chapter 1: Foundations of Special Education (History & Legal Foundations)

Chapter 2: Special Education Procedures and Services

### **Week 3 (08/31/11): Overview of Special Education**

#### Readings:

Chapters 3

#### Discussion Topics:

Inclusion

Collaboration

### **Week 4 (09/07/11): Overview of Special Education**

#### Readings:

Outside Readings

Discussion Topics:

Response to Intervention

Classroom Management/Positive Behavior Interventions and Supports

Class Activities:

Review for SPED Acronym Quiz

**Week 5 (09/14/11): Overview of Exceptionalities**Readings:

Chapter 6

Discussion Topics:

Students with Low-Incidence Disabilities

Class Activities:

SPED Acronym Quiz

**Week 6 (09/21/11): No Class: Lab Day**

Meet with your mentor teacher at your field experience placement

**Week 7 (9/28/11): Overview of Exceptionalities**Readings:

Chapter 7

Discussion Topics:

Students with High Incidence Disabilities

Class Activities:

Abstract #1 Due

**Week 8 (10/05/11): Overview of Exceptionalities**Readings:

Chapter 8

Discussion Topics:

Other Exceptionalities - Section 504, GT, & CLD

**Week 9 (10/12/11): Instructing Students with Disabilities in the Classroom**Readings:

Chapters 9 & 10

Discussion Topics:

Instructional Strategies

Class Activities:

Abstract #2 Due

Week 10 (10/19/11): Lab Class

Week 11 (10/26/11): Lab Class

Week 12 (11/02/11): Lab Class

Week 13 (11/09/11): Lab Class

**Week 14 (11/16/11): Lab Reflection Presentations** (Papers are due before the start of class)

Week 15 (11/23/11): NO CLASS...THANKSGIVING HOLIDAY

**Week 16 (11/30/11):**

Class Activities:

Final Exam

Lesson Plan Due

**Performance Assessment(s):****Field Experience**

*This course requires 30 hours of direct contact with students with disabilities.*

In order to receive credit for the course, students *must* complete all 30 hours **no later than 11/11/2011** and have turned in *all* required forms throughout the semester. Students are also responsible for turning a field experience evaluation to be completed by their mentor teacher or, if already teaching, by their direct supervisor. Additionally, a

background check must be completed (this should have already been completed) and liability insurance purchased, *before* beginning your field experience.

### Grade Scale

100 – 90 = A

89 – 80 = B

79-70 = C

A grade of Incomplete for the course will only be given under documented extraordinary circumstances or events, not due to a student's own negligence that prevent completion of specific assignments. Students should read syllabus information frequently and plan their schedules carefully. Students are expected to responsibly plan, organize, and work to meet the requirements of this class effectively and efficiently.

### Assignment Details

Assignment	Due Date	Points Possible
Attendance and Participation	Varies	10
Journal Abstracts (2 x 10 points)	Varies	20
SPED Terminology Quiz	09/14/11	10
Lesson Plan	11/30/11	10
Final	11/30/11	25
Lab Reflection Paper & Presentation	11/16/11	25
<b>Total Points</b>		<b>100</b>

#### Attendance and Participation:

Students are expected to come to class prepared to participate. Both attendance and participation will be recorded for each class.

#### Journal Abstracts Activity:

Students are required to prepare two (2) abstracts over a topic of their choice related to Special Education. Students will follow the abstract format which can be found on *LiveText* and Appendix A. Students will upload their completed assignment onto *LiveText*. Completed assignment will include a properly formatted (APA 6<sup>th</sup> ed.) cover page followed by the three abstract forms.

#### Lesson Plan:

Students are required to complete a lesson plan for a lesson of their choosing. The student will need to base the lesson plan on a special needs student in their classroom. Student will choose one or more disability categories and then

describe the characteristics associated with the chosen disability. The student will then complete the lesson plan template (Appendix B).

### **Lab Reflection Paper:**

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

- a) 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, specific knowledge about teaching that you gained from this experience and your major contributions during this experience. **Appendix C** and *LiveText* contain a copy of the grading rubric.

**Please carefully review the rubric provided by your instructor for the specific requirements of this reflection paper.** You are also required to present your Reflection Paper to the class in a 5 minute presentation. Grading rubric can be found in the syllabus on **Appendix C** and *LiveText*. You will notice that on the rubric the highest score you will receive is a 16. I will convert this into a score out of 20 points. Final paper will need to be uploaded onto *LiveText*.

In addition, you will be required to provide a 5 minute summary of your experience to the class!

### **Final:**

A final will be given covering all chapters and discussions covered throughout the course. The exams will be derived from both class lectures/discussions and the textbook. Exams may incorporate any of the following: multiple choice, true or false, short answer, and short essay questions. A review will be posted on *LiveText*.

## FIELD EXPERIENCE REQUIREMENTS:

Please use the following link to obtain all necessary information and required handouts  
[http://www.aug.edu/field\\_experience/sped4002-handbook.php](http://www.aug.edu/field_experience/sped4002-handbook.php)

*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.

**\*\*Full and proper Field Experience documentation (ie. Evaluations, completed hours, etc) is required for a passing grade in this course, as well as for certification in Georgia. \*\***

**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 in the 2011–12 *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.  
(p.46)

### **MyASU Account**

MyASU is a web based portal that contains a variety of information and services. A myASU account is created for all new applicants and stays with the student throughout their time at ASU and after graduation. MyASU gives you

- Access to JagMail (web-based Email system)
- Classroom tools such as class bulletin boards and class chat rooms
- Campus & Personal Announcements
- Access into ELROY (your personal student information)
- Access to [GeorgiaVIEW Vista](#) (An On-Line Course management system)

Students are encouraged to check their JagMail account daily. Students are responsible for any assignments or deadlines sent to them via JagMail. If you have trouble accessing

your myASU 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.

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**APPENDIX A**  
**Abstract Format**

Students are responsible for choosing 2 journal articles over any special education topic. The following template will need to be completed for *each* article. A properly completed form will usually be no longer than 2 pages. When completing this form, remember to **provide detail and give specifics**. Each abstract is worth ten (10) points.

1. Provide full bibliographic information (use APA format):
  
2. Describe the purpose of the article?
  
3. What significant points were made in the article?
  
4. What information from this article can you use in the future and how? Be specific with detail.

**APPENDIX B**  
**Lesson Plan Template**

Name:

Disability Category:

Characteristics of Disability Displayed in Class:

<b>Lesson Component/Activity</b>
Lesson Goals:
Lesson Objectives:
Materials Needed:
Procedures/Activities:
Accommodations/Modifications:
Assessment of Lesson Effectiveness:

**APPENDIX C**  
**Lab Reflection Paper – Grading Rubric**

Category				
	Unsatisfactory (1)	In Progress (2)	Proficient (3)	Exemplary (4)
<b>Identification of Characteristics of Students with Disabilities</b>	Candidates fail to describe at least 3 typical characteristics of students with disabilities, as referenced in the text.	Candidates clearly describe 3-4 typical characteristics of students with disabilities, as referenced in the text.	Candidates clearly describe 5-6 typical characteristics of students with disabilities, as referenced in the text.	Candidates clearly describe 7 or more typical characteristics of students with disabilities, as referenced in the text.
<b>Identification of Strategies for Teaching Students with Disabilities</b>	Candidates fail to clearly describe strategies/techniques for teaching students with disabilities, as observed in the field experience.	Candidates clearly describe 1-2 strategies/techniques for teaching students with disabilities, as observed in the field experience. Students have the option of clearly describing one or more alternative strategies/teaching techniques that could have been used in specific situations, to complete the total of strategies/techniques given.	Candidates clearly describe 3 strategies/techniques for teaching students with disabilities, as observed in the field experience. Students have the option of clearly describing one or more alternative strategies/teaching techniques that could have been used in specific situations, to complete the total of strategies/techniques given.	Candidates clearly describe 4 or more strategies/techniques for teaching students with disabilities, as observed in the field experience. Students have the option of clearly describing one or more alternative strategies/teaching techniques that could have been used in specific situations, to complete the total of strategies/techniques given.
<b>Mechanics</b>	Many grammatical, spelling, mechanical, or punctuation errors. APA not correctly followed.	A few grammatical, spelling, mechanical, or punctuation errors. APA style not correctly followed.	Almost no grammatical, mechanical, spelling, or punctuation errors. APA style followed.	No grammatical, mechanical, spelling, or punctuation errors. APA style followed.
<b>Organization And Accuracy</b>	Information is completely disorganized and largely inaccurate.	The information appears to be somewhat disorganized, and some information is not correct and factual.	Information is organized but paragraphs are not well-constructed, and/or a few factual errors are noted.	Information is very well- organized with well- constructed paragraphs, and all information is factual and correct.