

**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:**

T: 1:30- 5:30

W: 3:00- 5:00

Th: 1:30- 5:30

Other times by appointment

**E-mail:** [moconno2@aug.edu](mailto:moconno2@aug.edu) (Email contact is preferred).

**Phone:** 706-667-4505

**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:**

(2009). Marilyn Friend & William D. Bursuck. *Including Students with Special Needs: A Practical Guide for Classroom Teachers*. Pearson: New York.

**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 Professional Development 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.

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.

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.

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.

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

### Session 1 Student Introductions

Syllabus

Overview of At-Risk Students

-Assignments for next session: Read Chapter 1 and Chapter 2

### Session 2

Disability categories introduction/overview

Overview of special education system/personnel

Timeline lecture

### Session 3

Timeline lecture cont.

NCLB and Accountability

Assignment for next session: Read Chapter 6

### Session 4

Learning Disabilities lecture/discussion

RTI lecture/discussion

Assignment for next session: Study for mid-term exam

### Session 5

Mid-term exam

Assignment for next session: Read Chapter 12

### Session 6

Lecture/ Discussion on At-Risk students and EBD.

Assignments for next session:

1. Read Chapter 7

2. Locate and bring for class discussion an article from an academic or mainstream media source regarding autism and/or Asperger Syndrome.

### Session 7

-Autism lecture/discussion

-Assignment for next session: Review Chapter 7, on Intellectual Disabilities

### Session 8

-Intellectual disabilities lecture/discussion

-Assignment for next time: Read Chapter 3 and Chapter 9

## Session 9

Final Exam

Collaborative Teaching and Differentiated Instruction lecture/discussion

Assignment for next session:

Complete Reflection paper on lab experience.

## Session 10

Presentations of Reflection paper on lab experience.

Note: the ten points for your presentation can be earned only by presenting to the class (no make-up work accepted).

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.

Classroom Participation and Attendance (30 points)

Midterm exam (50 points)

Reflection Paper and Presentation (20 points)

### **IMPORTANT:**

**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.**

### **Field Experience Requirements:**

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

### **LAB REQUIREMENTS**

You **MUST** take a copy of the SPED 4002 field experience requirements to your host teacher on the **FIRST** field experience visit. This document will be included in your course syllabus. The

course syllabus is available on this web site: [ELCSE Syllabi](#)

***Successfully complete a criminal background check:***

Due to the sensitive nature of working with children in a public/private school system, a background check is required for all teacher candidates who are enrolled in an education class. Only teacher candidates who have satisfied the background check process will be given access to the online field experience placement system. A background check must be done at the beginning of the semester when you take your first education class (EDUC 2110/2120/2130 or SPED 4002)

***Expected Conduct and Dress Code***

As a teacher candidate of Augusta State University, you are representing the College of Education. You must dress professionally, which means no jeans, no sweat suits, no shorts, no flip flops. Inappropriate behavior or dress will not be tolerated and teacher candidates who exhibit such behavior risk being withdrawn from the class.

**CAUTION:**

For more information on the definition of professional dress, you must read the document at this link: [ASU Dress and Appearance of Teacher Candidates](#)

***Tort Liability***

Liability insurance must be purchased prior to beginning the first education class (EDUC 2110/2120/2130 or SPED 4002). This liability insurance will be needed for the duration of your education program. Therefore, we recommend that you purchase enough years of coverage to extend until your expected graduation date. Liability insurance can be purchased from either SPAGE or SGAE (websites are listed below). Proof of liability insurance must be provided to Charlene Blankenship. For more information on the Tort Liability Insurance, contact:

Charlene Blankenship  
706-667-4076  
[cblanken@aug.edu](mailto:cblanken@aug.edu)

SPAGE (Student Professional Association of Georgia Educators)

[www.pagefoundation.org/spage/join](http://www.pagefoundation.org/spage/join)

OR

GAE (Georgia Association of Educators)

[www.nea.org/student-program](http://www.nea.org/student-program)

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

**SPECIFIC REQUIREMENTS FOR THE SPED 4002 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.

- **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.**

- 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.

### **Grade Scale**

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

### **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.

## **Bibliography**

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