

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

SPED 4002 – C2
INSTRUCTIONAL STRATEGIES FOR TEACHING STUDENTS WITH DISABILITIES
IN GENERAL EDUCATION SETTINGS
3-0-3 Semester Hours

Professor: Karyn Warren, Ed.S.

Office Hours: By appointment

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Phone: 706-592-4534 (Hephzibah Middle School) or 706-737-1497 – leave a message

Class Time: Monday & Wednesday 5:30 – 8:15

Room Number: University Hall, Room 356

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. (2009). *Including students with special needs: A practical guide for classroom teachers*. (5th ed.). New Jersey: Pearson.

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.

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:

5/19/11:

Field Experience Placement Introduction

Course Requirements

Chapter 1 – Least Restrictive Environment, Evolution of Special Education, Inclusive Practices (continuum of services), Categories of Disability

Chapter 2 – RTI process, Eligibility Process, IEPs

5/24/11: Quiz over Chapters 4 & 5

Chapter 3 – Collaboration

Chapter 4 – Assessing Student Needs, Achievement testing, Curriculum-based Assessments

Chapter 5 – Analyzing Classroom and Student Needs, Organization, Student Grouping, Materials, Instructional Methods

5/26/11: Quiz over Chapter 7

Chapter 7 – High-Incidence Disabilities, Learning Disabilities, Emotional/Behavioral Disorders

5/31/11: APA Module Activity Due, Quiz over Chapter 6

Chapter 7 (cont.) – High-Incidence Disabilities, Speech & Language Disorders

Chapter 6 – Autism Spectrum Disorders

6/2/11:

Chapter 6 (cont.) – Low-Incidence Disabilities, Moderate, Severe, & Multiple Disabilities, Sensory Impairments, Physical, Medical, & Health Disabilities

6/7/11: Quiz over Chapter 8

Chapter 8 – Section 504, ADHD, Gifted and Talented, Cultural Diversity, At-risk Students

6/9/11: Quiz over Chapter 9

Chapter 9 – Differentiating Instruction, Accommodations, Parent Involvement

6/14/11: Quiz over Chapters 10 & 11

Chapter 10 – Strategies for Independent Learning, Self-Advocacy

Chapter 11 – Evaluating Student Learning, Classroom testing, Performance-based Assessment, Portfolio Assessment

6/16/11: Quiz over Chapters 12 & 13

Chapter 12 – Responding to Student Behavior, Positive Behavioral Interventions, Functional Behavior Assessment

Chapter 13 – Building Social Relationships, Peer Tutoring, Cooperative Learning, Social Skills

6/21/11: EXAM**Performance Assessment(s):****Grade Scale**

100 – 90 = A

89 – 80 = B

79-70 = C

69-60 = D

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
APA Module Activity	5/31/11	10
Lab Reflection Paper	7/15/11	30
Final	6/21/11	20
Disabilities in the Movies Powerpoint	Varies	20
Quizzes	Weekly	10

Attendance and Participation:

Students are expected to come to class prepared to participate. Both attendance and participation will be recorded for each class. Warm-up activities will be scheduled for the first five minutes of class, this is how you will receive your grade for attendance, punctuality, and participation. If a student is late, they will **not** be able to make up this assignment.

APA Module Activity:

Students will be expected to complete an online module which will cover the mechanics of writing and APA (6th ed.). The module can be found at <http://courses.unt.edu/bullock/APA/Module.html>. After completing this module, students will take an exam. Students are required to make at least an 80% on the exam. Once the exam is completed at 80%, a certificate will be displayed. This certificate should be uploaded onto *LiveText*.

Final:

A comprehensive final exam will be given at the end of the course. It will consist of multiple choice, true/false, and short answer questions.

Movie Character Review

Consider using a film as a tool for teaching students about people with disabilities. Consider the following: Does the motion picture you chose accurately represent characters and their disabilities? What are examples and nonexamples of inclusive practices portrayed in the movie? What positive images and negative stereotypes are presented? For what age group of students would your movie (or selected clips of the movie) be appropriate?

Before answering these questions, read the following article: “Disabilities in the Media: The Movies” found at www.mdausa.org/publications/Quest/q44movies.html. Select a movie from the list that will be circulated during class and create a PowerPoint that includes the following information: (1) name of the movie and name of the main character with a disability; (2) common characteristics of this disability condition; (3) specific characteristics of the movie character (a) related to the disability and (b) unrelated to the disability. Also, (4) describe the accuracy of the portrayal of disability characteristics and issues represented in the film. (5) **According to the MDA article (above)**, was the protagonist presented as a stereotype (old or new) *or* realistically? Defend your answer with specific examples. (6) State your opinion of the film as a teaching tool for a specific audience and either recommend it or not giving examples of strong and weak points. **Do not give a play-by-play of the plot! I have seen the movies!**

Your presentation will be given during the week that we discuss the disability your character displays. Be prepared to make your presentation at the beginning of the class period.

Quizzes

You will have a weekly quiz that will cover content from the TEXTBOOK. You are to read the chapter the week before it is covered in class. You will then take a quiz over the chapter at the beginning of class BEFORE I cover the material to ensure that you have prepared for the class discussion. These quizzes will be averaged together for your points on the final grade.

FIELD EXPERIENCE REQUIREMENTS:

SPED 4002 requires 30 hours of direct contact with students who are at risk or have disabilities. This course requires 30 hours of documented lab experience in a classroom that serves students with disabilities. It is your responsibility to notify your instructor that you need a lab placement.

The basic concept that defines your field experience for this class is *service-learning*: that is, engagement in activities that help you connect what you have learned in the classroom with some form of community service. In this case, your community service will be to the school. 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. 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

Assignment for Lab Experience

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, specific knowledge about teaching that you gained from this experience, and your major contributions during this experience. Please carefully review the rubric provided by your instructor for the specific requirements of this reflection paper. This assignment requires the use of three or more scholarly sources and must be written in APA format.

Other Important Information:

Attendance, Punctuality, and Participation:

Regular and punctual attendance is required for all seminars and individual meetings. If absences are unavoidable, the student is responsible for getting all class notes and hand-outs from a class member. 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.

****Full and proper Field Experience documentation is required for a passing grade in this course, as well as for certification in Georgia. Time documentation must be uploaded to Pipeline and your Evaluation must be turned in to your instructor by the end of the course.****

Late Work Policy:

Assignments are due on the scheduled date. Any exceptions to this policy will be made by prior arrangement and acceptance is at the discretion of the professor.

Written Assignments

All written assignments should adhere to 6th Ed APA, unless otherwise specified. Assignments should be typed, double spaced, with 12-point, Times New Roman, and 1” margins.

Academic Honesty:

Students are expected to read and strictly adhere to the entire Academic Honesty policy found in the 2010–11 *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.43)

JAG MAIL Account

Students are encouraged to check their Jag Mail account daily. Students are responsible for any assignments or deadlines sent to them via Jag Mail. If you have trouble accessing your Jag Mail 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. An additional resource for APA assistance is <http://owl.english.purdue.edu/owl/resource/560/01/>.

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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