

Washburn University
Education Department
SE 530/532 & SE 430&432
Methods & Materials for Teaching Mild-Moderate Disabled
Children & Youth (Elementary/Middle/Secondary)
Carnegie Building Room 200
Tuesday 5:00-8:00 p.m.

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Office Hours: 4:00-5:00 p.m. Monday
8:30-9:30 & 10:45-11:30 a.m. Tuesday/Thursday
4:30-5:00 p.m. Tuesday
Or By Appointment

Fall 2006

Course Description: Individuals enrolled in this class will learn how to develop a comprehensive Individualized Education Plan (IEP) and Transition Plan for students with LD/BD/MR. There will be an emphasis on the selection and implementation of instructional methods including affective and learning behaviors. How to select and adapt materials to support students with LD/BD/MR in a special education and regular education classroom will be addressed. Appropriate global teaching approaches for children and adolescents from various ethnic backgrounds will also be incorporated into the curriculum. 3 credit hours.

Philosophy & Dimension on Reflection: Teachers must be critical consumers of the literature, knowledgeable about their content, and ethical decision makers. In order to respond appropriately in all professional settings, teachers must also be reflective practitioners as described in the Washburn Reflective Teacher Model. Students will engage in reflection on student differences, methods and materials, and the context of teaching and learning through class discussions, the case study assignment and the effective strategy file.

Diversity Proficiency

Knowledge Construction will occur through a class discussion on the impact of diversity on student learning. Students are to participate by bringing in a journal article on this topic and write a reflection paper after the in-class discussion. **KSDE Knowledge Indicator 2.3** is an example of knowledge construction and is addressed within this course.

Prejudice Reduction will be addressed throughout the course. **KSDE Knowledge indicator 5.5** is an example of prejudice reduction and is addressed within this course. **The reflection paper in assignment #3** and questions on the final exam will be used to assess student's understanding of this concept.

Equitable Pedagogy will be addressed during the adapting instruction, reading, writing, and math in-class discussions about the use of appropriate content, instruction, and materials for students with disabilities and those students from diverse backgrounds. **KSDE Performance Indicator 5.5** is an example of

equitable pedagogy and is addressed within these instructional topics. The **reflection paper in assignment #3** and questions on the final exam will be used to assess student's understanding of this concept.

Prerequisite: SE 510 and Consent of Instructor

Mission of the University:

Washburn University shall prepare qualified individuals for careers, further study and life long learning through excellence in teaching and scholarly work. Washburn University shall make a special effort to help individuals reach their full academic potential. *Washburn University Board of Regents, 1999*

Academic Misconduct Policy:

All students are expected to conduct themselves appropriately and ethically in their academic work. Inappropriate and unethical behavior includes (but is not limited to) giving or receiving unauthorized aid on examinations or in the preparation of papers or other assignments, or knowingly misrepresenting the source of academic work. Washburn University's Academic Impropriety Policy describes academically unethical behavior in greater detail and explains the actions that may be taken when such behavior occurs. For guidelines regarding protection of copyright, consult www.washburn.edu/copyright/students. For a complete copy of the Academic Impropriety Policy, contact the office of the Vice President for Academic Affairs, Morgan 262, or go on-line to: www.washburn.edu/admin/fac-handbook/FHSEC7.htm#VIII

Disability Services:

The Student Services Office is responsible for assisting in arranging accommodations and for identifying resources on campus for persons with disabilities. Qualified students with disabilities must register with the office to be eligible for services. The office MUST have appropriate documentation on file in order to provide services. Accommodations may include in-class note takers, test readers and/or scribes, adaptive computer technology, brailled materials. Requests for accommodations should be submitted at least two months before services should begin; however, if you need an accommodation this semester, please contact the Student Services Office immediately.

Location: Student Services, Morgan Hall Room 150

Phone: 785-670-1629 or TDD 785-670-1025

E-Mail: student-services@washburn.edu

Students may voluntarily identify themselves to the instructor for a referral to the Student Services Office.

Center for Undergraduate Studies and Programs (CUSP):

As a Washburn student, you may experience difficulty with issues such as studying, personal problems, time management, or choice of major, classes, or employment. The Center for Undergraduate Studies and Programs (Office of Academic Advising, Educational Opportunity Program, and Office of Career Counseling, Testing and Assessment) is available to help students either directly through academic advising, mentoring, career counseling, testing and developing learning strategies or by identifying the appropriate University resource. If you feel you need someone with whom to discuss an issue confidentially and free of charge, contact CUSP in Morgan 122, 785-670-1299, advising@washburn.edu.

Withdrawal Policy:

During fall and spring semesters, students may withdraw from full semester courses through the second week of class with no recorded grade. From the third through the eleventh week a "W" is recorded for any dropped course. Beginning with the start of the twelfth week, there are NO withdrawals, and a grade will be assigned for the course. For short-term or summer course deadlines, please check the appropriate Semester/Session Course Bulletin Web Site (www.washburn.edu/schedule)

Official E-Mail Address:

Your Washburn University e-mail address will be the official address used by the University for relaying important messages regarding academic and financial information. It may also be used by your instructors to provide specific course information. E-mail messages sent to your Washburn University e-mail address will be considered your official notification for important information. If you prefer to use an alternate e-mail address to receive official University notices, you can access your MyWashburn e-mail account, choose the "Options" tab, and select "Settings", scroll to the bottom of the screen and enter the e-mail address you would like your Washburn emails forwarded to in the "mail forwarding" area. Click on save changes. This will complete the process of forwarding your Washburn e-mail.

Course Objectives:

This course is designed as a methods and materials course for teachers of students with LD/BD/MR.

This course will focus on the following KSBE competencies as they relate to teachers of students with LD/BD/MR. As the semester progresses students will be required to respond to the following KSBE competencies.

The following Kansas State Department of Education Competency Requirements (2002) will be addressed in this course.

Knowledge

2.3. The teacher understands how students' learning is influenced by individual differences and experiences, including prior learning, language, culture, family and community variables.

4.3 The teacher knows techniques for modifying instructional methods and materials to adapt to the demands of various learning environments.

4.4 The teacher knows a variety of appropriate instructional methods, techniques, strategies, curricula, and sources of specialized or alternative educational materials, including those for students who differ in degree and type of disability.

4.5 The teacher understands the impact of language development and listening abilities on academic progress and social development of students.

4.6 The teachers understands the impact of social skills on the lives of students.

4.7 The teacher understands the impact of learners' academic and social abilities, attitudes, interests and values on instruction and career development.

5.5 The teacher understands ways to create learning environments that allow students to retain and appreciate their own and each other's respective language and cultural heritage.

5.6 The teacher understands model career, vocational, and transition programs for students with adaptive learning needs.

8.1 The teacher understands the manner in which diversity among educators, families, and students may affect behavior, educational performance and perceptions.

8.3 The teacher knows evidence-based best practice educational methods and understand the differences between such methods and controversial and unsubstantiated practices.

Performance

2.1 The teacher identifies and describes students' stages of development, learning abilities, strengths, needs, and applies this knowledge in determining levels of support needed.

2.2. The teacher accesses and uses information and appropriate resources needed to understand the cognitive, physical, cultural, social, emotional, and career needs of students.

3.7 The teacher uses assessment and evaluation results to select and evaluate instructional activities, monitor progress, and modify interventions and learning environments.

4.8 The teacher selects, adapts, uses and evaluates instructional strategies and materials based on learner characteristics and makes responsive adjustments to instruction based on continuous observations.

4.16 The teacher establishes and maintains rapport with learners.

5.3 The teacher uses strategies and techniques to facilitate the effective inclusion of students with adaptive learning needs in least restrictive environments, and teaches students in a variety of educational settings.

5.5 The teacher uses evaluation, planning and management procedures to **match learner needs with instructional environments and methods.**

8.9 The teacher uses evidence-based best practices and prudently evaluates the efficacy of controversial and unsubstantiated methods when they are used.

Required Text

Bos, C.S. & Vaughn, S. (2005). Strategies for teaching students w/learning and behavior problems. (6th ed.). Boston: Allyn & Bacon.

Additional Resources

Bender, W.N. (1996). Mild disabilities. Boston, MA: Allyn & Bacon.

Brolin, D.E. (1995). Career education. Englewood Cliffs: Prentice Hall.

Brolin, D.E. (1991). Life centered career education: A competency based approach.(3rd ed.). Reston, VA: Council for Exceptional Children.

Choate, J.S. (2004). Successful inclusive teaching. (4th ed). Boston: Pearson/Allyn & Bacon.

Cronin, M.E. & Patton, J.R. (1993). Life skills instruction for all students with special needs. Austin, TX: ProEd

Deshler, D.D., Ellis, E.S. & Lenz, B. K. (1996). Teaching adolescents with learning disabilities. (2nd ed.). Denver, CO: Love Publishing.

Friend, M. & Bursuck W. (1996). Including students with special needs. Boston, MA: Allyn & Bacon.

Hammill, D.D. & Bartel, N.R. (1990). Teaching students with learning and behavior problems. Boston, MA: Allyn & Bacon.

Lewis, R.B. & Doorlag, D.H. (2003). Teaching special students in the mainstream.(6th ed.). Englewood Cliffs, NJ: Prentice Hall.

Lovitt, T. (1995). Tactics for teaching. (2nd ed.). Englewood Cliffs, NJ: Prentice Hall.

Mastropieri, M.A. & Scruggs, T.E. (2004). The inclusive classroom: Strategies for effective instruction. Upper Saddle River, NJ: Pearson/Merrill Publishing.

Mercer, C.D. & Mercer, A.R. (2001). Teaching students with learning problems. (6th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall Publishing.

Meyen, E.L., Vergason, G. A. & Whelan, R. J. (1996). Strategies for teaching exceptional children in inclusive settings. Denver, CO: Love Publishing.

Polloway, E. A. & Patton, J.R. (1997). Strategies for teaching learners with special needs. (6th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall Publishing.

Wood, J.W. (2002). Adapting instruction to accommodate students in inclusive settings. (4th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall Publishing.

Fall 2006 Class Schedule

All pages listed below can be found in the required Bos & Vaughn (2005) text.

August	22	Orientation/Introductions/Syllabus Characteristics of Mild Disabilities and Diverse Learners , pp. 2-3 Reflective Thinking, Dimensions of Reflection p. 49
	29	Overview of Effective Teaching in Special Education Stages of Learning, p. 43 Increasing Positive Behaviors, & Decreasing Negative Behaviors pp. 35-42
September	5	Effective Teaching in Special Education Developing IEPs, pp. 7-15 & Transition Plans, Chapter 10 Designing Effective Instruction for IEPs, & Evaluating an IEP pp. 18-26 Bring copies of IEPs & IEP guidelines from KSDE website Examine Process Handbook on IEP development & implementation
	12	Cognitive & Meta-cognitive Instruction, pp. 46-65 Schema Theory & Graphic Organizers, pp. 287-303 & Inspiration Software
	19	Technology for Students with Disabilities Address use of Computer Technology, see TECH TIPS on p. xx.
	26	Adapting/Modifying Instruction for Students w/Disabilities Interventions & Material Analysis for Students with Disabilities
October	3	Discussion of Case Study, Strategy File & LDAK Conference Presentation Demonstration of how to use Powerpoint for presentations
	10	Oral Language Instruction for Students with Disabilities , Chapter 3
	17	Reading Instruction for Students with Disabilities , Chapters 4 & 5
	24	Writing Instruction for Students with Disabilities , Chapter 6
	31	Work on Projects
November	7	Research-based Strategy Presentations-LDAK Practice Assignment #1: Strategy & Presentation Outline due
	14	Math Instruction for Students with Disabilities , Chapter 8 Assignment #1: Strategy File Due
	21	No Class. Enjoy your Thanksgiving!
	28	Techniques to positively impact learning environments for students of all cultures. The impact of diversity on student learning Bring journal articles for this class discussion Assign: Reflection Paper on Diversity (due December 5)
December	5	Presentations of Case Studies for Students with disabilities Assignment #2 Case Study & Presentation Assignment # 3 Due Reflection Paper on Diversity
	12	Final Exam

ASSIGNMENTS

All assignments are due on the dates listed in the syllabus. Any late assignments will result in a loss of points. All assignments must be typed or word-processed. Please proof all your work.

Attendance and Participation

Attendance and participation are critical elements to the understanding of the information presented in this class. Students are expected to come to class and participate in class discussions, assignments, and exams. Failure to do so will result in a loss of points. It is known that emergencies do occasionally arise. Students will lose no points for their first two absences. Each absence thereafter will result in a loss of 2 points per absence. Excessive tardies may also lead to a loss of points taken from your final grade.

Assignment #1 Effective Strategies File & Presentation **20 points w/ presentation 10 pts = 30 pts**

1. Select from **READING, Career Awareness & at least one of the following areas:**
Writing Speaking Listening Math Personal Growth **ELL/Diversity**
Content Areas Social Skills The Arts Literacy Transition
2. Compile a file of effective, research-based techniques/strategies that can be used effectively with students with learning disabilities, behavior disorders and mental retardation.
(A minimum of 20 strategies are required.)
3. These strategies should reflect the strategies discussed in class as well as those written about in current professional journals.
4. Each strategy in your file must contain the following info:
 - *A description of the strategy
 - *A description of the effectiveness of this strategy based upon the research. Citations are expected.
 - *Specific implementation procedures
 - *Annotated Bibliography on each entry. Please be sure to list cited sources.
 - *Which exceptionality and age group does it target?
 - *Have you tried the strategy? (If yes, your reactions).
 - *An additional section with books and page numbers to use as a resource. Also include websites which would be useful resources.
5. These strategies must be typed or word-processed and compiled in some organizational fashion.
6. This document should contain a table of contents and a bibliography.
7. The complete strategy file is due on **November 14**.
8. Select one of these strategies and be prepared to present it at the LDAK State Conference RoundTable Session on **Friday, November 10 from 3:00-4:00 p.m. at the Holiday Inn Holidome in Lawrence, Kansas.**
9. Be prepared to formally present your 20 minute LDAK presentation in a Round Table setting in class on **November 7**. Also plan to have a one page handout to give to your peers. The handout should briefly succinctly outline how to implement your research-based strategy.
10. More specific information about this assignment will be discussed in class.
11. *Students in SE 430/432 (Undergraduate Section) will complete 10 strategies instead of 20 strategies.*

Assignment #2 Case Study & Presentation

20 points

1. Select a student or group of students from your class who needs additional assistance (primarily in reading or math). As you work with this student, develop a profile of the student which includes all of the information as described in the sections below.
2. Please include a brief paragraph at the beginning of each of these sections explaining each section and how the student progressed within each of these areas. The paper should be a minimum of 8 pages and a maximum of 25 pages.
3. Be prepared to formally present this case study to your peers using **Powerpoint on December 5**.
4. *Students in SE 430/432 (Undergraduate Section) will have a minimum of 4 pages and a maximum of 15 pages.*

Case Study Components

***STUDENT INFORMATION:** Develop a profile of the student(s) you have selected (age, disability, history, ethnicity, years in special education, interests, concerns, strengths, and growth areas).

***TARGET GOAL:** Identify one goal/objective you selected for the student and note why. Note the goals/objective you intend to work on for this assignment.

***ASSESSMENT DATA:** Create **weekly charts** which monitor the progress this student makes on the IEP objective. Include any other assessment data you have collected on this student.

***INSTRUCTIONAL INFO:** Include **weekly explanations** of research-based strategies and procedures you have used with this student. Describing what has worked and why, based upon our class discussions and your text and journal readings.

***MODIFICATIONS:** Include modifications you have made for this student (must include a minimum of two--An assignment modification and a materials modification). Include the 'original' and the modified version. Explain why you made the modifications and the address the success the student experienced because of these modifications

***ANALYSIS/IMPLICATIONS:** Your analysis of how this student progressed throughout this semester. Show the growth the student made. Explain how this process informs your teaching. What might you do differently next time? Attach pre & post tests along with the summary of these tests.

***REFLECTIONS:** Reflect upon and write about your experiences with this student on a weekly basis throughout the semester. We discuss the importance of reflection on teaching and learning, student differences and methods and materials. Please take time and think about this case study experience and explain what you and the student gained from this and how you would change it the next time you worked with this student or other diverse students with exceptionalities.

***ANNOTATED BIBLIOGRAPHY:** Please include any resources you have used while working w/the student. After each resource briefly note some basic information about it.

Assignment #3 Reflection Paper on Diversity.

10 points

1. Select and read an article from a current journal on the topic of diversity in special education.
2. Bring the journal article to class on November 16. Be prepared to discuss your article with the class.
3. After the in-class discussion and presentations by colleagues and the professor, write a reflection paper which addresses; a) **Knowledge Construction** what knowledge you gained from this article and discussion, b) **Prejudice Reduction** how does this help you better understand other diverse points of view, and c) **Equitable Pedagogy** how can this knowledge and conversation about pedagogy help you better teach the students with whom you work.
4. A minimum of 2 pages and a maximum of 8 pages are your parameters for this assignment.
5. *Students in SE 430/432 (Undergraduate Section) will have a minimum of 2 pages, as well.*
6. The paper is **due on December 5.**

Final Exam

25 points

A comprehensive final exam will be given on **December 12.**

Grading

Total points possible for this course = 100 points

Your Points Earned

Total Points Possible = Your Grade

Scale: A=90-100 B=80-89 C=70-79 D=60-69 F=59 or below

SE 530/532 Methods and Materials

Final Exam-Fall 2006

25 points

Directions: In the space provided, respond completely, yet succinctly, to each question.

1. **Characteristics and Factors to Determine Seriousness** (5 points)
Explain several characteristics students with mild disabilities may demonstrate. Then address some of the specific factors you would use to determine the seriousness of those characteristics.

2. Stages of Learning (4 points)
Describe and explain each stage of learning presented in class and also noted in your text.
3. Curricular Adaptations (6 points)
A general education teacher has come to you and **asked for assistance in helping some of the special education students who are diverse learners with mild disabilities in her class. She specifically needs adaptations for the following areas:**
 - *The textbook that she is using is too difficult. It is written on a level that is about 2 years above the students instructional reading level.
 - *For delivering lectures and presenting concepts she needs ideas. She uses the chalkboard to present information but doesn't use any other techniques. She needs additional ideas to help her clearly illustrate the concepts that she presents in her classes.
 - *When developing and administering a test she doesn't know what to do to adapt the test to address the needs of the students. Please give her some suggestions on what she could do to adapt a test for a student who has mild disabilities.
 - ***She isn't familiar with the specific cultural needs of each student, help her to better understand the student and address their individual learning needs.**
4. Assistive Technology (4 points)
Describe some assistive technology websites, devices and specific software that you could use to enhance your teaching and help students who need additional assistance.
5. Effective Teaching Principles & Strategies (3 points)
We discussed specific effective teaching principles that will help a student who has mild disabilities become more successful academically. Identify 3 effective principles and note why they are effective. Identify 3 specific strategies (from your strategy file, if you wish) that would be effective for students who have a mild disability. Explain clearly and completely the research which supports each of these 3 strategies.
6. Cultural Diversity (3 points)
What have you gained from this course that will help you develop instructional practices that address the needs of all learners in your class? How can you and will you continue to develop knowledge that will assist you to better understand and address the various cultures and diversity within your classroom?

Sample slides from the November 16 presentation. These slides will assist in addressing Knowledge Construction, Prejudice Reduction, and Equitable Pedagogy.

(See attached partial Powerpoint Presentation entitled: 532 Multicultural Education Example 06)