



SPED 3301: Learning and Instruction for Children with Disabilities

Spring, 2018

ONLINE

SPED 3301 is a required course for EC-6 Generalist and 4-8 Teacher Certification.

College of Education, Department of Language, Literacy and Special Populations

Instructor: Dr. William Blackwell

TEC 134

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Office hours (please e-mail or call to schedule):

Monday – By appointment (online/virtual/conference call)

Tuesday – 8:30-10:30 / 12:30-2:30 pm (office)

Wednesday – By appointment (online/virtual/conference call)

Thursday – 8:30-10:30 / 12:30-2:30 pm (office)

Friday – 9:00-3:00 (office)

Class Format: Online

Course Description: This course provides pre-service teachers with instructional strategies for working with students who are at risk or identified with a disability. Pre-service teachers will demonstrate their knowledge of best practices by analyzing and critiquing various texts (including multimedia) and creating appropriate learning tasks for students at risk or with disabilities. The course will also provide opportunities for pre-service teachers to generate modifications or accommodations to curriculum and instruction to meet the individual needs of learners. Prerequisites: SPED 2301.

Textbooks:

1. Required: Armstrong, T. (2012). *Neurodiversity in the classroom: Strength-based strategies to help students with special needs succeed in school and life*. Alexandria, VA: ASCD.
2. Required: Andreasen, F. E. (2012). *Exceptional people: Lessons learned from special education survivors*. Lanham, MD: Rowman & Littlefield.

Course Objectives: The following objectives will be met during this course:

1. Recognize and describe personal, psychological, social and emotional characteristics of exceptional students in the general education and special education classroom.
2. Examine federal laws related to special education.
3. Identify elements needed for development of individual education programs for students with disabilities.
4. Differentiate practices that support inclusive instructional arrangements for students with disabilities.
5. Define and describe instructional accommodations, adaptations, services and supports needed for educating students with disabilities.
6. Observe and describe elements and interactions that support collaborative models and roles for special education and general education teachers.
7. Recognize approaches, current trends and issues in special education.

A matrix that aligns course objectives, activities, assessments, and standards can be viewed on the course Blackboard site.

IDEA Objectives: The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

Essential: Gaining factual knowledge (terminology, classifications, methods, trends)

Important: Learning to *apply* course material (to improve thinking, problem solving, and decisions)

Course/Instructor Requirements:

1. **Class attendance and participation:** Students are expected to attend and participate in all class sessions. In an online class format, this means adhering to the schedule for readings, activities, and assignments. Check the online course platform and e-mail daily to ensure that you are up-to-date with all course requirements.
2. **Timely submission of assignments:** Time management and the ability to meet deadlines are important skills required of all professionals in K-12 settings. It is expected that all assignments will be submitted by the identified due date and time.
3. **Blackboard and online course navigation skills:** It is the student's responsibility to have a working knowledge of Blackboard and the skills needed to successfully complete an online course. If the student lacks the knowledge or skills to use Blackboard or complete an online course, they must contact the Delta Center for suggestions on training and technical support.

Course Outline

Assignments:

1. **Discussion board reflections (4 points each x 7 modules = 28 total points):** There is a discussion board reflection assignment for each of the seven modules in this course. Students will be required to reflect on content connected with the weekly presentation and to respond to TWO (2) classmates as part of the discussion. *Refer to the course schedule for due dates.*
2. **Evidence based strategy summaries (8 points each x 7 modules = 56 total points):** There is an evidence based strategy summary for each of the seven modules in this course. Students will be required to summarize TWO (2) peer-reviewed research articles that address support strategies for targeted student populations. *Refer to the course schedule for due dates.*
3. **Module assessments (12 points each x 7 modules = 84 total points):** There is a summative assessment for each of the seven modules in this course. Students will be required to identify support strategies for targeted student populations based on course readings and presentations. The responses will be evaluated on comprehensiveness and use of supporting evidence. *Refer to the course schedule for due dates.*
4. **Field research on perceptions and experiences with special education (28 points):** For the final course assignment, each student will interview two (2) individuals directly involved in the education of children, youth, and/or adults with disabilities in a K-12 or community-based setting. Potential interview subjects may include parents, school nurses, teachers, current/former students with disabilities, or community-based health or social service providers. Students will submit a written summary and analysis of the interviews. *Due on May 6.*

Grades:

Course grades will be determined based on the following points (200 points total):

- Module 1 discussion (4 points)
- Module 2 discussion (4 points)
- Module 3 discussion (4 points)
- Module 4 discussion (4 points)
- Module 5 discussion (4 points)
- Module 6 discussion (4 points)
- Module 7 discussion (4 points)
- Module 1 evidence based strategies (8 points)
- Module 2 evidence based strategies (8 points)
- Module 3 evidence based strategies (8 points)
- Module 4 evidence based strategies (8 points)
- Module 5 evidence based strategies (8 points)
- Module 6 evidence based strategies (8 points)
- Module 7 evidence based strategies (8 points)
- Module 1 assessment (12 points)
- Module 2 assessment (12 points)
- Module 3 assessment (12 points)
- Module 4 assessment (12 points)
- Module 5 assessment (12 points)
- Module 6 assessment (12 points)
- Module 7 assessment (12 points)
- Field research assignment (28 points)
- Grading curve (4 points)

The scale for final course grades is below.

- A = 180-200 points
- B = 160 – 179 points
- C = 140 – 159 points
- D = 120 – 139 points
- F = 0 – 119 points

Schedule:

Module 1: Introducing the course and our strengths-based framework (January 17 – February 4)

Timeline for completion: The deadline for completing all activities and assignments in this module is February 4. Late submissions will NOT be graded for this module after this date.

Complete the following:

1. Watch: Introduction to the course
2. Review: Course syllabus

3. Watch: Module 1 presentation: Introduction to neurodiversity and strengths-based learning
4. Discuss: Module 1 reflection: Experiences with special education
5. Read: Armstrong, introduction and chapter 1
6. Read: Andreasen, introduction
7. Complete: Module 1 evidence based strategies: Family involvement
8. Complete: Module 1 assessment: Positive-niche construction

Module 2: Supporting students with learning disabilities (February 5 – February 18)

Timeline for completion: The deadline for completing all activities and assignments in this module is February 18. Late submissions will NOT be graded for this module after this date.

Complete the following:

1. Watch: Overview of final course assignment
2. Review: Assignment requirements for field research on perceptions and experiences with special education
3. Watch: Module 2 presentation: Supporting students with learning disabilities
4. Discuss: Module 2 reflection: 1st-person views on learning disabilities
5. Read: Armstrong, chapter 2
6. Read: Andreasen, chapter 7 and chapter 10
7. Complete: Module 2 evidence based strategies: Learning disabilities
8. Complete: Module 2 assessment: Case studies and strategies for supporting students with learning disabilities

Module 3: Supporting students with attention deficit hyperactivity disorder (February 19 – March 4)

Timeline for completion: The deadline for completing all activities and assignments in this module is March 4. Late submissions will NOT be graded for this module after this date.

Complete the following:

1. Watch: Module 3 presentation: Supporting students with attention deficit hyperactivity disorder
2. Discuss: Module 3 reflection: 1st-person views on attention deficit hyperactivity disorder
3. Read: Armstrong, chapter 3
4. Read: Andreasen, chapter 5 and chapter 6
5. Complete: Module 3 evidence based strategies: Attention deficit hyperactivity disorder
6. Complete: Module 3 assessment: Case studies and strategies for supporting students with attention deficit hyperactivity disorder
7. Identify and schedule: Subjects to interview for the field research assignment

Module 4: Supporting students with autism spectrum disorders (March 5 – March 25)

Timeline for completion: The deadline for completing all activities and assignments in this module is March 25. Late submissions will NOT be graded for this module after this date.

Complete the following:

1. Watch: Module 4 presentation: Supporting students with autism spectrum disorders
2. Discuss: Module 4 reflection: 1st-person views on autism spectrum disorders
3. Read: Armstrong, chapter 4
4. Read: Andreasen, chapter 4
5. Complete: Module 4 evidence based strategies: Autism spectrum disorders
6. Complete: Module 4 assessment: Case studies and strategies for supporting students with autism spectrum disorders
7. Move forward: Interviews and analysis for field research assignment

Module 5: Supporting students with intellectual, health, and/or physical disabilities (March 26 – April 8)

Timeline for completion: The deadline for completing all activities and assignments in this module is April 8. Late submissions will NOT be graded for this module after this date.

Complete the following:

1. Watch: Module 5 presentation: Supporting students with intellectual, health, and/or physical disabilities
2. Discuss: Module 5 reflection: 1st-person views on intellectual, health, and/or physical disabilities
3. Read: Armstrong, chapter 5
4. Read: Andreasen, chapter 3
5. Complete: Module 5 evidence based strategies: Intellectual, health, and/or physical disabilities
6. Complete: Module 5 assessment: Case studies and strategies for supporting students with intellectual, health, and/or physical disabilities
7. Move forward: Interviews and analysis for field research assignment

Module 6: Supporting students with emotional-behavioral disorders and schizophrenia (April 9 – April 22)

Timeline for completion: The deadline for completing all activities and assignments in this module is April 22. Late submissions will NOT be graded for this module after this date.

Complete the following:

1. Watch: Module 6 presentation: Supporting students with emotional-behavioral disorders and schizophrenia
2. Discuss: Module 6 reflection: 1st-person views on emotional-behavioral disorders and schizophrenia
3. Read: Armstrong, chapter 6
4. Read: Andreasen, chapter 1 and chapter 2
5. Complete: Module 6 evidence based strategies: Emotional-behavioral disorders and schizophrenia
6. Complete: Module 6 assessment: Case studies and strategies for supporting students with emotional-behavioral disorders and schizophrenia
7. Move forward: Analysis and writing for field research assignment

Module 7: Supporting students with hearing impairments and reflecting on our strengths-based learning approach (April 23 – May 6)

Timeline for completion: The deadline for completing all activities and assignments in this module is May 6. Late submissions will NOT be graded for this module after this date.

Complete the following:

1. Watch: Module 7 presentation: Supporting students with hearing impairments
2. Discuss: Module 7 reflection: 1st-person views on hearing impairments
3. Read: Armstrong, chapter 7
4. Read: Andreasen, chapter 8 and chapter 9
5. Complete: Module 7 evidence based strategies: Hearing impairments
6. Complete: Module 7 assessment: Case studies and strategies for supporting students with hearing impairments
7. Complete: Field research assignment

Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Students with Disabilities #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
 - Technology during instruction: We will strive to use technology to support and enhance our learning in this course. There will be times that are designated as “device free” and other times in which the use of handheld and other technologies will be encouraged. The course instructor will make explicit the expectations for technology usage at each class session.
 - Technology during exams: Technology is allowed during exams. Specific instructions will be provided that outline the acceptable use for each exam.
 - Technology in emergencies: If there are emergency circumstances or other situations that dictate that you need access to handheld or other technologies, please notify the instructor. The use of technology is encouraged in these circumstances.
- Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

Attendance

Students are expected to attend and participate in all class sessions. In an online class format, this means adhering to the schedule for readings, activities, and assignments. Check the online course platform and e-mail daily to ensure that you are up-to-date with all course requirements.

Course Expectations

See “Course/Instructor Requirements” above.

Bibliography

- Alberto, P. A., & Troutman, A. C. (2009). *Applied behavior analysis for teachers* (8th ed.). Upper Saddle River, NJ: Pearson.
- Andreasen, F. E. (2012). *Exceptional people: Lessons learned from special education survivors*. Lanham, MD: Rowman & Littlefield.
- Armstrong, T. (2012). *Neurodiversity in the classroom: Strength-based strategies to help students with special needs succeed in school and life*. Alexandria, VA: ASCD.
- Colarusso, R. P., O'Rourke, C. M. & Leontovich, M. A. (2013). *Special education for all teachers*. Georgia State University: Kendall Hunt Publishing
- Kauffman, J. M., & Landrum, T. J. (2013). *Characteristics of emotional and behavioral disorders of children and youth* (10th ed.). Boston, MA: Pearson.
- Turnbull, A. P., Turnbull, H. R., Erwin, E., Soodak, L., & Shogren, K. (2015). *Families, professionals, and exceptionality: Positive outcomes through partnerships and trust*, Boston, MA: Merrill/Prentice Hall.
- Wheeler, J. J., & Richey, D. D. (2014). *Behavior management: Principles and practices of positive behavior supports* (3rd ed.). Boston, MA: Pearson.
- Wiggins, G. & McTighe, J. (2011). *The understanding by design guide to creating high-quality units*. Alexandria, VA: ASCD.
- Zentall, S. (2014). *Students with mild exceptionalities: Characteristics and applications*. New York, NY: SAGE.

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean,



Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.