



## **SPED 3304.01: A Study of Learning Strategies for Students with Learning Disabilities**

### **Spring, 2018**

*SPED 3304 is a required course for EC-12 Special Education Teacher Certification.*

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

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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:** Lecture / Face-to-Face Instruction

**Class day and time:** Tuesday, Thursday / 11:00-12:20 pm

**Class location:** Garrett Teacher Education Center, Room 107G

**Course Description:** Learning disabilities are examined with a focus on history, definition, causation, teaching methods and inclusive practices. Emphasis is placed on the appropriate selection of assessment and teaching strategies, lesson planning, and use of technology for students with special needs. Prerequisite: SPED 2301.

#### **Textbooks:**

- Required -- Brownell, M. T., Smith, S. J., Crockett, J. B., & Griffin, C. C. (2012). *Inclusive instruction: Evidence-based practices for teaching students with disabilities*. New York, NY: Guildford Press.
- Optional (do not buy in advance) -- Hall, T. E., Meyer, A., & Rose, D. H. (Eds.). (2012). *Universal design for learning in the classroom: Practical applications*. New York, NY: Guildford Press.

**Course Objectives:** The following objectives as articulated by the *Council for Exceptional Children Initial Level Special Educator Preparation Standards* will be met during this course:

1. Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. (CEC 1.0)
  - a. Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities. (CEC 1.2)
2. Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners

- and develop emotional well-being, positive social interactions, and self-determination. (CEC 2.0)
- a. Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions. (CEC 2.1)
  - b. Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments. (CEC 2.2)
3. Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. (CEC 3.0)
- a. Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities. (CEC 3.1)
  - b. Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities. (CEC 3.2)
  - c. Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities. (CEC 3.3)
4. Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions. (CEC 4.0)
- a. Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them. (CEC 4.4)
5. Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. (CEC 5.0)
- a. Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities. (CEC 5.1)
  - b. Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities. (CEC 5.2)
  - c. Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities. (CEC 5.4)
  - d. Beginning special education professionals teach to mastery and promote generalization of learning. (CEC 5.6)
  - e. Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities. (CEC 5.7)
6. Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession. (CEC 6.0)
- a. Beginning special education professionals understand how foundational knowledge and current issues influence professional practice. (CEC 6.2)
  - b. Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services. (CEC 6.3)

7. Beginning special education professional collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally response ways to address the needs of individuals with exceptionalities across a range of learning experiences. (CEC 7.0)
  - a. Beginning special education professionals use the theory and elements of effective collaboration. (CEC 7.1)
  - b. Beginning special education professionals serve as a collaborative resource to colleagues. (CEC 7.2)

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. This means coming to class prepared and engaging in discussions, small group- and large group- activities, and lectures and other presentations. Students are encouraged to take risks, ask questions, and support each other in their learning. Not all students are comfortable speaking in group situations. If you are not comfortable speaking in small group- or large-group situations, please let me know. We will work together to develop ways in which you can be comfortable and an active participant in the course material. Class attendance constitutes a portion of the final course grade (see “Assignments” and “Grades” on the following pages).
2. **Class preparation:** There are assigned readings for each class session. The expectation is for students to complete the assigned readings prior to the start of class. This will allow us to use our class time to more meaningfully delve into important topics and to deepen our learning. Utilize the chapter introductions, summaries, and headings to help navigate the readings and to identify the most salient and essential content.
3. **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. Late assignments will receive a 20% point deduction.

## **Course Outline**

#### **Assignments:**

1. **In-class activities (2 points each x 17 class sessions = 34 points):** In this course, class attendance and participation is a requirement. The acts of being physically present, accountable, and ready to engage in learning are important professional characteristics, particularly when working with vulnerable children, adolescents, and their families. If you are absent from a class, you may contact the instructor within 24 hours of that class session to

receive the in-class activity. It is due by the night before the next class session. *Refer to the course schedule for due dates.*

2. **Reading responses (8 points each x 9 assignments = 72 points):** There is a reading response assignment due at the start of class on Tuesday of each week when we meet face-to-face. Students will be required to respond to questions based on assigned course readings. Late submissions will receive a 20% point deduction. *Refer to the course schedule for due dates.*
3. **Case study analyses (16 points each x 5 modules = 80 points):** There is a case study analysis assignment for each of the five modules in this course. Students will be required to plan instructional supports based on case studies of students with learning difficulties. The case studies build on one another to form an overarching summative assessment. Students are required to submit the case study assignments into Tk20. Late submissions will receive a 20% point deduction. *Refer to the course schedule for due dates.*

### Grades:

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

- In-class activities (34 points)
- Reading responses (72 points)
- Case study analyses (80 points)
- Grading curve (14 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 # / Dates / Location	Topics	Assigned readings (both books)	Assessments / Due dates
Module 1 • 1/18 (face-to-face) • 1/23 (face-to-face) • 1/25 (face-to-face) • 1/30 (online) • 2/1 (online)	Course introduction  Recognizing professional responsibilities to students with disabilities	Brownell, ch. 1 for 1/23	In-class activities (1/23, 1/25)  Reading response (1/23)  Case study – TK20 (2/1)

<p>Module 2</p> <ul style="list-style-type: none"> <li>• 2/6 (face-to-face)</li> <li>• 2/8 (face-to-face)</li> <li>• 2/13 (face-to-face)</li> <li>• 2/15 (online)</li> <li>• 2/20 (online)</li> <li>• 2/22 (online)</li> </ul>	<p>Recognizing the individual needs of students with disabilities</p> <p>Planning effective instruction</p>	<p>Brownell, ch. 2 for 2/6</p> <p>Brownell, ch. 5 for 2/13</p>	<p>In-class activities (2/6, 2/8, 2/13)</p> <p>Reading responses (2/6, 2/13)</p> <p>Case study – TK20 (2/22)</p>
<p>Module 3</p> <ul style="list-style-type: none"> <li>• 2/27 (face-to-face)</li> <li>• 3/1 (face-to-face)</li> <li>• 3/6 (face-to-face)</li> <li>• 3/8 (face-to-face)</li> <li>• 3/20 (online)</li> <li>• 3/22 (online)</li> </ul>	<p>Using universal design for learning (UDL)</p> <p>Fostering concept development</p>	<p>Examine resources on <a href="http://www.udlcenter.org/">http://www.udlcenter.org/</a> for 2/27</p> <p>Brownell, ch. 6 for 3/6</p>	<p>In-class activities (2/27, 3/1, 3/6, 3/8)</p> <p>Reading responses (2/27, 3/6)</p> <p>Case study – TK20 (3/22)</p>
<p>Module 4</p> <ul style="list-style-type: none"> <li>• 3/27 (face-to-face)</li> <li>• 3/29 (face-to-face)</li> <li>• 4/3 (face-to-face)</li> <li>• 4/5 face-to-face)</li> <li>• 4/10 (online)</li> <li>• 4/12 (online)</li> </ul>	<p>Creating strategic learners</p> <p>Building fluent skills use</p>	<p>Brownell, ch. 7 for 3/27</p> <p>Brownell, ch. 8 for 4/3</p>	<p>In-class activities (3/27, 3/29, 4/3, 4/5)</p> <p>Reading responses (3/27, 4/3)</p> <p>Case study – TK20 (4/12)</p>
<p>Module 5</p> <ul style="list-style-type: none"> <li>• 4/17 (face-to-face)</li> <li>• 4/19 (face-to-face)</li> <li>• 4/24 (face-to-face)</li> <li>• 4/26 face-to-face)</li> <li>• 5/1 (online)</li> <li>• 5/3 (online)</li> </ul>	<p>Managing inclusive classrooms</p> <p>Collaborating with colleagues and families</p>	<p>Brownell, ch. 9 for 4/17</p> <p>Brownell, ch. 10 for 4/24</p>	<p>In-class activities (4/17, 4/19, 4/24, 4/26)</p> <p>Reading responses (4/17, 4/24)</p> <p>Case study – TK20 (5/3)</p>

## 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. This means coming to class prepared and engaging in discussions, small group- and large group- activities, and lectures and other presentations. Students are encouraged to take risks, ask questions, and support each other in their learning. Not all students are comfortable speaking in group situations. If you are not comfortable speaking in small group- or large-group situations, please let me know. We will work together to develop ways in which you can be comfortable and an active participant in the course material. Class attendance constitutes a portion of the final course grade (see “Assignments” and “Grades” on the previous pages).

### Course Expectations

See “Course/Instructor Requirements” above.

### Bibliography

- 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.
- Brownell, M. T., Smith, S. J., Crockett, J. B., & Griffin, C. C. (2012). *Inclusive instruction: Evidence-*



*based practices for teaching students with disabilities.* New York, NY: Guildford Press.

- Colarusso, R. P., O'Rourke, C. M. & Leontovich, M. A. (2013). *Special education for all teachers.* Georgia State University: Kendall Hunt Publishing
- Hall, T. E., Meyer, A., & Rose, D. H. (Eds.). (2012). *Universal design for learning in the classroom: Practical applications.* New York, NY: Guildford Press.
- Kauffman, J. M., & Landrum, T. J. (2013). *Characteristics of emotional and behavioral disorders of children and youth* (10<sup>th</sup> 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* (3<sup>rd</sup> 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.