



SPED 5304.01: Teaching Methods for Learners with Mild to Moderate Disabilities

Spring, 2018

SPED 5304 is a required course for the Master's Degree in Special Education

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

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Office hours: Monday 9:30 am- 1:30 pm, and 2:30 pm – 5:00 pm; Wednesday 9:30 am- 12:30 pm, anytime online through Blackboard Virtual Office or Skype, or by appointment

Class Format: Online through Blackboard

Class day and time: Weekly materials are available Wednesdays at 10 am

Class location: Online

Course Description: Course content centers upon a rationale for instruction of students with mild to moderate disabilities. Research-based assessment and instructional strategies are presented. The course learning experiences are dedicated to identifying and implementing research-based practices in assessment and instruction for students with mild to moderate special needs. Best instructional practices in reading, writing, communication, math, and content learning receive the majority of course coverage. Candidates integrate content from postings with textbook chapters and other provided academic materials.

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)

Textbooks: REQUIRED AND RECOMMENDED TEXTS

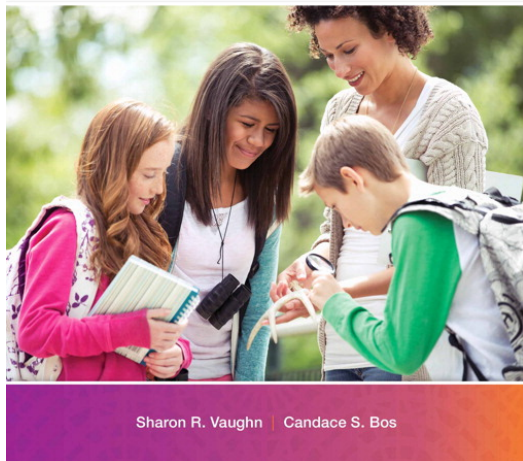
Vaughn, S. R., & Bos, C. S. (2015). *Strategies for teaching students with learning and behavior problems* (9th ed.). Boston: Pearson.

STRATEGIES FOR

TEACHING STUDENTS

with Learning and Behavior Problems

NINTH EDITION



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

1. Describes various theoretical and conceptual positions related to the instruction of students with mild/moderate disabilities and learning disabilities, including direct instruction, diagnostic teaching, and whole language.
2. Plans and conducts instructional sequences utilizing appropriate degrees of task analysis, structure, teacher direction, learning supports, content enhancements, and instructional scaffolding.
3. Describes, defines, and implements evidence-based and learner-centered instructional strategies in the areas of reading, oral language, written language, and math.
4. Designs supportive learning environments and classroom communities which maximize opportunities for student success and progress and which encourage student self-selection and active participation in learning goals.
5. Describes and engages in collaborative roles and responsibilities with various educational professionals, emphasizing partnerships with general educators.
6. Cites important characteristics and educational needs- social, academic, cognitive, behavioral, language, and motivational- of students with mild/moderate disabilities, including LD.
7. Equips students with mild/moderate disabilities and LD with an approach to learning situations which is strategic, organized, meaning-based, and success-oriented, including self-management strategies, learning strategies, test-taking strategies, and self-determination skills.
8. Utilizes a variety of ongoing informal assessment strategies to plan, conduct, and evaluate instruction for diverse learners and students with mild/moderate disabilities, including portfolio assessment, curriculum-based measures, literacy folders, and error analysis.
9. Plans and implements appropriate service delivery arrangements in school settings – including Response to Intervention (RTI)– and that provide for academic and social success and integration for diverse learners and students with mild/moderate disabilities.
10. Relates instructional goals to the general curriculum- TEKS- and designates instructional adaptations and behavioral supports required for successful functioning in academic, social,

and life-centered domains in inclusive and special learning environments.

11. Follows collaborative principles of group discussion, individual conferencing, instructional groupings (peer tutoring, cooperative learning, etc.) and shared learning/goal setting to increase the academic and social integration of diverse learners and students with mild/moderate disabilities.
12. Utilizes appropriate instructional and assistive technologies, including computer-assisted instruction hypermedia, and on-line resources and applications
13. Understands and adheres to professional dispositions and commitments of ethical practices, advocacy for students with disabilities, and continuing professional development.

A matrix that aligns course objectives, activities, assessments, and standards can be viewed at this [link](#).

Course/Instructor Requirements:

1. **Time Requirement:** For every credit hour, you will be expected to complete three hours of study per week. So that is a total of 9 hours of study per week for this class!
2. **All written assignments must be sent through Blackboard. Assignments sent through email will NOT be recorded. Documents must be able to be viewed in Blackboard. Do NOT attach documents.**
3. **Deadlines/Participation.** Regular and punctual submission of assignments and completion of quizzes is expected. There is a ONE TIME 24-hour grace period for assignments based upon unanticipated events or technology problems. You must immediately notify me that you wish to use this option. This option is NOT available for the research report. Deadlines must be met, and you must check your announcements and email daily. Weekly assignments are due each Tuesday at 11:59 pm unless otherwise noted in Blackboard.
4. **Attendance:** Attendance is required. Attendance will be judged by your active participation during the week. You are expected to log into the weekly module and complete the pre-tests by Friday each week. Failure to do so will result in an absence for the week.
5. **Tests.** There will be online quizzes throughout the semester; selected quizzes will have essay questions. Additionally, you will have a mid-term and a final exam, which will be comprised of multiple choice and essay questions. Exams are done in an open resources/open book scheme. Each student should regard the exam process as an individual endeavor. Responses should be created individually and confidentially. It is requested that exam questions not be shared outside the course.
6. **Discussion Board.** Students will gain content knowledge by reading the texts and additional readings BEFORE completing assignments. This will ensure that students are prepared to discuss the readings in a scholarly manner. Students must participate in online discussion boards. You will be placed in a group for discussions. Each group member must respond to the discussion prompt, then the group will work to submit a final paper. You should respond to each group member with appropriate feedback about their initial post. More details about the discussion boards will be provided in a course video.
7. **Article Analysis:** Article analysis papers are designed to assess your ability to make connections between the concepts you read and your life experiences, the course text, and other resources. The analysis should reflect your past, present, and future thoughts about the

topic and how these may have changed in relationship to your readings and discussions on the topic. See rubric.

8. **Multimedia Presentations:** You will create different multimedia presentations for your classmates and teacher to view. These are graded assignments.
9. **Intervention Research Report:**
 - Each student will select a disability to research and complete a 10-page research paper. The 10 pages does not include the coversheet, references or appendices.
 - References must be from peer reviewed journals, books, or websites which include the extension of .edu or .gov. No references to Wikipedia will be accepted.
 - The research paper must be written in American Psychological Association (APA) style formatting, which means the paper must include a cover sheet, in-text citations, references, and an appendix; an abstract will not be required.
 - The emphasis of this assignment is to explore research base of interventions for particular disabilities.
 - Students may choose to work with a partner or to complete the paper independently.
10. **Academic Honesty:** This class will follow University Guidelines for Academic Honesty according to Academic Policy Statement 810213. Academic Policies may be found at http://www.shsu.edu/~vaf_www/aps/stualpha.html.

Course Expectations

Graduate coursework entails conceptual and practical knowledge and skills at a greater degree of depth and understanding than undergraduate coursework. Please strive to make the course content relevant and applicable to your professional context. Whether your current pursuits involve the Educational Diagnostician or the School Psychology path, your active and serious engagement with this content is expected. Regard the **class activities** as opportunities to share knowledge and build classroom community. It's important that you voice the needs and concerns that are foremost in your specific situation. In the big picture, how can this course assist us in "leaving no child behind."

Also, it's fair to say that our class membership will represent a variety of backgrounds and professional experiences. Let us be clear at the outset that questions, observations, and reflections about subject matter topics are always welcome and that there are no assumptions about what everyone should already know.

Grades:

Course grades will be determined based on the following weights:

1. Attendance/Participation- 5%
2. 11 Chapter Quizzes- 5%
3. 4 Discussion Boards- 20%
4. 4 Article Analyses- 10%
5. 4 Multimedia Presentations- 10%
6. 2 Online Exams- 25%
7. 1 Intervention Research Report- 25%

*Attendance grades are calculated based on a percentage attendance of the 15 weekly classes. For example, if you miss 1 class, your attendance grade will be 93% since $14/15 = 93.33$

Final course grades are:

- A = 94-100 %
- B = 85 – 92 %
- C = 75 – 84 %
- D = 60 – 74 %
- F = 0 – 59 %

Course Outline

Schedule: Dates are subject to change. The dates in Blackboard are the definitive dates.

Date	Chapter Title	Due
*the bolded dates in this column are the due dates for completion of all assignments in the unit.		<ul style="list-style-type: none"> There are assignments due each week on or before each Tuesday by 11:59 pm. This course requires 9 hours of study per week!
Week 1 1/17-1/23	Module 01- Course Introduction	<ul style="list-style-type: none"> Create your autobiographical multimedia presentation
Week 2 1/24-1/30	Module 02- CHAPTER 1: Monitoring and Teaching for Understanding	<ul style="list-style-type: none"> Pretest Quiz Multimedia Presentation #1
Week 3 1/31-2/6	Module 03- CHAPTER 2: Approaches to Learning and Teaching	<ul style="list-style-type: none"> 2/1/18- 12th class day; last day to drop without a Q and receive 100% refund Pretest Quiz Article Analysis #1
Week 4 2/7-2/13	Module 04- CHAPTER 3: Response to Intervention and Multi-Tier System of Supports	<ul style="list-style-type: none"> Pretest Quiz Initial Discussion Post #1
Week 5 2/14-2/20	Module 05- CHAPTER 4: Managing Behavior	<ul style="list-style-type: none"> Pretest Quiz Final Discussion Paper #1 Article Analysis#2

Week 6 2/21-2/27	Module 06- CHAPTER 5: Coteaching and Collaborating: Working with Professionals and Families	<ul style="list-style-type: none"> • Pretest • Quiz • Initial Discussion Post #2 • Multimedia Presentation #2
Week 7 2/28-3/6	Module 07- CHAPTER 6: Assessing and Teaching Oral Language	<ul style="list-style-type: none"> • Pretest • Quiz • Final Discussion Paper #2
Week 8 3/7- 3/20	Module 8- Midterm	<ul style="list-style-type: none"> • Midterm Exam
Week 9 3/21-3/27	Module 09- CHAPTER 7: Assessing and Teaching Reading: Phonological Awareness, Phonics, and Word Recognition	<ul style="list-style-type: none"> • Pretest • Quiz • Initial Discussion Post #3 • Multimedia Presentation #3
Week 10 3/28-4/3	Module 10- CHAPTER 8: Assessing and Teaching Reading: Fluency and Comprehension	<ul style="list-style-type: none"> • Pretest • Quiz • Final Discussion Paper #3
Week 11 4/4-4/10	Module 11- CHAPTER 9: Assessing and Teaching Writing and Spelling	<ul style="list-style-type: none"> • Pretest • Quiz • Article Analysis #3
Week 12 4/11-4/17	Module 12- CHAPTER 10: Assessing and Teaching Content Area Learning and Vocabulary	<ul style="list-style-type: none"> • Pretest • Quiz • Initial Discussion Post #4
Week 13 4/18- 4/24	Module 13- CHAPTER 11: Assessing and Teaching Mathematics	<ul style="list-style-type: none"> • Pretest • Quiz • Final Discussion Paper #4 • Multimedia Presentation #4
Week 14 4/25-5/4	Reflection	<ul style="list-style-type: none"> • Article Analysis #4 • 5/4/18- Last day to resign by 5 pm in the Registrar's office. Final Exam Due TBA
Week 15 5/7-5/10		<ul style="list-style-type: none"> • Final Exam

Bibliography

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College of Education Information

Student Syllabus Guidelines

- SHSU Academic Policy Manual -- Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Disabled Student Policy #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](#)
- 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.

NCATE Accreditation

The Sam Houston State University, College of Education has the distinction of NCATE accreditation since 1954. As an NCATE accredited program, the College of Education ensures that the best-prepared teachers will be in classrooms teaching the next generation of leaders how to solve problems, communicate effectively, and work collaboratively.

In November 2010, NCATE merged with the Teacher Education Accreditation Council (TEAC) to become the Council for the Accreditation of Educator Preparation (CAEP), combining the two premiere accrediting organizations as a single accrediting agency for reform, innovation, and research in educator preparation. SHSU will continue to be NCATE accredited through its next review scheduled for November 2015.

[NCATE Standards](#)

[CAEP Standards](#)

The Conceptual Framework and Model

[The COE Conceptual Framework](#) establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners. The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are: Knowledge Base (CF1), Technological Learning Environment (CF2), Communication (CF3), Assessment (CF4), and Effective Field Experience with Diverse Learners (CF5)

SHSU Dispositions and Diversity Proficiency (DDP) Standards

CF: Conceptual Framework

	DDP	CF	CAEP	NCATE
1.	Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction.	2	1.1 (InTASC #10) & 3.3	1. c., 1.g., & 4. c
2.	Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners.	2	1.5 & 3.4	1.b, 4.a., & 6.d.
3.	Practices ethical behavior and intellectual honesty.	3	1.1(InTASC #9) , 3.3, & 3.6	1.g. & 4.a.
4.	Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices.	3	3.1, 3.3	4.a.
5.	Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners.	3 & 5	1.1 (InTASC #2)	4.a.& 4.d.
6.	Demonstrates ability to be understanding, respectful and inclusive of diverse populations.	3 & 5	3.1	4.a. & 4.d.
7.	Uses assessment as a tool to evaluate learning and improve instruction for all learners	4	1.1 (InTASC #6)	1.d. & 4.a.
8.	Demonstrates a commitment to literacy, inquiry, and reflection.	1 & 4	1.1 (InTASC #9) & 3.3	1. d, 1. g., & 4.a.
9.	Leads diverse learners to higher level thinking in cognitive, affective, and/or psychomotor domains.	5	1.1 (InTASC, & #2)	4.a.
10.	Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners.	5	1.1 (InTASC #2 and #9), & 1.4, 2.3	1.c., 3.c., 4.a., & 4.d.

CAEP: Council for the Accreditation of Educator Preparation (see page 20-21 of CAEP Standards for cross-cutting themes and diversity characteristics)

NCATE: National Council for the Accreditation of Teacher Education

The Dispositions and Diversity Proficiency (DDP) Standards are administered and evaluated in prescribed courses to all educator preparation student in initial and advanced programs (*please provide additional information for the candidate if the DDP is administered during your course*).

College of Education Information:

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.