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**WAYLAND BAPTIST UNIVERSITY**

**DIVISION OF Education**

**virtual Campus**

Mission: Wayland Baptist University exists to educate students in an academically challenging and distinctively Christian environment for professional success, and service to God and humankind.

**COURSE NUMBER AND TITLE:** EDSP 5306 – *Methods and Materials for Teaching Students with Disabilities*

**Class Time:** Via Blackboard as detailed in course syllabus

# **TERM AND DATES:** Fall 1 2022 (August 8 – October 1)

# **INSTRUCTOR’S NAME:** Dr. Sheri Warren

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### OFFICE HOURS: As needed via phone (see contact phone number above)

# **CATALOG COURSE DESCRIPTION:** This course will research and analyze the selection and use of specific types of instructional strategies and modification techniques unique to Special Education, as well as creative approaches for adapting curriculum for such purposes. Students will research and practice various types of testing techniques and the development of IEP’s for special education instruction. Instructional techniques are mastered so that classroom teachers are equipped to meet the individual needs of students in special education based on the assessment data obtained in the evaluation process according to the materials presented in class.

**PREREQUISITES:** EDSP 5304

**REQUIRED RESOURCE MATERIALS:**

1. Student Textbook(s)
	1. Henley, M., Ramsey, R., & Algozzine, R. (2009). *Characteristics of and strategies for teaching students with mild disabilities.* 6th edition. Boston, MA: Pearson Education, Inc. ISBN 0205608388.
2. Access to WBU Learning Resources [www.wbu.edu/lrc](http://www.wbu.edu/lrc); John Elliott, email: elliotj@wbu.edu

**COURSE OUTLINE:** (see as the final section)

**COURSE REQUIREMENTS:** Professionalism is a key component to being an effective teacher, and this semester is your opportunity to demonstrate professionalism. Professionalism will be expected during class time on campus and especially during your field experiences. This component will be evaluated based upon my perspective, the Teacher Education Code of Conduct, and your actions. Additionally, because it is so important for teachers to effectively communicate ideas to colleagues, parents, and administrators, writing clear and error-free English is a priority at Wayland Division of Education. Therefore, your ability to express your knowledge of educational concepts and theories within the conventions of academic discourse will be assessed through both oral presentations and written assignments. Criteria for evaluation will be based on both content and mechanics. Integration of information from lectures, readings, discussions, and field experiences will be taken into consideration as will correct and appropriate format and construction.

1. Instructional Technique Research Project = 200 points
2. Content Area Training Guide = 400 points
3. IEP Goals & Objectives = 160 points
4. Chapter Questions/Vignettes/Activities = 220 points

**TOTAL POINTS = 880 points**

880 - 792 = A

791 - 704 = B

703 - 616 = C

615 - 528 = D

LESS THAN 527 = F

Course Outlines and Competencies: Competencies based on **Special Education** Standards from the State of Texas:

*Standard VI.* The special education teacher understands and applies knowledge of procedures for planning instruction and managing teaching and learning environments.

 The beginning special education teacher knows and understands:

6.1k research-based basic classroom management theories, methods, and techniques for individuals with disabilities;

6.2k research-based practices regarding how the classroom and other learning environments (e.g., job site, cafeteria, school bus, community) impact learning and behavior;

6.3k research-based best practices for effective management of teaching and learning;

6.4k ways in which technology can assist with planning instruction and managing the teaching and learning environment and meeting the needs of individuals with disabilities;

6.5k curricula for the development of cognitive, academic, social, language, affective, motor, career, and functional life skills for individuals with disabilities;

6.6k effective academic, career, vocational, and transition programs for individuals with disabilities;

6.7k issues, resources, and strategies used to teach students with disabilities in specialized settings (e.g. and from school-based settings.

6.8k how to create a community of learners and address common environmental and personal barriers that hinder accessibility and acceptance of individuals with disabilities; and

6.9k how to use Individual Education Plan (IEP) objectives to plan educational setting and instruction

*Student Learning Outcomes:*

1. The student will summarize two (2) types of curricular modification techniques using a compare and contrast approach for analyzing the strengths and weaknesses of each technique.
	1. ***Instructional Technique Research Project***
	2. ***Content Area Training Guide***
	3. ***Chapter Vignettes and Questions***
2. Upon completion of the research project, the student will then implement 1 of the chosen theories in a mock classroom setting. The student will discuss the implementation process, analyze the progress of said implementation, and analyze the results of the theory.
	1. ***Instructional Techniques Research Project***
	2. ***Analysis of Results***
3. The student will report on at least 3 types of assessment modification techniques that can be used for students with disabilities. Student must include information such as: various types of assessments, ways of modifying existing assessment approaches, and what types of assessment yield desired results.
	1. ***Instructional Techniques Research Project***
4. The student will analyze multiple sets of IEP goals and objectives, and then write individual sets of goals and objectives that are measurable and observable to be implemented for students with disabilities.
	1. ***IEP Goals and Objectives Project***

The beginning special education teacher is able to:

6.1s create a safe, positive, and supportive learning environment in which diversities are valued;

6.2s prepare lesson plans that are developmentally and age appropriate and based on the student’s Individual Education Plan (IEP);

6.3s prepare and organize materials to implement daily lesson plans;

6.4s incorporate evaluation, planning, and management procedures that march student needs with a variety of instructional environments;

6.5s design, structure, and manage daily routines, including transition time, for students and other staff in a variety of educational settings;

6.6s use instructional time efficiently and effectively;

6.7s design a learning environment that encourages active participation by students in a variety of individual and group learning activities;

6.8s structure the educational environment to enhance learning opportunities for individuals with disabilities;

6.9s encourage self-advocacy and increased independence across school and community learning environments;

6.10s design learning environments that are multisensory and that facilitate active participation, self-advocacy, and independence of individuals with disabilities in a variety of group and individual learning activities;

6.11s design learning environments for individuals with disabilities that provide feedback from peers and adults;

6.12s implement functional curricula in a variety of settings;

6.13s monitor behavior changes across activities and settings;

6.14s use local, state, and federal resources to assist in programming for individuals with disabilities;

6.15s direct the activities of an educational setting paraprofessional, aide, volunteer, or peer tutor;

6.16s coordinate activities of related services personnel to maximize direct instruction time for individuals with disabilities;

6.17s use appropriate adaptive equipment and assistive technologies as recommended by related services personnel to facilitate positioning, mobility, communication, and learning for individuals with physical and health disabilities;

6.18s demonstrate appropriate body mechanics to ensure student and teacher safety in transfer, lifting, positioning, and seating under the direction of related services personnel; and

6.19s fully implement students’ IEPs, including behavior intervention plans and modifications of material and curriculum.

*Student Learning Outcomes:*

1. The student will summarize two (2) types of curricular modification techniques using a compare and contrast approach for analyzing the strengths and weaknesses of each technique.
	1. ***Instructional Technique Research Project***
	2. ***Content Area Training Guide***
	3. ***Chapter Vignettes and Questions***
2. Upon completion of the research project, the student will then implement 1 of the chosen theories in a mock classroom setting. The student will discuss the implementation process, analyze the progress of said implementation, and analyze the results of the theory.
	1. ***Instructional Techniques Research Project***
	2. ***Analysis of Results***
3. The student will report on at least 3 types of assessment modification techniques that can be used for students with disabilities. Student must include information such as: various types of assessments, ways of modifying existing assessment approaches, and what types of assessment yield desired results.
	1. ***Assessment Analysis Project***

8. The student will analyze multiple sets of IEP goals and objectives, and then write individual sets of goals and objectives that are measurable and observable to be implemented for students with disabilities.

* 1. ***IEP Goals and Objectives Project***

*Standard VIII.* The special education teacher understands assistive technology as defined by state and federal regulations.

 The beginning special education teacher knows and understands:

8.1k the range and variety of assistive technology, devices, services, and resources;

8.2k state and federal laws pertaining to the acquisition and use of assistive technology;

8.3k how to access school and community resources for meeting the assistive technology needs of individual students;

8.4k when to make a referral for an assistive technology evaluation;

8.5k how to effectively consider the benefits of assistive technology during the Admission, Review, and Dismissal (ARD) process; and

8.6k the role of assistive technology, devices, and services in facilitating students’ access to the general curriculum and active participation in educational activities and routines.

The beginning special education teacher is able to:

8.1s link individual student needs with appropriate assistive technology, devices, and services;

8.2s find and access school and community resources on assistive technology;

8.3s make informed decisions with regard to types and levels of assistive technology, devices, and services (e.g., “no tech,” “low tech,” and “high tech”) and support the implementation of those devices and services based on individual needs;

8.4s participate in the selection and implementation of augmentative and alternative communication devices and systems for use with students;

8.5s collect and use data about the individual’s environment and curriculum to determine and monitor assistive technology needs;

8.6s keep classroom assistive technology equipment in good working order; and

8.7s implement assistive technology as directed by a student’s Individual Educational Plan (IEP).

*Student Learning Outcomes:*

1. The student will report on at least 3 existing types of assistive technology

that can be used for students with disabilities. Student must include information such as: price of this device, level of training needed for using this device, pros and cons of using this type of technology, and what specific disabilities it can be used with.

* 1. ***Assistive Technology Presentation***

**MEANS FOR ASSESSING STUDENT ACHIEVEMENT OF THE OUTCOME COMPETENCIES:**

* + 1. Instructional Techniques Research Project
		2. Content Area Training Guide
		3. IEP Goals and Objectives
		4. Chapter Questions/Vignettes/Activities

ATTENDANCE POLICY:

1. Campus Attendance Policy: The University expects students to make class attendance a priority. All absences must be explained to the instructor who will decide whether omitted work may be made up. When a student reaches a number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an Unsatisfactory Progress Report in the office of the dean. Any student who misses twenty-five (25%) or more of the regularly scheduled class meetings will receive a grade of F for that course. Student grade appeals should be addressed, in writing, to the campus dean.
2. Instructor’s Additional Policies: Online Participation- The university instructor expects students to submit scheduled assignments on time as detailed by the course syllabus. Students who may need to submit an assignment pass the due date should contact the instructor and provide an explanation as to why the assignment is being submitted after the due date. The instructor will notify the student whether the assignment will be received with or without penalty. Students may call [(575) 763-0535 or email the professor [tamara.callahan@wayland.wbu.edu] to notify her of late submissions, or for questions or concerns regarding course expectancies.

**METHODS OF INSTRUCTION:** The delivery system for the course will consist of Blackboard interactions. In an effort to accommodate the specific needs of students, instructional methods may include, but will not be limited to, the following: lectures, small group interactions, discussion groups, cooperative learning, peer reviews, presentations, demonstrations, practice, and observations. Independent study and reading are essential elements of this course because each student will construct an individualized Unit for future use in the classroom.

#### EVALUATION: University Grading System:

A 90-100 Cr for Credit

B 80-89 NCR No Credit

C 70-70 I Incomplete\*

D 60-69 W for withdrawal

F below 60 WP Withdrawal Passing

 WF Withdrawal Failing X No grade given

##  IP In Progress

A grade of “CR” indicates that credit in semester hours was granted but no grade or grade points were recorded.

**\***A grade of incomplete is changed if the work required is completed prior to the date indicated in the official University calendar of the next long term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the **I** is converted to the grade of **F**. An incomplete notation cannot remain on the student’s permanent record and must be replaced by the qualitative grade (A-F) by the date specified in the official University calendar of the next regular term.

**Course grading criteria: All assignments are due as noted on course calendar unless otherwise advised by the instructor. All assigned work must be word processed. Assignments not completed on time will reflect a lowered grade. Late work will not be considered for grading after 7 calendar days. Students should contact the instructor immediately if matters arise that will prevent him or her from completing assignments as detailed in the course syllabus.**

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| Instructional Techniques Res. | 1 | 200 |
| Content Area Training Guide | 1 | 400 |
| IEP Goals & Objectives | 1 | 160 |
| Chapter Questions/Vignettes/Activities 11@20 each | 11 | 220 |
| **TOTAL POSSIBLE** |  | **980** |

**ACADEMIC HONESTY:** University students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work).

Disciplinary action for academic misconduct is the responsibility of the faculty members assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanctions to any student involved. Penalties may be applied to individual cases of academic dishonesty; see catalog for more information about academic dishonesty.

**PERSONS WITH DISABILITIES**: It is University policy that no otherwise qualified person with disabilities be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the University. It is the responsibility of the student to disclose and to provide documentation pertaining to the disability so that appropriate modifications may be made.

**MEETING TIMES, DATES AND ASSIGNMENTS:** Class is scheduled to meet as designated by the course syllabus. Students will be notified by the instructor if additional guidance and/or directions are required to complete course objectives.

**COURSE SCHEDULE ON NEXT PAGE**

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| EDSP 5306 Virtual CampusTentative Course Outline—I reserve the right to amend the tentative course outline as needed during the course٭ |
| **Date/Week** | **Classwork** | **Reading Assignment** | **Products Due**  |
| **Week 1****08/8 - 8/14** | **Introduction – Syllabus*****Foundations of Special Education for Students with Mild Disabilities******Overview of Students with Mild Disabilities*** | **Read Ch. 1** **Read Ch. 2****Begin looking for instructional techniques for your research project** | **Introductions via Discussion Board****Submit Chapter 1 & 2 Questions and/or activities** |
| **Week 2****08/15 - 08/21** | ***Students with Mild Mental Retardation*** | **Read Ch. 3** | **Submit Chapter 3****Questions and/or activities** |
| **Week 3****08/22 - 08/28** | ***Students with Behavioral/Emotional Disorders******Students with Specific Learning Disabilities*** | **Read Ch. 4****Read Ch. 5** | **Submit Chapter 4 & 5****Questions and/or activities** |
| **Week 4****08/29 - 09/04** | ***The Inclusive Classroom*** | **Read Ch. 6** | **Submit Chapter 6****Questions and/or activities****\*Turn in Instructional Research Project paper** |
| **Week 5****09/05 - 09/11** | ***Learning and Teaching*** | **Read Ch. 7****Start working on Content Area Training Guide** | **Submit Chapter 7****Questions and/or activities** |
| **Week 6****09/12 - 09/18** | ***Instructing Students with Mild Disabilities*** | **Read Ch. 8** | **Submit Chapter 8 Questions and/or activities** |
| **Week 7****09/19 - 09/25** | ***Classroom Management*** | **Read Ch. 9** **In-Class Activities**  | **Submit Chapter 9 Questions and/or activities****Turn in Content Area Training Guide** |
| **Week 8****09/26 - 10/01** | ***Teaching Social Skills******Building Family Partnerships*** | **Read Ch. 10 & 11** | **Submit Chapter 10 and Chapter 11 Questions and/or activities****\*Turn in IEP Goals and Objectives** |

Additional Information about Assignments

**Chapter Questions/Activities**

**11 @ 20 points each**

**220**

**DUE – Weekly**

* For each Chapter that you read from the book, you are to answer assigned questions/activities and turn in on the designated days.

* Be sure to complete the Chapter questions/activities as assigned, and do NOT wait until the end of the course to submit them. Please adhere to the submission directives and contact the instructor if you need additional clarification or guidance.

**IEP Goals & Objectives**

**160 points**

**DUE – Week 8 of Class**

* Every IEP that you write, as a special education teacher, requires you to write goals and objectives.
* Remember, goals are LONG-TERM and objectives are SHORT-TERM.
	+ Goals come from the Common Core Standards or state standards based on the grade level (in that subject) at which the student is working (not the grade level that they are placed in).
	+ Objectives are written to explain HOW you will achieve each goal that you’ve written. Generally, there are 3 objectives per goal.
* You are to choose 3 goals from state-based standards used in school district: 1 in Reading, 1 in Written Language, and 1 in Math.
* Include these 3 goals in your project.
	+ Be sure you give the reference letter and number for each standard.
* For each goal that you choose, you will then write 3 objectives describing HOW you are going to assist the student as they obtain these goals.
* EVERY goal and objectives must be both measurable and observable. Measurable means that you will state the percentage of accuracy you expect from the student in order to consider the goal obtained. Observable means that you can SEE the student do it. Don’t’ use bogus terms like: “The student will learn to appreciate…” Can you SEE the student “appreciate”? Use verbs that you can see the student do.
* Type this into a Word document and submit!