

WAYLAND BAPTIST UNIVERSITY

DIVISION OF Education

Virtual Campus

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

# **COURSE NUMBER AND TITLE**: EDSP 3306- Instructional Strategies in Special Education

# **CLASS TIME**: Blackboard Interaction as detailed in course syllabus

# **TERM AND DATES**: Spring 2 (March 27 – May 20)

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

# **OFFICE ADDRESS**: Home address

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# **OFFICE HOURS:** As needed via phone (please see phone contact 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:** EDUC 2304

# **REQUIRED RESOURCE MATERIAL**S:

1. Student Textbook(s)
	1. Boyle, J. & Scanlon, D. (2010). Methods and materials for teaching students with mild disabilities: A case-based approach.Belmont, CA: Wadsworth.

ISBN: 9780618396894.

1. 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. 6 HOURS OF FIELD EXPERIENCE IS REQUIRED.

1. Chapter Activities 12 @ 30 pts. each = 360 points
2. Chapter Questions 12 @ 30 pts. each = 360 points
3. Content Area Training Guide 1@ 300 pts. = 300 points
4. Lesson Plans 2@70 pts. each = 140 points
5. Field Experience Log & Reflection Guide = 200
6. Discussion Board 8 weeks@ 20 pts. per wk. = 160 points

 **Total Possible Points** 1520 points

1520 - 1368 = A

1368 - 1216 = B

1216 - 1064 = C

1064 - 912 = D

Less than 912 = F

# **Student Learning Outcomes:**

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. alternative schools, special centers, hospitals, residential treatment centers), including transitions to 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) chosen classroom management techniques using a compare and contrast approach for analyzing the strengths and weaknesses of each technique.
	1. ***Content Area Guide***
	2. ***Chapter Activities***
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. ***Chapter Activities***
	2. ***Content Area Guide***
	3. ***Lesson Plans***
3. 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. ***Chapter Questions***
	2. ***Chapter Activities***
	3. ***Discussion Board***
4. The student will research curricula specifically designed for use with students who have disabilities. Student must include which the following information for each chosen curricula: what disability is it designed to serve; what components are involved in the instructional processes; price for implementation; level of training needed for the teacher to use this curricula.
	1. ***Chapter Activities***
	2. ***Content Area Guide***
5. The student will analyze 2 mock IEP’s, specifically citing the goals and objectives included in each IEP as well as identifying the various working parts of an IEP.
	1. ***Lesson Plans***

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) chosen classroom management techniques using a compare and contrast approach for analyzing the strengths and weaknesses of each technique.
	1. ***Content Area Guide***
	2. ***Chapter Activities***
	3. ***Discussion Board***
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. ***Lesson Plans Project***
	2. ***Chapter Activities***
3. 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. ***Lesson Plans Project***
	2. ***Chapter Questions***
4. The student will research curricula specifically designed for use with students who have disabilities. Student must include which the following information for each chosen curricula: what disability is it designed to serve; what components are involved in the instructional processes; price for implementation; level of training needed for the teacher to use this curricula.
	1. ***Lesson Plans Project***
	2. ***Chapter Questions***
	3. ***Content Area Guide***
5. The student will analyze 2 mock IEP’s, specifically citing the goals and objectives included in each IEP as well as identifying the various working parts of an IEP.
	1. ***Lesson Plans 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. ***Lesson Plans Project***
	2. ***Chapter Questions***
	3. ***Chapter Activities***

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

* + 1. Chapter Activities
		2. Chapter Questions
		3. Content Area Guide
		4. Lesson Plans
		5. Discussion Board

# **ATTENDANCE POLICY:**

# **Online Students** - Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner.

1. Student *attendance* in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor.
2. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements.
3. Any student absent 25 percent or more of the online course, i.e., non-participatory during 3 or more weeks of an 11 week term, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation.
4. Any student who has not actively participated in an online class prior to the census date for any given term is considered a *no-show* and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus.

Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy. (Instructor’s Additional Policies: Under *NO CIRCUMSTANCES* will I accept the entire semester’s work during the last week or during the last day of class (late work will receive point deductions).

# **METHODS OF INSTRUCTION**: The delivery system for the course will consist of interaction via Blackboard. 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 C r 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 announced in class. All assigned work must be word processed. Assignments not completed on time will reflect a lowered grade of 10% deduction per day minimum. Late work will not be accepted after 7 calendar days. If a student missed class the day an assignment is due, he or she must still turn in the assignment no later than the regular class meeting time to receive possible full credit for the assignment.

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| --- | --- | --- |
| Chapter Activities | 12x30 | 360 |
| Chapter Questions | 12x30 | 360 |
| Content Area Guide | 1x300 | 300 |
| Lesson Plans | 2x70 | 140 |
| Discussion Board | 8x20 | 160 |
| Field Experience | 1 | 200 |
| **TOTAL POSSIBLE** |  | 1520 |

# **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 via Blackboard as detailed in the course syllabus.

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| EDSP 3306**Tentative Course Outline—I reserve the right to amend the tentative course outline as needed during the course.٭** |
| Date/Week | Classwork | Reading Assignment | Products Due Next Session |
| **(1)****3/27 – 4/2** | IntroductionsProviding Special Education to Students with Mild Disabilities*Planning, Teaching, and Monitoring Instruction* | Read Chapters 1 & 2 | DB #1 DueSubmit Chap.1 & 2 questions/activities by midnight 4/2 |
| **(2)****4/3 – 4/9** | *Learning Theories: Past and Present**Oral Language: Strategies and Techniques* | Read Chapters 3 & 4  | DB #2 DueSubmit Chap. 3 & 4 questions/activities by midnight 4/9 |
| **(3)****4/10 – 4/16** | *Early Reading: Strategies and Techniques**Later Reading: Strategies and Techniques* | Read Chapters 5 & 6 | DB #3 DueLesson Plan #1 DueSubmit Chap. 5 & 6 questions/activities by midnight 4/16 |
| **(4)****4/17 – 4/23** | *Written Language: Strategies and Techniques**Math: Strategies and Techniques* | Read Chapters 7 & 8 | DB #4 DueSubmit Chap. 7 & 8 questions/activities by midnight 4/23 |
| **(5)****4/24 – 4/30** | *Teaching in the Content Areas: Strategies and Techniques**Organization and Study Skills: Strategies and Techniques* | Read Chapters 8 & 9  | DB #5 DueSubmit Chap. 9 & 10 questions/activities by midnight 4/30 |
| **(6)****5/01 – 5/7** | *Technology and Teaching**Transition* | Read Chapters 10 & 11 | DB # 6 DueLesson Plan #2 DueSubmit Chap. 11 questions/activities by midnight 5/7 |
| **(7)****5/8– 5/14** | *Collaboration and Co-Teaching to Enhance Instruction**Working with Families* | Read Chapter 12  | DB #7 DueField Experience Log & Reflection DueSubmit Chapter 12 questions/activities by midnight 5/14 |
| **(8)****5/15 – 5/20** | Complete Work on Content Area Guide | **Post Content Area Guide PPT by Wednesday, May 20** | DB #8 DueSubmit the paper portion of the Content Area Guide by midnight 5/20 |