

The University of Georgia
Department of Special Education
College of Education

**SPED 4100/4100L: Instruction of Individuals with Mild Disabilities
Course Syllabus
Spring 2006**

Instructor: Amy D. Spriggs, M.Ed.
Email: aspriggs@uga.edu
Office hours: By appointment only. I will remain after class for any questions.
Location: B 1700
Class hours: Tuesday 5-8pm; the lab portion of this course will be completed in your assigned practicum

Required Text: Mastropieri, M.A., & Scruggs, T.E. (2004). *The Inclusive Classroom: Strategies for Effective Instruction*. Upper Saddle River, NJ: Pearson Education Inc.
Please note that there may be additional readings assigned by the instructor during the course

Catalogue Description

The practical application of research-based instructional methods for students with high incidence disabilities. (4 semester hours of credit).

Prerequisite: SPED 2000 and SPED 3040 and permission of department.

Course Description

This course is the first of two core requirements (SPED 4100/L and SPED 4200) that focus on effective teaching for students with or at-risk of mild disabilities. Emphasis is placed on research-based instructional methods spanning grades K-12. Students enrolled in the course will be expected to (a) demonstrate knowledge of the theoretical frameworks underlying instructional practices that have been shown to be effective for students with mild disabilities, (b) identify appropriate techniques for instructional decision-making, (c) develop appropriate instructional lessons that incorporate models of effective instruction, and (d) generate appropriate modifications and adaptations for curricular materials.

Course Objectives

It is the primary objective of this course to prepare future beginning teachers to meet all standards identified by the Council for Exceptional Children as essential for beginning special education teachers. Course readings and content are carefully aligned with CEC's *Standards for All Beginning Special Education Teachers* as listed below. The course agenda cross references the numbers of those standards addressed during each course meeting.

CEC Content Standards for All Beginning Special Education Teachers

1. Foundations: The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches, and can create learning experiences that make these aspects of subject matter meaningful for students.
2. Development and Characteristics of Learners: The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.
3. Individual Learning Differences: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4. Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
5. Learning Environments and Social Interaction: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
6. Communication: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.
7. Instructional Planning: The teacher plans instruction based upon knowledge of subject matter, student, the community, and curriculum goals.
8. Assessment: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
9. Professional and Ethical Practice: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) who actively seeks out opportunities to grow professionally.
10. Collaboration: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support student's learning.

Evaluation and Grading Criteria:

1. Preparation, Participation, and Professionalism – 30 points
2. Group Project – 25 points
3. Make and Take Activity – 20 points
4. WebCT Assignment, Power of 2 – 25 points
5. WebCT Assignment , Websites & Resources – 25 points
6. IEP Activity – 50 points
7. Application Project 1, with Teacher Interview – 50 points
8. Application Project 2, with Article Review – 75 points
9. Application Project Presentation – 25 points
10. Midterm Exam – 75 points
11. Final Exam – 100 points

Grading Criteria:

A = 450 – 500 points

B = 400 – 449 points

C = 350 – 399 points

D = 300 – 349 points

F = 299 points and below

Attendance Policy:

Class attendance is **mandatory** and is a professional obligation (you cannot be an effective teacher and not be in the classroom). Students are responsible for information covered in assigned readings, handouts, discussions, and activities. If you miss a class, PLEASE e-mail me to let me know. **Students will lose participation points for each class that they miss, arrive late, or leave early. Students who miss more than three classes will be dropped from the course.**

Academic Integrity:

The University of Georgia seeks to promote and ensure academic honesty and personal integrity among students and other members of the University Community. A policy on academic honesty has been developed to serve these goals. All members of the academic community are responsible for knowing the policy and procedures of academic honesty. Please see the following web site for complete details: (<http://www.uga.edu/vpaa/polproc/ahpol/main.html>).

Accommodations for Students with Disabilities:

The Department of Special Education supports equal access and support for all individuals with disabilities. We also support the policies and procedures of the University of Georgia relating to students who have disabilities. Disability Services, a part of the Office of the Vice President of Student Affairs, provides academic and support services to qualified students with disabilities to ensure equal access to all programs and activities at the University of Georgia. The mission of Disability Services is to create an accessible academic, social and physical environment for students with disabilities at UGA.

*If you have a documented disability and require specific instructional adaptations you must notify me prior to the beginning of the second week of class. Your notification must be accompanied by written documentation for the UGA office of Disability Services or the Regents Center for Learning Disabilities.

General Considerations:

- Like the instructor, students are expected to come to class thoroughly prepared. This means that you come to class each week having read all pre-assigned readings sufficiently to verbally and in writing (a) discuss definitions, concepts, issues, and procedures and (b) relate this information to content presented in previous classes or readings. (Students should have reviewed information from previous readings and class meetings). Students are responsible for preparing and presenting questions when information from readings or class meetings is unclear.
- Please be mindful of the learning process occurring during class. If you are talking and interfere, you may be asked to leave the class.
- All assignments must be turned in ON OR BEFORE THE DUE DATE. Unexcused assignments submitted after the due date may be returned ungraded or will be assigned a lower evaluation. Prior notification is required for excused late assignments.
- All cell phones and beepers should be turned off (or on vibrate) upon entering the class. They should remain off until class is over.

Tentative Schedule and Weekly Assignments

Week – Class	Topics	<i>The Inclusive Classroom Readings</i>	CEC Standards	Assignment Due Dates
1/10/06	Course Overview, Review of Syllabus, Effective Instruction	Chapter 6	4S, 7K, & 7S	
1/17/06	Effective Instruction & Design of Effective Instruction	Chapter 6	4S, 7K, & 7S	Sign up for Group Presentations
1/24/06	Inclusive Teaching	Chapter 1	1K	Approve Application Project 2 Topic
1/31/06	WebCT Assignment Powerof2.org (no class meeting)			Initial Post to Discussion Due by Midnight 2/2/06; First reply due 2/4/06
2/7/06	Collaboration	Chapter 2	10K & 10S	Final Post/Reply to Due by Class 2/7/06
2/14/06	Higher-Incidence, Lower-Incidence & Other Special Learning Needs	Chapter 3, 4, & 5	7K & 7S	Group Project Presentations

2/21/06	Make and Take			Bring a Make and Take Item to Share
2/28/06	Peer Tutoring & Cooperative Learning	Chapter 8	4S	
3/7/06	Motivation and Affect	Chapter 9	4S & 7K	
3/14/06	Spring Break No Class!			SPRING BREAK
3/21/06	Attention & Memory	Chapter 10	4S & 7K	
3/28/06	Writing	Reading TBA		Application Project 1 or 2 Paper Due
4/4/06	WebCT assignment 5 websites & 5 resources (no class meeting)			Public Schools Spring Break
4/11/06	IEP Assignment – In Class	Reading TBA		Application Project 1 or 2 Paper Due
4/18/06	Presentations			IEP Assignment Due Application Project Presentations
4/25/06	Review for Final Exam and Course Evaluations			Application Project Presentations
5-9-06	FINAL EXAMINATION 7-10 PM B 1700			Final Exam

*CEC's *Standards for All Beginning Special Education Teachers* are identified by each standard's corresponding number. In addition, the letters K and S are used to indicate whether standards are presented as content knowledge (K) or corresponding skill (S).

** To Be Assigned: Readings may be assigned in advance and should be read by this class date.

Course Assignments and Requirements

#1 Preparation, Participation and Professionalism (6% of course grade).

Ten percent of a student's grade will be based on regular attendance, demonstration that readings are completed on time, and professional participation in class proceedings. Points will be determined based on (a) class attendance, (b) periodic "quiz" questions, (c) periodic in-class assignments and (d) class participation. There are no make-up assignments for students who are absent from class. This is not negotiable. Opportunities to earn participation points are carefully distributed throughout the semester so that missing one class does not jeopardize a student's final grade in this course. Students who miss class are responsible for obtaining class content from one of their classmates.

#2 Group Project (5% of course grade)

The purpose of this assignment is to *design and develop* a presentation with a partner (**2 per group**) to be used to inform administrators, general and special education teachers, and parents about students with higher and lower incidence disabilities. In this assignment, you will be asked to select (one) disability category and present a (15-20 minute) lesson to the class including the following components from your textbook. The presentation **MUST** include the following components:

1. Prevalence
2. Definitions
3. Characteristics
4. Classroom Adaptations/Instructional Modifications
5. Provide an example of "How To" implement a strategy in a content area

***Be sure to have a handout for your peers to study and review for both the midterm and final exams!!**

Topics:

Speech or Language Impairments; Learning Disabilities; Mental Retardation; Emotional Disorders; Visual Impairments; Hearing Impairments; Physical Disabilities and Other Health Impairments; Severe and Multiple Disabilities; Autism; ADHD/ADD; Gifted, Creative, and Talented; Culturally and Linguistically Diverse; and Students At-Risk.

As a group (of two), you can select any presentation style (i.e., Powerpoint presentation, activities, game-format, website, brochure, etc.) to present your material to the class. Be sure to check for *spelling, grammar, punctuation, and citations* in your presentations!!

You will be given some time during each class prior to the presentation to work on this project with your partner. If the two of you cannot complete it during this time, it will be your responsibility to meet outside of class time to finish the assignment.

You will be given the opportunity to evaluate your partner after the presentation!

#3 Make and Take Activity (4% of course grade)

The purpose of this activity is to share an effective teaching tool with your classmates (an example will be provided for you). Your teaching tool can be anything that might be used with students with disabilities (so you can look at academics, behaviors, social skills, etc.). You will

need to be prepared to demonstrate how your teaching tool would be used in a classroom in a BRIEF (5 to 7 minute) presentation. You will need to bring enough “samples” to share with your classmates. If it is simple, you can have your classmates actually make the teaching tool used – if not, they will need to be prepared ahead of time. Along with each “sample” tool, you will need to have a one page written description of the teaching tool, materials needed to duplicate the teaching tool, what types of students would benefit from using it, variations, and/or a sample lesson plan where you might see this tool used. The written portion of this assignment needs to be directed toward teachers who might want to use this teaching tool in their classroom.

#4 WebCT Assignment – Power of 2 – Collaboration (5% of course grade)

Go to powerof2.org. This website, designed to offer an overview of the basics of effective collaboration, is still in the process of being completed for pre-service and in-service purposes. However, to get a sense of the issues facing effective collaboration as well as the training information available via the Power of 2 website, group members will complete the following:

Members of Group 1: Complete the lessons under the **Program Development Module** found in the **Online Training** area. Next, review the resources available in the **Resource** section of the Power of 2. Finally, visit one of the many **Teacher Spotlights**.

Members of Group 2: Complete the lessons under the **Effective Teaching Module** found in the **Online Training** area. Next, review the resources available in the **Resource** section of the Power of 2. Finally, visit one of the many **Teacher Spotlights**.

Members of Group 3: Complete the lessons under the **Collaborative Consultation Module** found in the **Online Training** area. Next, review the resources available in the **Resource** section of the Power of 2. Finally, visit one of the many **Teacher Spotlights**.

Members of Group 4: Complete the lessons under the **Co-Teaching Module** found in the **Online Training** area. Next, review the resources available in the **Resource** section of the Power of 2. Finally, visit one of the many **Teacher Spotlights**.

Each Group: You are to post a one page summary of what you did to the DISCUSSION BOARD in WebCT relevant to your assigned topic. You will also be responsible for responding to a peer in a discussion format. To gain full credit for the assignment, it will need to be evident that there was dialogue between partners. I will assign partners prior to the due date.

#5 WebCT Assignment – Websites and Resources (5% of course grade)

The purpose of this assignment is to locate resources useful to you for your career as a special educator. You will need to identify FIVE websites that include methods for teaching children with disabilities. Each website listed should be accompanied by a paragraph description of the website, who it is geared for (teachers, parents, students, etc) and other relevant information. You will also need to identify FIVE resources that might be useful in your special education career (your cooperating teacher might be helpful here). There are no restrictions on this part of the assignment, but you can get them approved by me if you need to. Each of these resources should be accompanied by a paragraph description of what it is, who should use it, where you can find it, the cost, etc. This assignment should be posted to the DISCUSSION BOARD in WebCT.

#6 IEP Activity (10% of course grade)

During each class, the instructor will explain parts of the IEP process from the beginning of the meeting thru the implementation of the IEP. You will be responsible for taking and keeping up with your notes. One class meeting will be devoted to writing a complete IEP. You can use this opportunity to ask questions and work on the assignment. More information and a template will be provided to you during the course.

#7 Application Project 1 – with Teacher Interview (10% of course grade)

1. Find a time that is convenient with your supervising practicum teacher. Let him/her know about the assignment, and ask if there is an appropriate time to discuss their ideas (15 to 20 minutes).
2. Come up with the questions you would like to ask prior to your meeting. The questions **could** include, but are not limited to, the following:
 - a. Tell me a little about your teaching experience (what do you teach? How long have you been teaching? Etc.)
 - b. Can you suggest an effective teaching tool or strategy that I could try with your class (or a small group in your class)? *The strategy can be anything the teacher recommends as long as it directly relates to their IEP goals and objectives – it can be geared toward academics, behaviors, social skills, etc.* Can you give me some specifics regarding the tool/strategy (you need to find out what it is used to teach, how and when you should implement it, what materials you might need, etc.)
 - c. How does this directly relate to the students' IEP goals and objectives?
 - d. Do you use this strategy often? If so, what kind of success rate do you seem to have with it?
 - e. Where did you learn about this strategy? (College? Research? Other teachers?)
 - f. Is this something I can do with a group, or do I need to individualize it?
 - g. Will any of the students need special accommodations to be successful with this tool/strategy?
 - h. Ask any other questions you need to know to in order to complete the assignment successfully!
3. Implement the procedure.
4. Type a summary of your interview with the teacher, including all of the information you gathered from your questions. Next, give a summary of the strategy/tool you used. Include a description of the students (age, type of class, gender, etc.) and the results (was it successful). Next summarize your experience with getting ideas from other professionals and implementing them (was it as successful as it could have been? Would you try it again? What would you do differently? How could this be modified for other students? Describe how you could adapt the strategies to go up and/or down in grade /age levels. For example, if you were working with students with LD from an elementary level, could you adapt the strategy for students with ED and still maintain the effectiveness? Could you adapt the strategy for secondary students or for elementary students with disabilities? How could you adapt the strategy to accommodate students from various cultural and linguistic backgrounds? Describe whether or not you like this strategy personally and provide a

rationale for your professional opinion. Use your judgment based on class discussions, readings, and experiences.

#8 Application Project 2 – with Article Review (15% of course grade)

1. Select an intervention research article and bring it to be approved. You will want to select a research article that includes an intervention that you will be able to implement with your current practicum students. (You may see Amy for assistance in selecting an article and you must select your article within the first 2 weeks of classes. The important part is that your research article **must be approved** prior to beginning your assignment. You may want to email me with the complete article citation and a brief description first --- or bring a copy of the article before or after class.)

2. READ the article thoroughly. As you read the article think about the following: Try to describe carefully the interventions that were implemented in the study. There may be several interventions being compared within a single study, so try to describe the differences among the instructional conditions. Try to describe the results of the study. Which instructional condition worked the best? Also, try to remember the types of students that participated in the study. For example, were the participants elementary aged students with emotional disturbances (ED)? Secondary aged students with learning disabilities (LD)? Middle school students with ED or LD?

3. TYPE a summary using the following format:

Your Name
Date
Semester
Instructor Name

1. Citation of article (use APA (5th edition) as in the following example:

Malone, L. D., & Mastropieri, M.A. (1992). Reading comprehension instruction: Summarization and self-monitoring training for students with learning disabilities. *Exceptional Children, 58*, 270-279.

2. Provide a written summary of the research article. Do not simply copy the abstract, but attempt to rewrite in your own words what was undertaken in the study. For example:

Malone and Mastropieri (1992) compared the effects of three reading comprehension strategies on the performance of 45 middle school students with learning disabilities. The three reading comprehension strategies were: (a) a summarization strategy, (b) a summarization strategy plus self-monitoring, and (c) traditional instructional procedures. All students were pre and posttested on the types of strategies that they typically use for reading comprehension, and questioned about the strategies they were using during the second day of training. All students were also posttested using reading materials similar to those used during training, which were narrative passages, and on social studies passages, or expository prose passages. Results indicated that students who were trained to use the summarization strategies outperformed students who used the traditional instructional procedures on all measures. In addition, students who were trained in

the self-monitoring plus summarization strategy outperformed those students in the summarization alone strategy on the transfer measure that used social studies passages.

3. Sample Description: Provide an in-depth synthesis of the total sample population of students in your intervention research article.

Participants in this study included (N=45) students (N=26 males & N=19 females) classified as (LD) learning disabled, ranged from 6th to 8th grade, with a mean IQ (Intelligence Quotient) of 91.7 (SD=24.2) as measured by the WISC-R and the Stanford-Binet. Participants' achievement scores indicated a mean Reading-decoding score of 3.84; mean Reading-comprehension score of 4.0; and mean Arithmetic score of 5.25 as measured by the Iowa Test of Basic Skills, Woodcock Reading Mastery Test, and the Keymath Diagnostic Arithmetic Test. Finally, students participating in the study spent an average of (N=3.5) years and 40% of their day receiving special education services.

4. Provide a detailed description of the instruction that occurred during each type of intervention implemented. For example:

All Conditions

All conditions received two days of training and one day of testing and all students were seen individually for instruction.

Summarization Condition

Students in this condition were taught to ask themselves two questions after reading the text: (1) Who or what the paragraph is about? And (2) What is happening to them? Students were also taught that a summary sentence "tells what the whole passage was about in a few words" (p. 273). Students were taught to use their answers from the two questions to write their summary sentences on blank lines that had been inserted in between paragraphs. Instruction and practice was provided using this procedure for two days.

Summarization Plus Self-Monitoring Condition

Students in this condition were taught the exact same strategy as those in the summarization condition, but also taught to use a self-monitoring strategy as well. After students were taught the summarization strategy on day one, they were taught to use a self-monitoring card to help them remember to implement the steps of the summarization strategy. For example, students were taught to place a check mark on a card that listed each strategy step as each step was completed. The card contained the questions: "Who or what is the passage about?" and "What is happening to them?" Students were required to check-off steps on the monitoring cards as they completed the steps. Day two students received a review on the procedures from day one and continued to practice using the strategies.

Traditional Instruction Condition

Students in this condition previewed stories and practiced vocabulary words identified by the publisher. Then they read the passages and answered questions about the passages throughout the two-day training sessions.

5. Write an evaluation of the instruction conditions and indicate according to the authors, which instructional conditions worked the best?

6. Implement the strategy in your practicum class (with a small group or the whole class). Modifications may need to be made for the strategy to work in your particular class.

Include a summary of your experience. Was it successful? Did you have to change it at all? If so, why? Would you do it again? Why or why not? Etc. Describe how you could adapt the strategies to go up and/or down in grade /age levels. For example, if the study was implemented with students with LD from an elementary level, could you adapt the strategy for students with ED and still maintain the effectiveness? Could you adapt the strategy for secondary students or for elementary students with disabilities? How could you adapt the strategy to accommodate students from various cultural and linguistic backgrounds? Describe whether or not you like this strategy personally and provide a rationale for your professional opinion. Use your judgment based on class discussions, readings, and experiences.

7. Hand in (one) typed copy of your evaluation, plus a copy of the original research article.

#9 Application Project Presentation – Format Directions (5% of course grade)

Be prepared to present a (**10-minute**) PowerPoint presentation highlighting the findings of **ONE OF YOUR APPLICATION PROJECTS**. Use the subheadings of your paper to guide the development of the presentation. The presentation must be at least 10-15 slides.

Scoring Criteria – preparedness for presentation as demonstrated by: clarity, style of presentation, enthusiasm, adherence to the time limit, and use of clear audio-visual materials. If you need help, **PLEASE** ask!

If you choose Application Project 1, you should include the following information:

1. Title Page (give your strategy a name, your name, etc.)
2. Purpose (Summary of interview – teacher characteristics, why the teacher chose this for you, where he/she learned how to do this, etc.)
3. Summary of what you did (how did you implement the strategy? How long? How many times, etc.)
4. Description (number of students, type of class, gender, grades, IQ, etc.)
5. Results (was your strategy effective? How effective was it? Etc)
6. Summary (what did you learn? What would you do differently? How could this be modified for others? Would you do this again? Etc.)

* (Be sure to include samples of interventions implemented in your article to share with the class!)

If you choose Application Project 2, you should include the following information:

1. Title page (article title, name, date, etc.)
2. Abstract (summary in your own words)
3. Purpose (why was the research conducted such as to compare previous findings, determine efficacy of an intervention, or compare performance of strategy against untrained condition?)
4. Sample Description (total sample, grades, sex, IQ scores, achievement scores, years in special education, & percentage of the day receiving special education services)
5. Criteria for Inclusion (how were the participants selected for inclusion in the study)
6. Description of Conditions (All conditions, (a) Summarization Training, (b) Summarization Training Plus Self-Monitoring, and (c) Traditional Instruction Condition)
7. Results (key findings of which intervention worked the best with a specific age/grade/disability level)
8. Summary & Discussion (what did we learn from the research article?)

* (Be sure to include samples of interventions implemented in your article to share with the class!)

10 Midterm Exam (15% of course grade)

The *take-home* midterm exam will cover all material from (**chapters 1-6**) covered in class lecture, discussions, group activities, videos, and information from the textbook. The format will include multiple choice items, fill-in-the blank, open-ended, and essays questions.

#11 Final Exam (20% of course grade)

The final exam will cover (**all material**) covered in class lecture, discussions, group activities, videos, and information from the textbook. The format will include multiple choice items, fill-in-the blank, open-ended, and essays questions.

Special Note: If you have any questions or concerns, **PLEASE** contact me as soon as possible via. Have FUN! 😊