

## SPED 4200 COURSE SYLLABUS

### Advanced Instructional Methods for Individuals with Mild Disabilities

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#### Course Description

This course is designed to complement SPED 4100, a core course offered during the junior year for undergraduate special education majors. Like SPED 4100, this course focuses on the practical application of instructional methods for students with or at-risk for high incidence disabilities. Students enrolled in this 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) select appropriate accommodations and modifications that support learners with special needs in content-area classes, (c) identify modality strengths and weaknesses and match them to appropriate instructional strategies, and (d) develop a case study based on a learning profile of a student with a high incidence disability.

#### Required Text

Schloss, P.J., Smith, M.A., Schloss, C.N. (2001). *Instructional methods for secondary students with learning and behavior problems*. (3<sup>rd</sup> ed.). Needham Heights, MA: Allyn

#### General Considerations

1. REGULAR ATTENDANCE is required for all class meetings. Students are responsible for information covered in assigned readings, handouts, discussions, and activities. Attendance is emphasized to ensure that students receive opportunities to (a) improve their knowledge through discussions of critical topics and issues, (b) practice skills needed to engage in professional dialogue/exchange with colleagues, (c) present information to others, (d) acquire information from lectures and presentations, (e) participate in course-related activities, and (f) submit required assignments. Student attendance affects their grades via a response cost. Students lose a participation point for classes they miss, arrive late, or leave early. Students who miss more than four class meetings will be dropped from the course enrollment.

2. Like the instructor, students are expected to come to class meetings THOROUGHLY PREPARED. "Thoroughly prepared" is defined as 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. The implication is that students 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.

3. All assignments must be submitted ON OR BEFORE THE ASSIGNED 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.
4. ALL WRITTEN ASSIGNMENTS must be prepared in a PROFESSIONAL manner. "Professional" is defined as following guidelines stated in the Publication Manual of the American Psychological Association (5th ed.) (2001). All final products must be typed. Products that, in the judgment of the instructor, are unreadable or unprofessionally prepared will be returned ungraded or assigned a lower evaluation.
5. DO YOUR OWN WORK. To plagiarize is "to steal and pass off as one's own the ideas or words of another" (Webster, 1967, p. 646), or to not acknowledge the author of an idea. If plagiarism is evident, the student may receive zero points for the assignment, and/or a grade of "F" for the course, and may be expelled from the University. For specific information, review the UGA publication *A Culture of Honesty: Policies and Procedures on Academic Honesty*.
6. Final course grades will be based on the number of points accrued from the submission of required products, minus points deducted for absences, late arrivals, and early departures.
7. The assignment of INCOMPLETE OR "I" GRADES is discouraged and will be used only in cases of extreme emergencies where satisfactory progress has been demonstrated and a passing grade may be earned. In the event that an "I" grade is appropriate, students should notify the instructor at the time such circumstances arise. Upon notification, a course completion contract between the student and instructor will be developed before the last week of the quarter.
8. Students with disabilities who anticipate a need for special accommodations in this course should meet with the instructor early in the semester.

## Course Activities and Requirements for SPED 4200

1. **Preparation, Participation and Professionalism** Students may earn a points over time for attending class prepared and participating in class proceedings in a professional manner. Points may be earned for (a) participating in class activities, (b) periodic quiz questions, and (c) completing specified in-class assignments. There are no opportunities to “make-up” participation points for students who are late or absent from class. This is not negotiable. Opportunities to earn participation points are distributed throughout the semester so that missing one class does not jeopardize a student’s final grade in this course. These points will be worth up to 10% of a student's final grade.
2. **Quizzes:** There will be four quizzes over the course of the semester, each worth 10 points of the final grade for a total of 40%. These quizzes will vary in format to include multiple choice, short answer, and essay.
3. **Input/Output Project:** There will be a learner input/output project that will focus on a learner’s strengths and weaknesses and appropriate accommodations and modifications for mainstreaming. This project will be worth 20 points, or 20% of the final grade.
4. **Case Study:** You will be provided with a profile of a student and asked to identify learning strengths and weaknesses, possible educational impacts of her disability, behavioral concerns and recommendations, parental advice, regular education guidelines, and specific strategies that focus on her learning strengths. As a class, we will step through this process together and you will be provided with an opportunity to “practice” with a small group prior to completion of your final project. This case study is worth 20 points, or 20% of your final grade.
5. **Chapter Project: Modifying Content Area Text Materials:** Students will organize and apply a series of instructional techniques to promote student mastery of salient information and acquisition of critical-reading study skills in a general education content-area textbook. This assignment is worth 10 points, for a total of 10% of the final grade. The product for this assignment will serve as a required artifact for the program portfolio in special education. A task analysis of this assignment, as well as the criteria for evaluation, are included on pages 8 and 9 of this syllabus.

## Monitoring your Progress

Below is a table of course assignments, their tentative point values, and relative weight for determining your final grade at the end of the semester. You may use this organizer to track your progress. One way to determine an assignment's potential influence on your final grade is to convert the raw points you earn into the number of percentage points the assignment is worth.

Course Assignment	Relative Weight	Points Toward Final Grade
Preparation, Participation and Professionalism	10%	___/10
Quiz 1	10%	___/10
Quiz 2	10%	___/10
Quiz 3	10%	___/10
Quiz 4	10%	___/10
Input/Output Project	20%	___/20
Chapter Project *	10%	___/10
Case Study	20%	___/20
FINAL GRADE	100%	___/100

\*This assignment will serve as a required component of your program portfolio.

## Tentative Agenda for SPED 4200

Wk/Date	Topic	Readings	Due
R 8/18	Introduction and Review of Course Syllabus		
1 T 8/23	Learning Disabled for a Day	Handouts	
R 8/25	F.A.T. City Video	Handouts	
2 T 8/30	Foundations of Secondary Sp.Ed.	Ch.1	
R 9/1	Postsecondary Service Options	Ch.2	
3 T 9/6	Challenges of Adolescence	Ch.3	
R 9/8	Quiz 1 / Introduction of Input/Output Project		Quiz 1
4 T 9/13	Instructional Methods	Ch. 4 (77-97)	
R 9/15	Instructional Methods, continued	Ch.4 (97-106)	
5 T 9/20	Assessment for Placement	Ch. 5 (110-123)	
R 9/22	Assessment, continued	Ch. 5 (123-136)	
6 T 9/27	Managing the Learning Environment	Ch. 6 (138-160)	
R 9/29	Quiz 2; Managing, cont'd	Ch. 6 (161-177)	Quiz 2
7 T 10/4	Collaboration	Ch. 7 / Guest Speaker	Input/Output Project Due – the 6 <sup>th</sup>
R 10/6	Collaboration		
8 T 10/11	Teaching in the Content Areas	Ch.15	
R 10/13	Listening and Speaking	Ch. 8	
9 T 10/18	Written Expression	Ch. 9	
R 10/20	Written Expression, cont'd	Handouts	
10 T 10/25	Quiz 3; Introduction to Reading Instruction	Ch. 10 (246-253)	Quiz 3
R 10/27	FALL BREAK Go Dawgs!		
11 T 11/1	Reading Instruction, cont'd	Ch. 10	
R 11/3	Reading Instruction, cont'd		
12 T 11/8	Math Instruction	Ch. 11	
R 11/10	Math, cont'd		Chapter Project Due
13 T 11/15	Vocational Instruction	Ch. 12	
R 11/17	Leisure Education	Ch. 13	
14 T 11/22	Catch-up Day / Student Lead Questions		

R	11/24	THANKSGIVING HOLIDAYS		
15 T	11/29	Social Skills Instruction	Ch. 14	
R	12/1	Social Skills, cont'd	Handouts	
16 T	12/6	Catch-Up Day / Student Questions		
R	12/8	Final Quiz		Case Study Due



## Modifying Content-Area Text for At-risk Learners

Your product for this assignment will serve as a required artifact for your program portfolio in special education. You will organize and apply a series of instructional techniques to promote student mastery of salient information and acquisition of critical-reading study skills in a general education content-area textbook.

### Preparing for Instruction

1. Select a chapter of interest from a secondary content-area text (e.g., science, social studies, health, history). Provide the name, publisher, and publication year of the textbook that your chapter is taken from. Also provide the intended age/grade level of the book. A copy of the chapter must be submitted with your assignment.
2. Read the chapter carefully. Determine the critical concepts, vocabulary, general understanding, facts, etc. that you want students to gain from reading the chapter and indicate those as objectives for your lesson(s).
3. Develop or adapt a test for the chapter. Your test should focus on critical content and use appropriate items to measure student mastery of that content. If you decide to modify/adapt a pre-existing test, submit a copy of the original version with your assignment.
4. Divide the chapter into teachable segments. Segments are usually a series of related paragraphs. Be certain that each segment represents connected (related) material about the overall chapter/topic. Ideally, a segment can be taught in one class session. Should you determine that time/ amount of content in any of your segments would prohibit presenting everything in one class, indicate how many class sessions you would use to teach that segment. You may simply indicate the segment divisions (i.e., draw lines) in the copy of the chapter you submit.

### Pre-reading Activities

5. Within each segment, identify the words that you anticipate would be difficult for your students to decode. List those words and indicate how you would introduce their pronunciation (e.g., whole word approach [a.k.a. "sight word"] pre-correcting affixes, indicating parts of the word).

6. Design a concept map that could be used visually to present a critical vocabulary content. The structure of your map should match the structure of the content you wish to convey (e.g., hierarchy, diagram, compare-contrast, timeline, or process/cycle).
7. Select one segment from your chapter and write questions that could be used in a guided reading procedure.

### **Post-Reading Activities**

8. Prepare a set of questions that students can complete after they've read the entire chapter (all segments). Your questions should focus on the critical concepts delineated in your content analysis. Note: These questions are not your "test." Their purposes are to (a) provide an indication of whether the students understood the critical content and (b) allow you to offer additional instruction as needed prior to the test.