Special Education 361
Methods and Materials for Teaching Students
With Mild/Moderate Disabilities

Prerequisites: SPED 365 and EDUC 304 or EDUC 308 depending on the area of certification (can be taken concurrently) and concurrent enrollment in SPED 440. Full SARTE status

Course Description:
This course deals with the methods of teaching academic subjects to students with mild/moderate disabilities. It provides practice in selecting goals and objectives, task analysis, preparing developmentally and academically sequenced materials and evaluating intended learning outcomes. Course will also include techniques for teaching learning strategies and promoting transitions. Two hours lecture and two hours of laboratory per week.

Conceptual Framework:
In order to successfully plan, develop, and implement curricula to meet the needs of diverse learners in today’s world and to prepare students for the future, the College of Education and Human Development (COEHD) has identified four critical components of The Effective Educator: professional standards (PS), knowledge of the learner (KL), strategies and methods (SM), and content knowledge (CK). Diversity (D) and Technology (T) are included in the assessment process as themes that are integrated throughout all programs in the educational unit.

Course Objectives:
After completing this course, students will have demonstrated their understanding of the following competencies by their performance on the midterm and final examinations and by their successful completion of the course requirements.

1. Models, theories, and philosophies that form the basis for special education practices. (CC:1,K1) (PS, SM)
2. Historical points of view and contribution of culturally diverse group. (CC:1,K7) (KL, D)
3. Typical and atypical human growth and development. (CC:2,K1) (KL, CK)
4. Similarities and differences among individuals with and without exceptional learning needs. (CC:2,K4) (KL)
5. Similarities and differences among individuals with exceptional learning needs. (CC:2,K5) (KL, D)
6. Effects an exceptional condition(s) can have on an individual’s life. (CC:3,K1) (KL, SM,CK)
7. Impact of learners’ academic and social abilities, attitudes, interests, and values on instruction and career development. (CC:3,K2) (KL, SM,CK)
8. Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.(CC:3, K5) (KL,SM,CK, D)
11. Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs. (CC:5,K4) (KL, SM, CK)
12. Effects of cultural and linguistic differences on growth and development. (CC:6,K1) (KL, SM, CK, D)
13. Characteristics of one’s own culture and use of language and the ways in which these can differ from other cultures and uses of languages. (CC:6,K2) (KL, SM, CK, D)
15. Theories and research that form the basis of curriculum development and instructional practices. (CC:7,K1) (PS, KL, CK, SM)
16. Scope and sequences of general and special curricula. (CC:7,K2) (PS, SM, CK)
17. National, state, or provincial, and local curricula standards. (CC:7,K3)(PS, CK, SM)
18. Technology for planning and managing the teaching and learning environment. (CC:7,K4) (SM, CK, KL, T)
19. Personal cultural biases and differences that affect one’s teaching. (CC:9:K1) (KL, SM)
20. Importance of the teacher serving as a model for individuals with exceptional learning needs. (CC:9, K2) (PS,KL, SM, CK, D)
21. Continuum of lifelong professional development. (CC:9,K3) (PS, KL, SM,CK)
22. Methods to remain current regarding research-validated practice (CC:9,K4) (PS, KL, SM, CK)
23. Models and strategies of consultation and collaboration (CC:10, K1) (SM)
24. Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program (CC:10, K2) (KL, CK, SM)
25. Impact of disabilities on auditory and information processing skills. (GC:3, K1) (KL, CK, SM)
26. Specialized materials for individuals with disabilities (GC:4, K1) (KL,SM)
27. Strategies to prepare for and take tests (GC:4, K2) (SM)
28. Advantages and limitations of instructional strategies and practices for teaching individuals at-risk for a disability (GC:4, K3) (KL, SM)
30. Strategies for integrating student initiated learning experiences into ongoing instruction (GC:4, K5) (SM,CK)
31. Methods of increasing accuracy and proficiency in math (GC:4, K6) (CK,KL,SM)
32. Methods for guiding individuals in identify and organizing content (GC:4, K7) (CK,KL,SM)
33. Methods for ensuring individual academic success in one-to-one, small group, and large-group settings (GC:5, K3)
34. Impact of language development and listening comprehension on academic and non-academic learning of individuals with disabilities (GC:6, K1) (KL, SM)
35. Integrate academic instruction and behavior management for individuals and groups with disabilities (GC:7, K1) (KL,SM)
36. Model Career, vocational, and transition programs for individuals with disabilities (GC:7,
37. Relationships among disabilities and reading instruction (GC:7, K4) (CK, KL, SM)
38. Organizations and publications relevant to individuals with disabilities (GC:9, K2) (SM)
39. Co-planning and co-teaching methods to strengthen content acquisition of individuals with learning disabilities (GC:10, K4) (SM)

**Learner Outcomes:**

By the conclusion of this course, the student will be able to:

1. Use strategies to facilitate integration into various settings. (CC:4, S1) (SM, CK)
2. Use strategies to facilitate maintenance and generalization of skills across learning environments. (CC:4, S4) (SM, CK)
3. Use procedures to increase the individual’s self-awareness, self-management, self-control, self-reliance, and self-esteem. (CC:4, S5) (SM, CK)
4. Use strategies that promote successful transitions for individuals with exceptional learning needs. (CC:4, S6) (SM, CK)
5. Identify supports needed for integration into various program placements. (CC:5, S3) (KL, SM, CK)
6. Design learning environments that encourage active participation in individual and group activities. (CC:5, S4) (SM, CK, KL)
7. Establish and maintain rapport with individuals with and without exceptional learning needs. (CC:5, S7) (SM, CK) - Product
8. Use strategies to support and enhance communication skills or individuals with exceptional learning needs. (CC:6, S1) (KL, SM, CK) - Product
9. Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language. (CC:6, S2) (SM, CK, KL, D) - Product
10. Develop comprehensive, longitudinal individualized programs. (CC:4, S3) (SM, CK)
11. Identify and prioritize areas of general education curriculum and accommodations for individuals with exceptional learning needs. (CC:7, S1) (PS, KL, SM, CK)
12. Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members. (CC:7, S2) (KL, SM, CK) - Product
13. Involve the individual and family in setting instructional goals and charting progress. (CC:7, S3) (SM, CK, KL)
14. Use task analysis. (CC:7, S5) (SM, CK)
15. Sequence, implement, and evaluate individualized learning objectives, (CC:7, S6) (KL, SM, CK) - Product
16. Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences. (CC:7, S8) (SM, CK, KL, D) - Product
17. Incorporate and implement instructional and assistive technology into the educational program. (CC:7, S9) (SM, CK, T) - Product
18. Prepare lesson plans. (CC:7, S10) (PS, SM, CK, KL, D, T) - Product
19. Prepare and organize materials to implement daily lesson plans. (CC:7,S11)(PS,SM,CK, KL, D, T) - Product
21. Make responsive adjustments to instruction based on continual observations. (CC:7,S13)(SM, KL, CK) - Product
22. Practice within the CEC Code of Ethics and other standards of the profession (CC:9, S1) (SM)
23. Uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession (CC:9, S2) (SM)
24. Act ethically in advocating for appropriate services (CC:9, S3) (SM)
25. Conduct professional activities in compliance with applicable laws and policies (CC:9, S4) (SM)
26. Demonstrate commitment to developing the highest education and quality-of-life potential of individual with exceptional learning needs. (CC:9,S5)(SM)
27. Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals (CC:9, S6)(KL,SM, D)
28. Practice within one’s skill limit and obtain assistance as needed. (CC: 9, S7) (SM)
29. Use verbal, nonverbal, and written language effectively (CC:9, S8) (SM) - Product
30. Conduct self-evaluation of instruction (CC:9, S9) (SM) - Product
31. Access information on exceptionalities (CC:9, S10) (KL, CK, SM) - Product
32. Reflect on one’s practice to improve instruction and guide professional growth (CC:9, S11) (PS, CK,KL, SM) - Product
33. Engage in professional activities that benefit individuals with exceptional learning needs, their families, and one’s colleagues. (CC: 9, S12) (SM) - Product
34. Maintain confidential communication about individuals with exceptional learning needs (CC:10, S1) (SM)
35. Use group problem solving skills to develop, implement and evaluate collaborative activities. (CC:10, S7) (KL,CK, PS,SM)
36. Use group techniques and coach others in the use of instructional methods and accommodations (CC:10, S8) (CK,KL,SM, PS) - Product
37. Relate levels of support to the needs of the individual (GC:3,S1)(KL,SM)
38. Use research-supported methods for academic and non-academic instruction of individuals with disabilities (GC:4,S1)(PS,CK,KL,SM)
39. Use strategies from multiple theoretical approaches for individuals with disabilities (GC:4, S2) (PS,CK,KL,SM)
40. Teaching strategies and study skills to acquire academic content (GC:4,S3) (SM)
41. Use reading methods appropriate to individuals with disabilities (GC:S4)(SM) - Product
42. Use methods to teach mathematics appropriate to the individuals with disabilities (GC:4, S5) (SM, KL) - Product
43. Modify pace of instruction and provide organizational cues.(GC:4,S6)(SM,CK)
44. Use appropriate adaptations and technology for all individuals with disabilities (GC:4, S7) (SM,KL,CK, T)
45. Resources, and techniques to transition individuals with disabilities into and out of school
and post-school environment (GC:4, S8) (CK,KL,SM,D,T)

46. Identify and teach basic structures and relationships with and across curricula (GC:4, S10) (CK,SM) - Product

47. Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval (GC:4, S11) (KL,CK,SM) - Product

48. Use responses and errors to guide instructional decisions and provide feedback to learners (GC:4, S12) (KL,CK,SM)

49. Identify and teach essential concepts, vocabulary, and content across the general curriculum (GC:4, S13) (KL,CK,SM) - Product

50. Implement systematic instruction in teaching reading comprehension and monitoring strategies (GC:4, S14) (CK,SM) - Product

51. Teach strategies for organizing and composing written products (GC:4, S15) (CK,SM) - Product

52. Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language (GC:4, S16) (CK,KL,SM) - Product

53. Provide instruction in community-based settings (GC:5, S1) (SM)

54. Use and maintain assistive technology (GC:5, S2) (KL,SM,T)

55. Plan instruction in a variety of educational settings (GC:5,S3)(KL,CK,SM)

56. Enhance vocabulary development (GC:6, S1) (KL,CK,SM)

57. Teach strategies for spelling accuracy and generalization (GC:6,S2)(SM)

58. Teach individuals with disabilities to monitor for errors in oral and written language (GC:6, S3) (KL,CK,SM)

59. Teach methods and strategies for producing legible documents (GC:6, S4) (CK,KL,SM)

60. Plan instruction on the use of alternative and augmentative communication systems (GC:6, S5) (CK, KL,SM)

61. Select and use specialized instructional strategies appropriate to the abilities and needs of the individual (GC:7, S2) (CK,KL,SM)

62. Plan and implement age and ability appropriate instruction for individuals with disabilities. (GC:7, S3) (KL,CK,SM)

63. Select design, and use technology, materials and resources required to educate individuals whose disabilities interfere with communication (GC:7, S4) (KL,CK,SM,T)

64. Design and implement instructional programs that address independent living and career education for individuals (GC:7, S6)(KL,CK,SM)

65. Participate in the activities of professional organizations relevant to individuals with disabilities (GC:9, S1) (SM)

66. Use local, community, and state and provincial resources to assist in programming with individuals with disabilities (GC:10, S1) (SM)

67. Select, plan, and coordinate activities of related services personnel to maximize direct instruction for individuals with disabilities (GC:10, S2) (SM)

68. Collaborate with team members to plan transition to adulthood that encourages full community participation. (GC:10, S4) (SM)
REQUIRED UNIT/PROGRAM ASSESSMENTS:

Lesson Plans: Performance Outcomes – 1.1 Planning, .2.2 Time Management, 3.1 Strategies, 3.2 Content Knowledge, 3.3 Thinking/Problem Solving, 3.4 Individual Differences, 3.5 Connections, 3.6 Real World

Profession Development Activities – Performance Outcome 4.1 Professional Growth

Professional Attributes and Characteristics Rating Scale/Lesson Plan Reflection – Performance Outcome 4.2 Self-Development

Evaluations in PASS-PORT

As candidates move through our education programs in the three identified levels outlined in the COEHD assessment system’s portals, they will go through the following process for each portal:

(a) enter professional development activity hours,
(b) enter field experience data,
(c) create unit artifacts that demonstrate KSD’s,
(d) submit artifacts for unit evaluation using the unit approved rubric, and
(e) build and submit the portfolio in order to move through the portal

FIELD EXPERIENCE:

Hours: 30 – in an assigned mild/moderate public school setting

Type: Direct teaching (small group, large group, one-on-one)

Documentation: Form Cs must be signed by the supervising teacher and completed hours must be uploaded on Pass-Port

Guidelines and grading rubrics will be provided.

The Field Experience hours must be entered in PASS-PORT in order to be eligible to receive full credit. (CC:7,S12)(CC:7,S13)(CC:9, S1)(CC:9, S6) (CC: 9, S7) (KL,SM,CK,T)

COURSE EVALUATION:

<table>
<thead>
<tr>
<th>Grading Procedures:</th>
<th>Grading Scale:</th>
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<td>Lesson Plans</td>
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<td>Field Experience</td>
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<tr>
<td>Mid-term exam</td>
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<td>Class participation &amp;</td>
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<td>Discussion forums</td>
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<td>Professional Attributes Scale</td>
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<td>Peer teaching</td>
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<td>Transition Plan</td>
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<td><strong>TOTAL</strong></td>
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References


JOURNALS:

*Teaching Exceptional Children*  [http://journals.sped.org/index.cfm?fuseaction=tec_toc](http://journals.sped.org/index.cfm?fuseaction=tec_toc)

*Exceptional Children*  [http://journals.sped.org/index.cfm?fuseaction=ee_toc](http://journals.sped.org/index.cfm?fuseaction=ee_toc)

*CEC Today Online*  [http://www.cec.sped.org/bk/cectoday/index.html](http://www.cec.sped.org/bk/cectoday/index.html)

*Special Education/Gifted Education Journals*  [http://ericec.org/fact/journals.html](http://ericec.org/fact/journals.html)

*The Journal of Special Education*  [http://www.proedinc.com/jse.html](http://www.proedinc.com/jse.html)