

A Syllabus for
SED 403—Methods, Strategies, and Techniques
for Teaching Students With Mild-Moderate Disabilities
3 Credit Hours
Spring 2014

The Mission of the Oral Roberts University College of Education is to provide the opportunity for individuals who hold Christian principles to participate in initial and advanced study in preparation for the professional public and private responsibilities in the field of education throughout the world. The College of Education's mission includes training and developing professional educators with a Christian worldview who will go into every person's world as transformed educators who will impact society for the purpose of transforming the next generation.

I. COURSE DESCRIPTION

A detailed study of curriculum and methods for teaching mildly disabled children from birth through high school. Emphasizes (1) designing and implementing activities and experiences developmentally appropriate for the preschool aged child, and (2) programs, class organization, lesson planning, curricular materials, teaching strategies, and Individualized Educational Plans (IEPs) for mildly disabled children and adolescents. (Includes a 10-hour practicum.)

Prerequisite: SED 353.

II. COURSE GOALS

The purpose of this course is to enable the student to do the following:

- A. Fulfill the call of God on his or her life to become an educator in the field of special education.
- B. Grow spiritually here at Oral Roberts University and become intellectually prepared and physically disciplined to go into every person's world of the public and Christian schools across our nation and abroad.
- C. Study to meet the competency-based requirements established by the Oklahoma Commission on Teacher Preparation. This course meets the following competencies: Subject competencies 4 and 5 and Early Childhood Special Education 9 and 10.
- D. Understand and study the I.E.P. process through assessment results in partnership with the multidisciplinary team to develop an I.E.P. and by learning to monitor I.E.P. progress.
- E. Develop knowledge and skills in instructional content and practice including research-supported techniques, strategies, remedial methods, and specialized materials.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

- A. Terminal Objectives
As a result of successfully completing this course, the teacher candidate will be able to do the following:
 - 1. Use effective computer techniques and other technology in programs for students with mild disabilities. (SC 4, 5, 9, and 10) (IS 7)

2. Identify and evaluate the effectiveness of general instructional techniques including teacher-directed content instruction, teacher-directed strategy instruction, teacher-directed study-skills instruction, and student-directed instruction. (SC 4 and 5) (IS 9, 13)
3. Identify the link between assessment, curriculum, and instruction. (SC 5; ECC 10) (IS 14, 15)
4. Examine and experience methods for assessing and teaching reading to mildly disabled students. (SC 5) (IS 13, 14)
5. Demonstrate competencies in developing Individualized Education Programs and monitoring practices. (SC 4) (IS 14, 15)
6. Identify and practice strategies for informal assessment and monitoring student progress. (SC 5; ECC 9, 10) (IS)
7. Use skills in-selecting, adapting, and developing instructional materials. (SC 5) (IS 7, 9, 12, and 13)
8. Examine and experience effective methods for teaching students with learning problems in math. (SC 5) (IS 5, 6, 7, 12)
9. Research and identify techniques for mediating and assisting in content-area learning. (SC 5) (IS 1, 5, 9)
10. Identify effective assessment techniques and record-keeping strategies for all content areas. (SC 4, 5; ECC 9, 10) (IS 13, 14, 15)
11. Use skills in assessing and teaching language, spelling, handwriting, and written expression. (SC 5) (IS 12, 13, 14, 15)
12. Identify effective instructional strategies for teaching secondary students with mild-moderate disabilities. (SC 5; ECC 9) (IS 5, 8)

B. Unit Objectives

After successfully completing this course, the student will be able to do the following:

1. Schedule a three-hour block per week for practicum assignment.
2. Demonstrate knowledge of broad-based teaching methods through application in a clinical and/or classroom setting.
3. Demonstrate the use of curriculum materials in remediating the mildly disabled child in all subject areas.
4. Demonstrate ability in writing lesson plans.
5. Demonstrate the development of case study reports.
6. Prepare a detailed journal of all activities experienced during the practicum.
7. Demonstrate his or her knowledge and skill based on all Entry-Level Special Education Teachers K-5th grade in this course:

CEC Standard #2:	Development and Characteristics of Learners
CEC Standard #3:	Individual Learning Differences
CEC Standard #4:	Individual Strategies
CEC Standard #5:	Learning Environments and Social Interactions
CEC Standard #6:	Language
CEC Standard #7:	Instructional Planning
CEC Standard #10:	Collaboration

C. Objectives for Students in Teacher Preparation Programs

The Teacher Preparation Program meets the competency-based requirements established by the Oklahoma Commission on Teacher Preparation. This course meets the following competencies: SC 4, 5, and 10, Standards 2, 3, 4, 5, 6, 7, 10

This course is designed to help students meet subject competencies:

- SC4: Demonstrates knowledge and skills in instructional content and practice, including:
- Research-supported, effective instructional practices, techniques, strategies, and remedial methods and specialized materials.
 - Techniques for modifying and adapting instructional methods, materials, curricula, and assistive technology in various learning environments.
- SC5: Demonstrates knowledge and skills in planning and managing the teaching and learning environment.
- SC10: Demonstrates knowledge and skills to promote successful transitions at all levels of the education process and in various environments, including:
- completion of secondary level program postsecondary planning
 - transitions across programs and service delivery systems

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials

- Textbooks
Box, C., and S. Vaughn. (2012). *Strategies for teaching students with learning and behavior problems* (8th ed.). New Jersey: Pearson/Merrill. ISBN: 9780137034673
- Other
None

B. Optional Materials

- Textbooks
Jordan, D. R. (1998). *Attention deficit disorder ADHD ADD syndrome* (3rd ed.). Austin, TX: Pro-ed.

Shaywitz, S. (2003.) *Overcoming dyslexia in children, adolescents and adults*. Austin, TX: Pro-ed.

Levine, Mel. (2002). *A mind at a time*. New York: Simon & Schuster.
- Other
None

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

- Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
- Students taking a late exam because of an unauthorized absence are charged a late exam fee.
- Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat to plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying

someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:

- a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
- b. Failing to meet group assignment or project requirements while claiming to have done so;
- c. Failing to cite sources used in a paper;
- d. Creating results for experiments, observations, interviews, or projects that were not done;
- e. Receiving or giving unauthorized help on assignments.

By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.

4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. College and/or Departmental Policies and Procedures

1. Tardies—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, if the student comes into the class after attendance has been taken, the student is considered tardy. It is the student's responsibility to inform the professor that he/she was tardy immediately following that class. Failure to do so will result in an absence for that class and it will not be adjusted other than at the end of that class. Three tardies will equal one absence. It is the student's responsibility to get the information presented in class from a classmate.
2. Late Work—The student is responsible for obtaining class assignments and material covered during an absence. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. Ten percent (10%) of the final assignment grade will be deducted for every business day that the College of Education office is opened. Office hours are Monday through Friday, 8:00 a.m. to 4:30 p.m., with the exception of Labor Day and the Thursday and Friday the week of Thanksgiving. The student is responsible for making sure that the date is stamped on the late assignment by an official representative in the College of Education at the time the assignment is

turned in. An assignment without a date stamped on it by an official representative in the College of Education will be considered “received” on the date the professor receives it. Students who have excused absences (administrative excuse, medical report—doctor or campus nurse, or verification of the death of a family member) are responsible for meeting with the professor to mutually agree on a due date for the missing assignment(s). If the assignment(s) is (are) not turned in by the date agreed upon, the above policy will apply.

3. Attendance Policy—Students are expected to attend all classes. Because unavoidable circumstances can prevent perfect attendance the following policy will apply:

Number of days the class meets per week	Number of absences not resulting in a penalty	5% final grade reduction will be applied beginning with absence number
3	3	4
2	2	3
1	1	2

Five percent (5%) of the final grade will be deducted for each additional day the student incurs an unexcused absence.

4. Administrative Excused Absence—Students who must miss class for university-sponsored activities must follow these procedures:
 - a. Inform the professor before the event.
 - b. The student should not commit to class presentation (oral reports, speeches, group presentations, etc.) on a date that the student will be gone. Make-up work will not be permitted if the student voluntarily committed to a performance on the date of an administratively excused absence.
 - c. The student needs to present an administrative excuse form with appropriate signatures prior to the day of his/her absence when possible, or on the first day he/she returns to class.
5. Senior Cohort Attendance—Students who have one unexcused absence will receive one letter grade deduction for the final grade in the course. Students missing more than one day will receive a grade of F for the final grade. Tardies will be handled as mentioned previously.
6. Leaving Early—Students are not permitted to leave class prior to the dismissal by the professor. If a student has to leave class early on occasion, it is his/her responsibility to talk with the professor prior to the beginning of class to secure permission from the professor. Weekly or monthly meetings are not considered an approved reason for leaving class early. If the student leaves a class 15 minutes or **less** before the end of class without prior approval from the professor, it will be considered a tardy and the tardy policy will apply. If the student leaves a class **more** than 15 minutes before the end of the class without prior approval from the professor, it will be an unexcused absence and the attendance policy will apply.
7. Cellular Phones—Students are not to have cellular phones on during class, nor are they to be visible during class. In the rare case of an emergency when it is unavoidable and a student is expecting a call during class, or needs to have

his/her cellular phone on during class, the student is asked to notify the professor in advance. The professor may request that the student leave the cellular phone on the professor's desk during class.

8. Late Exams—Students taking tests other than the time they are given is an inconvenience to the professor. To assist the student in his/her professional growth, any test taken late as a result of an unexcused absence will incur a \$15.00 late-test fee (see the attendance policy). The student should pay the late fee (cash only) in the College of Education where he/she will receive a receipt. The student is responsible for making arrangements with the professor to take the late exam and for presenting the receipt at the time he/she takes the late exam. Late exams, whether they are a result of an excused or an unexcused absence, must be taken within a week from the originally scheduled date. If the student refuses to make up the late exam within the allotted time, a grade of zero percent (0%) will be entered in as the test grade, which will be factored into the final course grade.
9. Incompletes—As stated in the university catalog, incompletes are granted only for “good cause,” such as extended hospitalization, long-term illness or a death in the family. Students must petition for an incomplete using the form available in the College of Education. Documentation for the reason the student is requesting an incomplete is required. Very few incompletes will be granted.
10. Extra Credit—Students should not expect extra credit to help raise a grade.
11. Plagiarism—Each student attending Oral Roberts University is required to do his or her own academic work and must not inappropriately collaborate with other students on assignments. Students must document all sources and ideas that are not their own original information by following correct APA (American Psychological Association) documentation procedures. Failure to do this produces a plagiarized paper, which will result in an F for the paper. Flagrant cheating will result in an F for the course.

C. Course Policies and/or Procedures

1. Evaluation Procedures
 - a. The final grade will be a composite result of performance on the following:

(1) Special Assignments-Five day lesson plan—on one subject, on one topic, with a diverse group of students	
(SC 4, 5; ECC 9, 10)	25%
(2) Quizzes (all comp.)/unit projects	25%
(3) Practicum and write-up (all comp.)	20%
(4) Final (all comp.)	30%
 - b. Grading scale:

A = 100-90	Excellent
B = 89-80	Above Average
C = 79-70	Average
D = 69-60	Below Average
F = 60 and below	Failing
 - c. Practicum: The final grade for the practicum will be based on weekly observation by the instructor. The student will utilize knowledge of materials and methods and will prepare a journal for recording activities carried out during the practicum. One case study will be prepared for either SED 351 or SED 361.
2. Whole Person Assessment Requirements

- a. Written outline and objectives of one teaching method covered in course are required.
- b. Students will work with a student from the community and practice teaching lessons that they have developed.
- c. Journal and evaluation from practicum are required.
- 3. Other Policies and/or Procedures
 - a. Administratively Excused Absences—Students who must miss class for university-sponsored activities must follow these procedures:
 - (1) Inform the professor before the event.
 - (2) The student should not commit to a class presentation (oral reports, speeches, group presentations, etc.) on a date that the student will be gone. Makeup work will not be permitted if the student voluntarily committed to a performance on the date of an administratively excused absence.
 - (3) The student needs to present an administrative excuse form with appropriate signatures when the student returns to class.
 - b. Practicum:
 - (1) SED 351 or 361 can be taken with this course.
 - (2) Time is 15 hours.
 - (3) Journal activities and personnel observation of each visit are made.
 - (4) Make four visits to school site to observe special education settings.

V. COURSE CALENDAR

Session	Topic and Assignment
1	General Information/Course Description Lecture: Consultant, Collaborator, and Co-teacher Arranging the environment—instructional and physical Instructional materials and using equipment Scheduling issues HW: Read Chapter 11/quiz over each reading at the beginning of class
2	Quiz on Chapter 11 Consultant, Collaborator, and Co-teacher Challenges to successful mainstreaming and consultation Consultation and collaboration—(*Make—five finger rule gloves for Reading) Lecture: Communicating with Parents and Professionals Communication skills—Principles of communication, Developing interviewing skills HW: Read Chapter 12 and prepare for a quiz
3	Quiz Chapter 12 Communicating with Parents Working with Parents—family adjustment, siblings, summers, parents as tutors, parents involvement in school, PL 99-457, Criterion for IFSP ACTIVITY: Make summer activity calendar for the month of July for a specific population.

Session	Topic and Assignment
	HW: Read Chapter 1 of Text—Quiz next class
4	<p>The Teaching—Learning Process—Take Quiz</p> <p>Look at a case study and begin IEP process—how you go from scores to IEP Meeting and how is that conducted</p> <p>Levine Chapter 2 Presentation Sections 5-8</p>
5	<p>Computer Lab—Complete an IEP: go to http://www.sde.state.ok.us</p> <p>This will take you into the Policy and Procedure and then find the IEP section.</p> <p>HW: Finish IEP for the next class, and read Chapter 2 of Box text</p>
6	<p>Approaches to Learning and Teaching</p> <p>Quiz on 2</p> <p>Lecture: Operant learning and applied behavior analysis increasing desirable behavior through consequences decreasing undesirable behavior cognitive behavior modification (CBM) Information processing and schema theories strengths and limitations of alternative instructional strategies with E/BD</p> <p>New brain research on memory and stress</p> <p>THINK AND APPLY ACTIVITY</p> <p>HW: Read Chapter 3 of Box—quiz next class</p>
7	<p>Oral Language—Quiz on 3</p> <p>Speaker who will address:</p> <p>Components of language—semantic, phonology, morphology, syntax, pragmatics</p> <p>Language development and difficulties</p> <p>Procedure for language instruction</p> <p>Teaching Content—vocabulary, word finding ability, elaboration in language</p> <p>HW: Prepare your activity from Chapter 3—Professional Quality counts—See rubric of projects—be prepared to demonstrate your activity with the class as your participants.</p>
8	<p>Presentations</p> <p>Lecture: Reading—word identification</p> <p>The Reading Process—integrating language instruction, whole language, metalinguistic, and early literacy</p> <p>HW: Read Chapter 4—quiz next class</p>
9	<p>Reading: Word Identification—Quiz</p> <p>Strategies for identifying words</p> <p>Teaching word identification—language experience, patterned language approach, reading recovery, Fernald (VAKT)</p> <p>Code-emphasis strategies—analytic method, linguistic approach, making words, reading master, phonic remedial reading, Gillingham-Stillman method</p> <p>Building sight words</p> <p>HW: Select, create, develop, and present activity from Chapter 4, and read</p>

Session	Topic and Assignment
	Chapter 4 “Overcoming Dysgraphia” by Jordan, and add to your parent booklet
10	<p>Presentations From Chapter 4 on Reading</p> <p>See video on Reading Mastery 11.5 minutes</p> <p>Begin lecture on Chapter 5: Reading Fluency and Comprehension</p> <p>Teaching fluency—model, repeated reading, coral reading</p> <p>Making easy book acceptable and difficult book accessible</p> <p>HW: Read Chapter 5—quiz next class</p>
11	<p>Reading Fluency and Comprehension—Quiz Chapter 5</p> <p>Teaching comprehension—Types of reasoning (textually explicit, implicit, scripturally implicit, matrix for reading comprehension, evaluation/critical reading.</p> <p>Appreciation/aesthetic reading</p> <p>Guidelines for promoting comprehension</p> <p>Activating prior knowledge—(Pre P, text preview, K-W-L, Story schema, questioning strategies, paraphrasing, summarization, and retelling strategies (RAP, DRA, DR-TA)</p> <p>Reciprocal teaching</p> <p>Whole language and literature-based reading programs</p> <p>HW: Select, create, develop, and present activity from Chapter 5, and read Chapter 6—Bos quiz next class</p>
12	<p>Quiz on 6/Presentations</p> <p>Begin Lecture on Written Expression Discuss Jordan Chapter on Dysgraphia</p> <p>Show video on <u>Sunform Alphabet System</u> writing method (10.42 min.)</p> <p>The writing process</p> <p>Elements of the writing process</p> <p>Using computers to facilitate writing/software</p>
13	<p>Continue on Written Expression</p> <p>Spelling—various methods, error analysis, traditional spelling, phonic rules for spelling, principles for teaching spelling to students with learning difficulties</p> <p>Spelling approaches—Test-study-test, visualization, five-step word-study, cloze, the Johnson and Myklebust technique, Fernald, Gillingham, and Stillman, self-questioning, and morphographic</p> <p>Computer assisted instruction (CAI)</p> <p>Handwriting—methods and approaches</p> <p>HW: Select, create, develop, and present activity from Chapter 6, and read Chapter 7—quiz in class</p>
14	<p>Chapter 7 Quiz—Presentations</p> <p>Lecture: Content Area Learning and Study Skills</p> <p>Process of teaching concepts and related vocabulary</p> <p>Assessing students’ prior knowledge of concepts</p> <p>Making adaptations—textbook, assignments, study guides, highlighting, alternative reading material, pause procedure, tests, portfolios</p>

Session	Topic and Assignment
15	<p>Continue Lecture on Study Skill and Learning Strategies</p> <p>Quiz Chapter 8</p> <p>Personal development skills—time management, scheduling, self-monitoring and reinforcement, notebook organization, classroom participation</p> <p>Process skills—Listening and taking notes strategies, multipass</p> <p>Expression skills—Remembering information, metamemory, organization and association, visualization and key work method, verbal rehearsal</p> <p>Studying for and taking tests</p> <p>Levine Chapter 3 Presentations Sections 4-6</p> <p>HW: Given science Chapter information, develop and create a way to help your students learn this information. This will be on a real child and will be a real assignment. The student will study with the materials you provide, and when she takes the test, you will see how well your methods worked. Present next class.</p>
16	<p>Presentations—Science Content Area</p> <p>See film on <u>Mathline</u></p> <p>Begin presentation on Mathematics</p> <p>Factors influencing math ability—psychological, education, personality, neuropsychological, perception, perseveration, language, reasoning, memory</p> <p>HW: Select, create, develop, and present activity from Chapter 8 not due until class 19—Use time to catch up on parent booklet.</p>
17	<p>Lecture Mathematics (continued)</p> <p>Teaching perspective—comprehensive programming, individualization, correction and feedback, alternative approaches to instruction, applied mathematics, generalization</p> <p>Goal setting</p> <p>The National Research Council Report—relate math to practical, civic, professional, recreational, cultural</p> <p>Pre-number skills</p> <p>Numeration and place value</p>
18	<p>Mathematics</p> <p>Readiness for numeration—sequence</p> <p>Teaching place value</p> <p>Computation—addition, subtraction, multiplication, division</p>
19	<p>Fractions</p> <p>Problem Solving</p> <p>Approaches to increasing math performance</p> <p>Focus on real-world mathematics</p> <p>Curriculum and materials</p> <p>HW: Review presentation for Chapter 8</p>

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Session	Topic and Assignment
20	<p>Present activities for Chapter 8</p> <p>Make a math diagnostic kit</p> <p>HW: Read Chapter 9 of Box—quiz next class</p>
21	<p>Chapter 9 Quiz</p> <p>Lecture: Socialization and Classroom Management</p> <p>Definition of Social Competence</p> <p>Perceptions of students with social disabilities</p> <p>Characteristic of students with social disabilities</p> <p>Social difficulties prevalent during adolescence</p> <p>Intervention strategies—FAST/SLAM/TLS/ASSET</p> <p>Behavior therapy</p> <p>Principles for teaching social skills</p> <p>HW: Select, create, develop, and present activity from Chapter 9</p>
22	<p>Present presentation 9 (May choose to do this on a Saturday w/ lunch)</p> <p>See motivational movie by Higgs—Keynote speaker at the OACLD Conference</p> <p>Read Chapter 10—quiz next class</p>
23	<p>Chapter 10 Quiz</p> <p>Lecture on Education Technology</p> <p>Types of software</p> <p>Next class will be in the computer lab—we will explore a variety of software at different computers.</p> <p>HW:</p>
24	Computer Lab
25	<p>Field trip to Riverfield</p> <p>HW: Typed reflection based on worksheet and observation</p>
26	<p>Field trip to TU Gifted program</p> <p>HW: Typed reflection based on worksheet and observation</p>
27	<p>Field trip to Montessori</p> <p>HW: Typed reflection based on worksheet and observation</p>
28	HW: Typed reflection based on worksheet and observation
29	Review for Final
30	Review for Final
31	<p>Synthesis—Activity—Role-play</p> <p>Final</p>

**Course Inventory for ORU's Student Learning Outcomes
SED 403—Methods, Strategies, and Techniques
for Teaching Students With Mild-Moderate Disabilities
Spring 2014**

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

	OUTCOMES & Proficiencies/Capacities	Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge		X		
1B	Sensitivity to the Holy Spirit			X	
1C	Evangelistic capability		X		
1D	Ethical behavior	X			
2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy	X			
2C	Global & historical perspectives			X	
2D	Aesthetic appreciation		X		
2E	Intellectual creativity	X			
3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle		X		
3B	Physically disciplined lifestyle		X		
4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences	X			
4D	Responsible citizenship		X		