

A Syllabus for  
**SED 403—Methods, Strategies, and Techniques  
for Teaching Students with Mild Disabilities**  
3.0 Credit Hours  
Spring 2001

*The Mission of the School of Education is to provide the opportunity for individuals who hold Christian principles to participate in advanced study in preparation for the professional public and private responsibilities in the field of education throughout the world*

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 two clinical practicums of 30 hours each; practicums can be taken in two consecutive semesters.)  
Prerequisites: Admission to PEP.

II. COURSE GOALS

This course is designed to do the following:

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

III. COURSE OBJECTIVES

A. Terminal Objectives

As a result of successfully completing this course, the teacher candidate will be able to do the following:

- 1. explore effective techniques for using computers and other technology in programs for students with mild disabilities. (Subject Comp. 4, 5, 9 and 10)
- 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. (Subject Comp. 4, 5)
- 3. discover the link between assessment, curriculum, and instruction. (Subject Comp. 5; E. C. Comp. 10)

4. examine and experience methods for assessing and teaching reading to mildly disabled students. (Subject Comp. 5)
5. demonstrate competencies in developing Individualized Education Programs and monitoring practices. (Subject Comp. 4)
6. identify and practice strategies for informal assessment and monitoring student progress. (Subject Comp. 5; E. C. Comp. 9, 10)
7. develop skills in selecting, adapting, and developing instructional materials. (Subject Comp. 5)
8. examine and experience effective methods for teaching students with learning problems in math. (Subject Comp. 5)
9. research and identify techniques for mediating and assisting in content-area learning. (Subject Comp. 5)
10. identify effective assessment techniques and record-keeping strategies for all content areas. (Subject Comp. 4, 5; E. C. Comp. 9, 10)
11. develop skills in assessing and teaching language, spelling, handwriting, and written expression. (Subject Comp. 5)
12. recognize effective instructional strategies for teaching secondary students with mild-moderate disabilities. (Subject Comp. 5; E. C. Comp. 9)
13. experience 60 hours of practicum in both an elementary and secondary program for students with mild to moderate disabilities. (Subject Comp. 5; E.C. Comp. 9)

B. Practicum 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 a 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.

C. Objectives for Students in Teacher Preparation Programs

SC4—Demonstrates knowledge and skills in instructional content and practice, including:

- a. research-supported, effective instructional practices, techniques, strategies, and remedial methods and specialized materials
- b. 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.

SC9—Understands and demonstrates knowledge of the individualized education programs (IEP) process by:

- a. using assessment results, in partnership with team members, to develop the IEP
- b. monitoring IEP progress

SC10—Demonstrates knowledge and skills to promote successful transitions at all levels of the education process and in various environments, including:

- a. completion of secondary level program postsecondary planning
- b. transitions across programs and service delivery systems

#### IV. TEXTBOOKS

A. Required Textbooks

Bos, C. and S. Vaughn. (1998). Strategies for teaching students with learning and behavior problems. 4th ed. Boston: Allyn Bacon.

Biggie, J. E. and Stump, C. S. (1999). Curriculum assessment and instruction. Boston: Wadsworth.

Jordan, D. R. (1998.) Attention deficit disorder ADHD ADD syndrome. 3<sup>rd</sup> ed. TX: Pro-ed.

Jordan, D. R. (1998.) Overcoming dyslexia in children, adolescents and adults. TX: Pro-ed.

B. Optional Textbooks and/or Reading Material

Mastropieri, Margo A., and Thomas E. Scruggo. (1987). Effective instruction for special education. A College-Hill Publishing. Boston: Little Brown and Company.

Lerner, Janet. (1989). Learning disabilities. 5th ed. Dallas: Houghton Mifflin.

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University.
2. Double cuts will be assessed for absences immediately preceding or following holidays.
3. Excessive absences can reduce a student's grade or deny credit for the course.
4. Students taking a late exam because of an unauthorized absence will be charged a late exam fee.
5. Students and faculty at Oral Roberts University adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software.
6. 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.

B. Course Policies and Procedures

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

Special Assignments	
(Subject Comp. 4, 5; E.C. Comp. 9, 10)	25%
Quizzes (all comp.)	25%
Midterm (all comp.)	25%
Final (all comp.)	25%
  - b. The grading scale will be the following:

100-90	Excellent
89-80	Above Average
79-70	Average
69-60	Below Average
60 and below	Failing
  - c. Practicum: The final grade for practicum will be based on weekly observation by 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. Portfolio Requirements
  - a. written outline and objectives of one teaching method covered in course.
  - b. I.E.P. developed on case study
  - c. journal and evaluation from practicum
3. Other Policies and/or Procedures

Administratively Excused Absences—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. Makeup 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 when the student returns to class.

## VI. COURSE CALENDAR

<b>Session</b>	<b>Topic and Assignments</b>
1.	General Information/course description Read Chapter 11/quiz over each reading
2.	Consultant, Collaborator and Co-teacher Quiz on 11—Read Chapter 12
3.	Communicating with Parents Quiz on 12—Read Chapter 1
4.	The Teaching—Learning Process Quiz on 1
5.	Visit Jenks East Elementary to view inclusion Read Chapter 2—Proposal for Project I due next class
6.	Approaches to Learning and Teaching Quiz on 2—Read Chapter 3 Speaker on curriculum
7.	Oral Language Quiz on 3—select activity for Chapter 3
8.	Presentations Read Chapter 4
9.	Reading: Word Identification Select activity for Chapter 4
10.	Presentations Study for quiz
11.	Reading Fluency and Comprehension Quiz on 4 Read and select activity for Chapter 5
12.	Presentations Study for quiz Chapter 5
13.	Continue on reading lecture Quiz on 5 Read Chapter 6
14.	Written Expression Select activities for Chapter 6
15.	Presentations Study for quiz on 6

<b>Session</b>	<b>Topic and Assignments</b>
16.	Continue lecture on 6 Quiz on 6 Work on Project I
17.	Content Area Learning and Study Skills Read Chapter 7—select activities for 7
18.	Presentations Study for quiz
19.	Study skill video Quiz on 7 Read Chapter 8
20.	Mathematics Select activities for 8
21.	Presentations Study for quiz 8
22.	Speaker on self—esteem Quiz on 8 Read Chapter 9
23.	Social and Classroom Management Select activities for 9
24.	Chapter 9/Discussion Possible guest speaker (Dr. Larry Walker)
25.	Presentations on Chapter 9 Study for quiz on Chapter 9
26.	Quiz on Chapter 9 Additional methods
27.	Observations of effective teachers
28.	Technology Presentation or Field trip to TTC
29.	Review for final
30.	Synthesis  Final

## VII. ASSESSMENT SUMMARY

Lindberg  
Name of Instructor

SED 403  
Course No.

Methods, Strategies, and  
Techniques for Teaching Students  
With Mild Disabilities  
Title of Course

School of Education  
Name of Department

### MISSION

The lifestyle at ORU is rooted in the word "Wholeness." ORU seeks to educate the whole person, with balanced emphasis placed on the development of mind, spirit, and body.

### GENERAL OUTCOMES

1. Spiritual Development
2. Physical Development
3. Communication
4. Analysis
5. Problem Solving
6. Valuing in Decision-making
7. Social Interaction
8. Global Perspectives
9. Effective Citizenship
10. Aesthetic Responsiveness

### MAJOR OUTCOMES

Demonstrates knowledge and skills in instructional content and practice including research-supported techniques, strategies, remedial methods, and specialized materials.

Demonstrate skills in developing the I.E.P. and monitoring the use of assessment and evaluation in assessing progress.

Use skills of effective communication in participating as a member of the multidisciplinary team.

Recognizes the skills of participation in the transition process across programs and service systems.

### COURSE GOALS

Explore effective assessment, teaching, and program evaluation techniques for students with mild-moderate disabilities.

Discover the link between assessment, curriculum, and instruction as well as develop skills in selection, adapting, and developing instructional materials.

Develop skills in assessing and teaching spelling, reading, handwriting, written expression, math, and subject areas for mild-moderate disabilities.

Effectively plans for and links current developmental learning experiences and teaching strategies with those of the next educational setting (early childhood-12), including assisting the family in planning for transition.

Demonstrate skills for developing Individualized Education Programs and monitoring practices.

Participate in a 30-hour practicum for elementary students with mild-moderate disabilities.

Participate in a 30-hour practicum for secondary students with mild-moderate disabilities.

### ASSESSMENT OF COURSE GOALS

#### STIMULI:

Individualized Education Plan demonstration and development

Unit exams and quizzes

Demonstration/presentation of teaching technique and methods

Lesson plans for selected content areas

Guest speakers for L.D., M.R., and E.D.

Practicum evaluation from cooperating teacher

#### CRITERIA:

See course Syllabus

