

EDDS 611 Curriculum & Instructional Support for Special Education Students
Master of Arts in Education Program: Special Education Track
Eastern Mennonite University
Spring 2012

Independent Study

Instructor: Cindy Evans, M.Ed
cevens@rockingham.k12.va.us
540-908-4828 home
410-430-5163

Course Description:

This course explores current research-based best practices involving the characteristics, identification and instructional strategies to support students with high incidence disabilities. This course will include a research-based paper, presentation, and related activities that demonstrate the student's knowledge of these best practices and the practical application of this knowledge to the home, community and school setting.

Course Goals & Outcomes:

1. Reflect understanding of current theories, characteristics, needs, instructional strategies and curriculum needs of students with mental retardation, specific learning disabilities, and/or emotional disability through research-based written and oral presentations. (Scholarship, Professional Knowledge, Communication, Inquiry)
2. Design and implement observation and interview formats/questions to use when visiting classrooms and meeting with professionals. Use the observation and interview formats to compare, contrast, and evaluate instructional strategies in order to meet student needs, to enhance learning, to consider diverse learning styles, and to consider multi-sensory instruction. (Professional Knowledge, Caring)
3. Present a written and oral summary of instruction and curriculum for students with disabilities to local instructional leaders. Include a brief overview of educational philosophy and practices in the USA and Saudi Arabia

Required Text:

Henley, M., Ramsey, R.S., Algozzine, R.F. (2008). Characteristics of and strategies for teaching students with mild disabilities. Boston: Allyn & Bacon.

Resources Recommended and Available:

Readings will be assigned during the course from the following texts:

Bender, W. N. (2008). Learning disabilities: Characteristics, identification, and teaching strategies. Boston: Allyn & Bacon.

Bos, C. S. & Vaughn, S. (2006). Teaching students with learning and behavior problems. Boston: Allyn & Bacon.

Henley, M., Ransey, R. S., & Algozzine, R. F. (2002). Characteristics of and strategies for teaching students with mild disabilities. Boston: Allyn & Bacon.

*Lerner, J. W. (2003). Learning disabilities. NY: Houghton Mifflin.

Mastropiere, M.A., Scruggs, T.E. (2000). The inclusive classroom; strategies for effective instruction. Prentice-Hall, Inc.

Meese, R. L. (2001). Teaching learners with mild disabilities. Belmont, CA: Wadsworth.

Polloway, E. A., Patton, J. R., & Serna, L. (2005). Strategies for teaching learners with special needs. Englewood Cliffs, NJ: Prentice Hall.

Virginia Department of Education (2002). Regulations governing special education programs for children with disabilities in Virginia.

Virginia Department of Education (2005). Quick recommendations and resources for use when implementing the provisions of IDEA 2004.

Course Requirements:

1. Attendance & Participation: **10 points**
Since this course is taught as an independent study, scheduled meetings with the instructor are required as scheduled. You are expected to complete all assigned readings and assigned activities.

2. Course Project: **50 points**
You will write a research-based, typed paper to include the following:

- ☐ 1. 10-15 pages, typed, with three or less writing errors /page
- ☐ 2. Cover page -title of course, your name, date
- ☐ 3. Reference page-use provided APA format
- ☐ 4. Includes at least 12 major sources
- ☐ 5. Includes a succinct introduction of SPED law/history (from then to now).
- ☐ 6. Includes a succinct and thorough review of prevalence, characteristics/needs, and identification of mild disabilities (ID, ED, LD)
- ☐ 7. Includes a review of instructional strategies in working with students with mild disabilities
- ☐ 8. Includes a review and discussion/opinion of inclusion of students with mild disabilities in the general education classroom
- ☐ 9. Includes information from observations and interviews and the pertinent link to your research regarding instruction and curriculum
- ☐ 10. Includes questions that your research has prompted for future investigation (What do you still want to know)

3. You will develop a classroom observation format, visit mutually arranged classrooms, and complete observation notes. **20 points**

- ☐ 1. includes school name, teacher name, age range of students, number of students
- ☐ 2. includes skills being taught
- ☐ 3. includes location of instructional
- ☐ 4. includes materials used
- ☐ 5. includes a clear explanation of instructional strategies

4. You will develop interview questions and conduct interviews with a school psychologist, Transition Facilitator, and Assessment Coordinator **10 points**

- ☐ 1. includes date and person interviewed
- ☐ 2. includes a description of the person's role
- ☐ 3. includes how the person works with school staff and students
- ☐ 4. includes a description of materials used by the person interviewed
- ☐ 5. includes a request for valuable resources for your notebook

5. You will make a presentation to local instructional leaders. **10 points**

Course Evaluation:

Grade: "A" - Attendance at all sessions; clear evidence of leadership in planning and organizing activities; careful and reflective observation and interview formats; adherence to stated guidelines/rubrics; strong evidence of breadth and depth of research, thought, and preparation. (92-100 points)

Grade: "B" - Attendance at all or most class sessions; some evidence of leadership in planning and organizing activities; careful and reflective observation and interview formats; adherence to most stated guidelines/rubrics; evidence of breadth and depth of research, thought and preparation. (82-91)

Grade: "C" - Few absences, satisfactory completion of all requirements, incomplete or cursory understanding of the instructional and curriculum design process, little evidence of planning for leadership in classroom activities. (72-81)

Knowledge Base Resources:

In addition to the materials and recommendations supported by the Association for Supervision and Curriculum Development (ASCD), this course is informed by the professional standards and guidelines outlined by the Council for Exceptional Children, the Learning Disabilities Association, the Council for Learning Disabilities, ARC, and the Virginia and Pennsylvania Departments of Education. The following list of resources provide a beginning knowledge base for this course.

Resources related to MR:

Bos, C. & Vaughn S. (2002). Strategies for teaching students with learning and behavior problems. Boston: Allyn & Bacon.

ASCD. (1999). Curriculum mapping: charting the course for content. Alexandria, VA: ASCD.

Board of Education, Commonwealth of Virginia. (1995). Standards of learning for Virginia public schools.

Brolin, D. E. (1995). Career education - a functional life skills approach. Englewood Cliffs, NJ: Prentice Hall.

Cantor & Associates, Inc. (1998). Technology in today's classroom - Skip Stahl on technology and students with special needs (video). Santa Monica, CA: Cantor & Associates, Inc.

Carnine, D., Silbert, J., & Kameenui, E. J. (2000). Direct instruction reading. Columbus, OH: Merrill.

- Council for Exceptional Children (2000). What every special educator must know: The standards for the preparation and licensure of special educators. Reston, VA: CEC.
- deFur, S. (1999). Transition Planning: A Team Effort. Washington, DC: NICHCY.
- DePaepe, P., Garrison-Kane, L. & Doelling, J. (2002). Supporting students with health needs in schools: An overview of selected health conditions. Focus on Exceptional Children, 35(1), 1-23.
- Drew, C. J. & Hardman, M.L. (2000). Mental retardation: A life cycle approach. Upper Saddle River, NJ: Prentice Hall.
- Greene, G. & Kochhar-Bryant, C.A. (2003). Pathways to successful transition for youth with disabilities. Columbus, OH: Merrill.
- Katims, D. S. (2000). Literacy instruction for people with mental retardation: Historical highlights and contemporary analysis. Education & Training in Mental Retardation and Developmental Disabilities, 35(1), 3-15.
- Lahm, E. A. & Nickels, B. L. (1999). Assistive technology competencies for special educators. Teaching Exceptional Children, 32 (1), 56-63.
- Lewis, R. & Doorlag, D. (2003). Teaching special students in general education classrooms. (6th ed.). Columbus, OH: Merrill.
- Lewis, T. & Sugai, G. (1999). Effective behavior support: a systems approach to proactive schoolwide management. Focus on Exceptional Children, 31(6), 1-24.
- Meese, R.L. (2001). Teaching learners with mild disabilities. Belmont, CA: Wadsworth.
- Mercer, C. D. and Mercer, A. R. (2001). Teaching students with learning problems (6th ed.). Upper Saddle River, New Jersey: Merrill.
- Morningstar, M., Kleinhammer-Tramill, P., & Lattin, D. (1999). Using successful models of student-centered transition planning & services for adolescents with disabilities. Focus on Exceptional Children, 31 (9), 1-19.
- NICHCY (2000). Questions and answers about IDEA. News Digest, 21, 1-27.
- Polloway, E., Patton, J., & Serna, L. (2001). Strategies for teaching learners with special needs (7th ed.).
- Salend, S. (2000). Strategies and resources to evaluate the impact of inclusion programs on students. Intervention in School and Clinic, 35(5), 264-270.

Wehman, P. & Kregel, J. (Ed.) (1997). Functional curriculum for elementary, middle, and secondary age students with special needs. Austin, TX: PRO-ED.

Ysseldyke, J. E., Algozzine, B. & Thurlow, M. L. (2000). Critical issues in special education (3rd ed.). Boston: Houghton Mifflin company.

Internet Searches:

www.asel.udel.edu/at-online/assistive.html

www.rit.edu/~easi/index.html

www.eskimo.com/~jlubin/disabled.html

www.edc.org/FSC/NCIP/

<http://trace.wisc.edu/tcel>

www.nichcy.org

www.thearc.org

www.aamr.org

www.carol.net/~ndsc

www.ndss.org

Resources related to LD:

Academic Therapy (1998). Directory of facilities and services for the learning disabled. Novato, CA: author.

Allington, R., Krashen, S. & Humphrey, J. (2002). ("A special section of reading") Phi Delta Kappan, 83(10), 740-754.

ASCD. (1999). Curriculum mapping: charting the course for content. Alexandria, VA: ASCD.

Bartlett, L., Weisenstein, G. & Etscheidt, S. (2002). Successful inclusion for educational leaders. Upper Saddle River, NJ: Merrill.

Board of Education, Commonwealth of Virginia. (1995 & revisions 2001). Standards of learning for Virginia public schools.

Bos, C. & Vaughn, S. (2002). Strategies for teaching students with learning & behavior problems. Boston: Allyn & Bacon.

Bryant, D. P., Bryant, B.R., & Hammill, D.D. (1999). Characteristic behaviors of students with LD who have teacher identified math weaknesses. Journal of Learning Disabilities, 33(2), 168-177.

Cantor & Associates, Inc. (1998). Technology in today's classroom - Skip Stahl on technology and students with special needs (video). Santa Monica, CA: Cantor & Associates, Inc.

Carnine, D., Silbert, J. & Kameenui, e.J. (2000). Direct instruction reading (3rd ed.). Upper Saddle River, NJ: Prentice-Hall.

- Chandler, L. & Dalhquist, C. (2002). Functional assessment: Strategies to prevent & remediate challenging behavior in school settings. Upper Saddle River, NJ: Merrill.
- Council for Exceptional Children (2001). The controversy over learning disabilities continues, Today, 8(4), 1-15.
- deFur, S. (1999). Transition planning: A team effort. Washington, DC: NICHCY.
- Dowdy, C., Patton, J., Smith, T. & Polloway, E. 1998). Attention-deficit/Hyperactivity disorder in the classroom. Austin, TX: PRO-ED.
- Gibb, G. & Dyches, T. (2000). Guide to writing quality individualized education programs. Boston: Allyn & Bacon.
- Hudges, P. (1998). The ASSIST series. Longmont, CO: Sopris West.
- Karp, K. & Voltz, D. L. (2000). Weaving mathematical instructional strategies into inclusive settings. Intervention in School and Clinic, 35(4), 206-215.
- Kerr, M. & Nelson, C. (2002). Strategies for addressing behavior problems in the classroom. Upper Saddle River, NJ: Merrill.
- Lederer, J. M. (2000). Reciprocal teaching of social studies in inclusive elementary classrooms. Journal of Learning Disabilities, 33(1), 91-106.
- Lerner, J. (2003). Learning disabilities - theories, diagnosis, and teaching strategies (9th ed.). Boston: Houghton Mifflin Company.
- Lewis, R. & Doorlag, D. (2003). Teaching special students in general education classrooms. (6th ed.). Columbus, OH: Merrill.
- National Research Council (1998). Preventing reading difficulties in young children. Washington, DC: National Academy Press.
- NICHCY (2000). Reading and learning disabilities. Washington, DC: author. (available: www.nichcy.org)
- O'Shaughnessy, T. & Swanson, H. L. (2000). A comparison of two reading interventions for children with reading disabilities. Journal of Learning Disabilities, 33(3), 257-277.
- Pierangelo, R. & Crane, R. (2000). The special education yellow pages. Upper Saddle River, NJ: Merrill.
- Polloway, E., Patton, J., & Serna, L. (2001). Strategies for teaching learners with special needs (7th ed.).

- Rankhorn, B., England, G., Collins, S., Lockavitch, J. & Algozzine, B. (1998). Effects of the failure free reading program on students with severe reading disabilities. Journal of Learning Disabilities, 31 (3), 3070312.
- Richek, M., Caldwell, J., Jennings, J., & Lerner, J. (2002). Reading problems: Assessment & teaching strategies. Boston: Allyn & Bacon.
- Sanders, M. (2001). Understanding dyslexia and the reading process: A guide for educators and parents. Boston: Allyn & Bacon.
- Smith, T., Polloway, E., Patton, J. & Dowdy, C. (2001). Teaching students with special needs in inclusive settings. Boston: Allyn & Bacon.
- Turnbull, A. & Turnbull, R. (2001). Families, professionals & exceptionality: Collaborating for Empowerment. Upper Saddle River, NJ: Merrill.
- Wehman, P. & Kregel, J. (Ed.) (1997). Functional curriculum for elementary, middle, and secondary age students with special needs. Austin, TX: PRO-ED.
- Westby, C. & Torres-Velasquez, D. (2000). Developing scientific literacy - a sociocultural approach. Remedial and Special Education, 21(2), 101-110.
- Wood, J. (2002). Adapting instruction to accommodate students in inclusive settings. Upper Saddle River, NJ: Merrill.
- Ysseldyke, J. E., Algozzine, B. & Thurlow, M. L. (2000). Critical issues in special education (3rd ed.). Boston: Houghton Mifflin company.

Internet searches:

<http://www.ldonline.org/>
<http://www.ldresources.com>
<http://www.aamr.org>
<http://www.gwu.edu/~ebdweb/index.html>
<http://earthvision.asu.edu/BD/>
<http://www.nichey.org>
<http://www.cec.sped.org>

Resources related to ED:

- Albert, L. (1999). A teacher's guide to cooperative discipline. Circle Pines, MN: AGS.
- ASCD. (1999). Curriculum mapping: charting the course for content. Alexandria, VA: ASCD.
- Bley, N.S. & Thornton, C.A. (2001). Teaching mathematics to students with learning disabilities (4th ed.). Austin, TX: PROED.

- Bos, C. & Vaughn S. (2002). Strategies for teaching students with learning and behavior problems. Boston: Allyn & Bacon.
- Board of Education, Commonwealth of Virginia. (1995 and subsequent revisions). Standards of learning for Virginia public schools.
- Bullis, M. & Cheney, D. (1999). Vocational & transition interventions for adolescents and young adults with emotional or behavioral disorders. Focus on Exceptional Youth, 31 (7), 1-24.
- Cantor & Associates, Inc. (1998). Technology in today's classroom - Skip Stahl on technology and students with special needs (video). Santa Monica, CA: Cantor & Associates, Inc.
- Chandler, L. & Dalhlquist, C. (2002). Functional assessment: Strategies to prevent & remediate challenging behavior in school settings. Upper Saddle River, NJ: Merrill.
- deFur, S. (1999). Transition Planning: A Team Effort. Washington, DC: NICHCY.
- Epstein, M., Kutash, K., & Duchnowski, A. (Eds.) (1998). Outcomes for children & youth and their families - programs & evaluation best practices. Austin, TX: PRO-ED.
- Froyen, L. & Iverson, A. (1999). Schoolwide and classroom management - the reflective educator - leader. Upper Saddle River, NJ: Prentice Hall.
- Gallagher, P. (1997). Promoting dignity: taking the destructive D's out of behavior disorders. Focus on Exceptional Children. Denver, CO: Love Publishing, 1-20.
- Hoover, J. & Patton, J. (1997). Curriculum adaptations for students with learning and behavior problems. Austin, TX: PRO-ED.
- Karp, K. & Voltz, D. L. (2000). Weaving mathematical instructional strategies into inclusive settings. Intervention in School and Clinic, 35(4), 206-215.
- Johns, B., Crowley, E., & Guetzloe, E. (2002). Effective curriculum for students with emotional and behavioral disorders. Denver, CO: Love.
- Johns, B., Crowley, E., & Guetzloe, E. (2002). Planning the IEP for students with emotional and behavioral disorders. Focus on Exceptional Children, 34 (9), 1-12.
- Jordan, D. (1996). A guidebook for parents of children with emotional or behavior disorders. Minneapolis, MH: PACER Center.
- Kauffman, J.M. (2003). Characteristics of emotional & behavioral disorders of children & youth. Upper Saddle River, NJ: Prentice Hall.

- Kerr, M. M. & Nelson, C. M. (2002). Strategies for addressing behavior problems in the classroom. Upper Saddle River, NJ: Merrill.
- Lewis, R. & Doorlag, D. (2003). Teaching special students in general education classrooms. (6th ed.). Columbus, OH: Merrill.
- Lewis, T. & Sugai, G. (1999). Effective behavior support: a systems approach to proactive schoolwide management. Focus on exceptional children, 31(6), 1-24.
- Minnesota Department of Education (1996). Skill-based training for school administrators - insuring appropriate education for students with emotional and behavioral disorders. Minneapolis, MN: Minnesota Dept. of Education, Office of Special Education.
- Morningstar, M., Kleinhammer-Tramill, P., & Lattin, D. (1999). Using successful models of student-centered transition planning & services for adolescents with disabilities. Focus on Exceptional Children, 31 (9), 1-19.
- McGinnis, E., & Goldstein, A. P. (1997). Skillstreaming the elementary school child: A guide for teaching prosocial skills. Champaign, IL: Research Press.
- Nelson, J., Johnson, A., & Marchand-Martella, N. (1996). Effects of direct instruction, cooperative learning, and independent learning practices on the classroom behavior of students with behavioral disorders: a comparative analysis. Journal of Emotional and Behavioral Disorders, 4 (1), 53-63.
- Polloway, E., Patton, J., & Serna, L. (2001). Strategies for teaching learners with special needs (7th ed.).
- Reid, R., Schmidt, T., Harris, K., & Graham, S. (1997). Cognitive strategy instruction: developing self-regulated learners. Reclaiming children and youth, 6(2), 97-102.
- Wehman, P. & Kregel, J. (Ed.) (1997). Functional curriculum for elementary, middle, and secondary age students with special needs. Austin, TX: PRO-ED.
- Wilen, T. (1998). Straight talk about psychiatric medications for kids. New York: Guilford.
- Ysseldyke, J. E., Algozzine, B. & Thurlow, M. L. (2000). Critical issues in special education (3rd ed.). Boston: Houghton Mifflin company.
- Zionts, P. (Ed.) (1997). Inclusion strategies for students with learning and behavior problems. Austin, TX: PRO-ED.

Internet Searches:

www.aacap.org
www.apa.org/
www.cais.com/vikings/nami

<http://earthvision.asu.edu/BD/index.html>

<http://ericec.org>

www.ffcmh.org

www.lsi.ukans.edu/beach/beachhp.htm

www.nami.org

www.nichcy.org

www.nmha.org

www.waisman.wisc.edu/kennedy/

Schedule:

January 24- February 28

- Discuss course requirements & schedule
- History and Legal Requirements Ch. 1
- Characteristics and definitions of disabilities Ch.2
- Students with Intellectual Disabilities Ch. 3
- Set-up a SPED Resource Notebook
- Visit classrooms as assigned
- Visit RCPS website; Review Criteria for Intellectual Disabilities
- Review IEP PLOP; Assessments; Goals

March 6- March 27

- Students with Emotional Disabilities Ch. 4
- Students with Learning Disabilities Ch. 5
- Continue to develop Resource Notebook
- Visit classrooms as assigned
- Observe a Psychological assessment administration and/or interview a school psychologist
- Visit RCPS website; Review Criteria for Emotional Disabilities; Review Criteria for Learning Disabilities
- Review IEP PLOP; Assessments; Goals

April 3-May 3

- Teaching students with Mild Disabilities Ch. 6, 7, & 8
- Classroom Management, Social Skills, Working with Families Ch. 9, 10, 11
- Interview Transition Facilitator
- Interview Testing Coordinator and review alternative assessments
- April 17 Present research project to instructor; written research project due
- Instructor
- May 1 Presentation to RCPS Central Office Instructional Leaders