SERP 511b TEACHING STUDENTS WITH HIGH INCIDENCE DISABILITIES
Spring 2015

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Time: Tuesday 4-6:30pm
Location: Education 432
Office: Education 409, 621-0943
Hours: Monday 2:00-3:45pm
Tuesday 2:00-3:45pm & by appointment

COURSE DESCRIPTION

Academic methods for teaching students with high incidence disabilities K-12 including learning disabilities, mild mental retardation, and language impairments. Focus is on the acquisition of oral language, reading comprehension, written expression, and math problem solving. Emphasis is on development and implementation of individualized educational programs and the use of evidence-based instructional methodologies.

Prerequisite course: Concurrent registration in SERP 593 (Internship) for all Master's Level students.

This course emphasizes the development of competencies required to teach students with learning difficulties in the core academic areas of reading, writing, and math. Emphasis will be placed on development and implementation of individualized educational programs, the teaching-learning process, general principles of teaching and best instructional practices, and specific instructional methods that may be used with students with various learning difficulties. Course content will also include the professional and management responsibilities of special education teachers.

PURPOSE

The purpose of this course is to prepare teachers to recommend, plan, and implement instructional programs for students with academic learning difficulties in oral language, reading comprehension, written expression, and math problem solving.

PREREQUISITES

Students should possess knowledge/skills in the areas of:

1. Characteristics and terminology associated with the field of special education and learning disabilities and mental retardation (SERP 400, SERP 405/505).

2. Methodology for teaching reading (TTE 323, LRC 507, or LRC 537), math (MATH 301 and TTE 326), language arts (TTE 322 or LRC 527), and science (TTE 324).

COURSE OBJECTIVES

The course objectives are aligned with the Arizona State Teacher Certification Standards and the CEC Standards for cross categorical special education teachers.

Standards referenced below are from

AZ = Arizona Professional Teaching Standards
CEC = CEC Content Standards
CC and GC = CEC Knowledge and skills for students preparing to be special education teachers of students in individualized general curriculum and knowledge for teachers of students with learning disabilities, mental retardation, and other high incidence disabilities.

After completion of the course, the student will demonstrate knowledge and understanding of:

1. The definition and general characteristics of students with oral language impairments, learning disabilities, mental retardation, and other high incidence disabilities. AZ 8.5, 9.1, CEC 2, CEC 3, CC1K5
2. The basic principles of the following learning theories and their application to teaching: behavioral, cognitive-behavior modification, sociocultural theory, information processing and metacognition, and schema theory. AZ 1.9, 3.3, 7.3, 7.4, CC1K1
3. Methods and techniques for modifying and adapting instruction and program content. AZ 1.5, 8.3, 8.4, 9.5, CEC 4, GC4K7
4. Ability to plan and implement individualized and small group instruction (e.g., peer tutors and cross-age tutoring, cooperative learning). AZ 1.9, 3.13, 7.4, 8.11
5. Strategies for promoting student advocacy. AZ 4.1, CEC 5, GC5K3, CC5S4
6. The organization of a systematic individualized instructional program based on the unique learning style of the student. AZ 1.2, 1.3, 9.5, CEC 4, CEC 7
7. A variety of strategies and methods for teaching students in language, reading comprehension, math problem solving, writing, study skills, and content areas. AZ 1.1, 7.2, 7.3, 8.2, 8.8, CEC 4, CEC 9, GC4S11, GC4S13
8. Strategies for consulting and collaborating with parents, general education teachers and other professionals AZ 4.4, 5.1, 8.2, 9.6,CEC 5, CEC 10
10. Strategies for managing self-contained, resource, and collaborative models of special education. AZ 2.2, 2.6, 2.8, CEC 9
11. Use of technology as a tool for teaching students with learning and behavior problems AZ 3.11,9.3,GC4S7

The student will demonstrate the ability to:

1. Identify components of an individual's learning style; analyze performance in a skill area and formulate a specific list of strengths and needs. AZ 1.3, 4.2, 9.5. CEC 4, CEC 7, GC4S11, GC4K4, CC7S6, GC7S2
2. Conduct a task analysis of a skill area and pinpoint a student's present performance level in the area. AZ 4.2, 9.5, CEC 8, CC8S10
3. Examine and write behavioral objectives for developing the expected competencies for students with learning disabilities, mental retardation, and other high incidence disabilities. AZ 1.4, CEC 7, GC7K3. CC7S2, CC7S5, CC7S6,

4. Write an individual education program (IEP) interfacing the student's needs, learning styles, and current levels of functioning with the curriculum. AZ 1.2, 1.3, 1.5, 1.6, 1.8, 3.5, 3.7, 3.10, 3.12, 3.14, 4.5, 8.4, 9.5. CEC 7, GC7S2
5. Plan and implement evidence-based instruction for reading comprehension AZ 1.10, 3.3, 3.4, 3.5, 3.7, 3.9, 3.10, 3.12, 6.1, 7.1a, CEC 4, CEC 7, CEC 10, GC7K3, GC7K4, CEC 9. GC3K1, GC4K1, GCK3, GCK4, CC4S3, GC4S1, GC4S4, GC4S14, GC4S16, GC7S2, CC9K4. GC10S2
6. Incorporate teaching strategies for facilitating oral language development including second language acquisition. AZ 3.3, 3.4, 3.5, 3.7, 3.9, 3.10, 3.12, 3.14, 6.1, 7.1a, CEC 6, GC6K1, GC6S1
7. Plan and implement instruction for written expression including generation and organization of ideas. AZ 1.10, 3.3, 3.4, 3.5, 3.7, 3.9, 3.10, 3.12, 3.14, 6.1, 7.1a, CEC 4, CEC 6, CC4S3, GC4S1. GC4S15, GC6S2 , GC6S3, GC7K3, GC7S2, CC9K4
8. Plan and implement instruction for basic study skills and the acquisition of content area information. AZ 1.10, 3.3, 3.4, 3.5, 3.7, 3.9, 3.10, 3.12, 6.1, 7.1a, CEC 4, CC4S3, GC4S3
9. Plan and implement instruction for math problem solving and application of math skills. AZ 1.10, 3.3, 3.4, 3.5, 3.7, 3.9, 3.10, 3.12, 3.14, 6.1, 7.1a, CEC 4, CEC 7, CEC 9, GC4K6, GC4S5, GC7K3, GC7S2, CC9K4
10. Identify the strengths, limitations and adaptations of various developmental and remedial methods and materials. AZ 1.5, 1.6, 3.8, 7.2, 7.3, 7.4, 8.8, CEC 4, CEC 7, CEC 9, CEC 10, CC7S1, CC9K4, GC4K3, GC10K4
11. Develop data monitoring systems and monitor student learning. AZ 3.15, 4.1, 4.3, 4.4, 4.5, 8.9, CEC 7, CEC 8, CC7S5, CC8S5, CC8S10

The student will demonstrate understanding of:

1. how to select and adapt strategies based upon individual needs (CC4S3)
2. the various interventions and service options available to individuals with LD (LD7K3)
3. specialized curricula, materials, and resources for individuals with LD (LD7K2)
4. how to use evidence-based methods to support academic instruction of individuals with learning difficulties (LD4S1, LD9S2, CC9K4)
5. the relationships among various reading instructional methods (LD7K1)
6. how to select appropriate reading methods for reading comprehension in general education and content area instruction depending on the nature of the problem (LD4S8, LD4S9. LD4S11)
7. how to teach strategies for improving the organization and composition of written products (LD4S10)
8. how to modify and adapt the pace of instruction and provide feedback based on individualized needs (LD4S3, LD4S6))
9. how to teach instructional techniques to help students compensate for specific weaknesses in language (LD4S5)
10. how to teach learning and study skill strategies that will generalize across the curriculum (LD4S4, LD4S7, LD4S13)
11. various instructional delivery systems (individualized, small group, large group) LD4K2
12. how to implement methods for math applications (LD4K3. LD4S12)
13. the application of metacognitive strategies to increase student independence and problem solving (LD4K4, CC4S2)
14. how to help students monitor and correct errors in spoken language (LDS4)
15. how to help students expand oral and written vocabularies (LDS4)
16. his or her ethical responsibility to advocate for services for individuals with LD (LD9K1)

EVALUATION CRITERIA **Points**

1.	Attendance and Participation	10
2.	Four IRIS Assessment Modules (15 points each)	60
3.	Midterm	100
4.	Instructional Forms	20
5.	Case Study (Benchmark Assignment)	50
6.	Application of Instructional Methods **(**Benchmark Assignment)	50
7.	Method Presentation	10
8.	Final Examination	100
Total Points		400

TEXTBOOKS

Essentials of Evidence-Based Academic Interventions **(Wendling & Mather, 2009)**

Additional readings will be posted on the D2l website throughout the course.

INSTRUCTIONAL METHODS

Course will be primarily interactive lecture format with use of discussion, demonstration teaching, videos, and case studies to highlight the application of teaching methodologies. Four classes will be spent completing online IRIS Modules. The handouts for each class will be posted on the class D2l website by Monday afternoon. Each student can download and print copies of the Pdf files.

GRADING PROCEDURE

Grades will be determined on an A, B, C, D, E, or I basis using the following system:

Grading System

370-400	A
340-369	B
310-339	C
280-309	D
>280	E

Students are eligible to receive an incomplete (I) only if the majority of their work is completed. Students have one year to complete the work under university guidelines before the grade automatically is changed to an E. Timelines of less than one year may be specified by the instructor.

SCHEDULE

Session/Date	Topic	Readings and Assignments Due
1/20	Course overview Reading Development RTI as a Service Delivery Model	
1/27	Building Reading Rate and Fluency	Essentials: Chapter 4
2/03	Building Vocabulary	Essentials: Chapter 5
2/10	Vocabulary and Reading Comprehension	
2/17*	IRIS Module CSR: A Reading Comprehension Strategy IRIS module website: iris.peabody.vanderbilt.edu *Complete during class time	
2/24	Reading Comprehension	
3/3	Reading Comprehension	
3/10	MIDTERM	

3/17	Spring Break	
3/24	Written Expression	
*3/31	Improving Writing Performance: A Strategy for Writing Persuasive Essays. IRIS module website: iris.peabody.vanderbilt.edu *Complete during class time Written Expression	Essentials pp. 146-166
4/7	Written Expression	
4/14	Math Problem-Solving	Assignment 4 due Essentials Chapter 9
4/21	Methods Presentations	Assignment 7 due
*4/28	Two IRIS Modules High-Quality Math Instruction: What Teachers Should Know Self Regulated Strategy Development (SRSD): Using Learning Strategies: Instruction to Enhance Student Learning *Complete during class time	
5/5	Inclusion and Accommodations	Assignments 2, 5, and 6 due
5/12	Final Exam	

COURSE ASSIGNMENTS

***Assignment 1*- Attendance and Participation**

You are expected to come to class. If you have to miss a class, be sure to ask another class member for a copy of their class notes or any handouts.

***Assignment 2*- IRIS Assignments**
Write the answers to the questions in the four IRIS Assessments within the IRIS Modules. You will turn all four responses to the modules in together.

***Assignment 3*- MIDTERM** Combination of multiple choice, short answer, and application questions from the lectures, readings, and book.

***Assignment 4*- Instructional Forms**
Gather 10 forms that would be helpful to you in providing instruction in oral language, vocabulary, reading comprehension, written expression, or math problem solving. These may be informal assessments that lead directly to instruction, vocabulary lists, graphic organizers, charts to record data, etc. If the form is directly from a source, be sure to identify the authors, year published, name of the book, page, etc. Try to develop or find things that will be useful to you in your teaching, as well as other class members. The most useful ones will be distributed to other class members.

Assignment 5 - An in depth, comprehensive assignment designed to reflect 10 weeks of work.

Application of a Reading Fluency Methodology

1. Select a student who needs assistance with reading fluency and reading rate.
2. Select a method or methods to use to document progress (e.g., CBM, charting results, one-minute timings. Great Leaps).
3. Write a measurable IEP goal for a 10-week-period.
4. Provide instruction to the student for 15-30 minutes 3 times a week (if possible) for 10 weeks.
5. Prepare a written summary. For the summary:
   a. Write a brief description of the student and his or her reading difficulties. Include any past history that would be relevant.
   b. Select a method or methods for building reading fluency.
   c. Implement the method.
   d. Discuss the effectiveness of the method(s) with the student.
   e. Make a recommendation for further instruction.
   f. Write a revised IEP goal based on the results.

	Poor	Average	Exceptional
Data Collection 20 points	Data are incomplete, not present, or not relevant to goal.	Data are present and related to goal but is incomplete (e.g., no final baseline) or does not reflect appropriate data for goal.	Data are detailed, specific, and addresses instructional goal.
Written summary 20 points	Summary provides incomplete or inaccurate data in two or more areas, with unclear relationship	Summary covers four of five elements completely, with missing or inaccurate information in one	Summary clearly describes all elements; recommendations and revised IEP goal are based on evidence

	between data and recommendations.	area.	from data.
Mechanics and structure 10 points	Significant grammatical and spelling errors. Plan for paper and relationship between elements are unclear.	Three to five grammatical or spelling errors; the plan for paper is apparent but content not consistent.	Fewer than three grammatical or spelling errors and a clear plan that is followed in the paper.

Assignment 6 **- APPLICATION OF INSTRUCTIONAL METHODS** (5 points each; total 50 points) *Benchmark Assignment*

Try 10 different instructional activities with students during the semester (e.g., semantic mapping, story maps, semantic feature analysis, keyword method, Kerrigan's method. etc.). A few of these will be assigned in class. The other ones may be one presented in class or ones described in your textbook or readings. Include work samples where appropriate. For each of the 10 methods, write a one-page summary that includes: a discussion of the method, your opinion of its effectiveness, and any ways you could modify or adapt the procedure.

Rubric for Application of Instructional Methods (50 points)				
Activity **Total 50 points, 5 per activity.**	**Method** **2= Detailed, specific description** **1=Limited detail or unclear description** **0=No description of method**	**Effectiveness** **2=Opinion based on specific evidence** **1=Opinion not supported by evidence** **0=No opinion provided**	**Modification** **1= At least one modification provided** **0=No modifications provided**	**Structure/Mechanics** **1=Well organized and two or fewer mechanical errors** **0=no evident structure and/or three or more mechanical errors**
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Assignment 7- **Method Presentation** – Prepare a short class oral presentation (5 to 10 minutes) to share information about some game, strategy, or technique that you have found to be effective

for helping students with problems in reading comprehension, written expression, or math problem solving.

Assignment 8 **- FINAL EXAM** (Combination of multiple choice, application questions, and questions from the lectures, book, and readings)