SPED 401- Teaching Students with Mild/Moderate Disabilities

Prevention is the work of both special education teachers and general education teachers

University Mission and Guiding Principles:
Teaching and learning constitute the central mission of Western Carolina University. The university seeks to create a community of scholarship in which the activities of its members are consistent with the highest standards of knowledge and practice in their disciplines. The guiding principle for instruction in the College of Education and Allied Professions is the belief in the educator as an inviting, reflective decision-maker.

Rationale/Purpose:
This is an introductory course in special education that examines characteristics of people with exceptionalities, problems in the learning and personal-social adjustment of exceptional children and educational alternatives for providing services.

Diversity Statement:
Students should be aware of the conflicts and varying expectations that different cultural mores can create and the impact of those conflicts on the identification and treatment of students with cultural differences. Students should learn how perception of student behavior can be affected by cultural biases which may create environmental and instructional barriers. Meeting the needs of these students and students with exceptionalities is addressed in text and class discussions.

Course Competencies/Objectives:
Upon completion of SPED 401 students will be able to:

1. Describe the characteristics of various mild disabilities
2. Understand the value of medical information for educators
3. Examine the brain, its structure and functions
4. Investigate the assessment-teaching process
5. Compare and contrast various theories of learning
6. Be able to discuss the social, emotional and behavior challenges that interfere with student learning
7. Analyze the issues surrounding the labeling of students, the treatment and methods of teaching students with ADHD, young children with disabilities, adolescents and adults with learning disabilities; students with language, reading, written language and math difficulties.

8. Know and be able to evaluate students in order to plan a course of study for students with learning disabilities and related mild disabilities

**Required Textbooks:**


**Honesty Policy:**

Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at Western Carolina University because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:

a. **Cheating** – Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
b. **Fabrication** – Intentional falsification of information or citation in an academic exercise.
c. **Plagiarism** – Intentionally or knowingly representing the words or ideas of someone else as one’s own in an academic exercise.
d. **Facilitation of Academic Dishonesty** – Intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

Instructors have the right to determine the appropriate sanction or sanctions for academic dishonesty within their courses up to and including a final grade of “F” in the course. Within 5 calendar days of the event the instructor will inform his/her department head in writing of the academic dishonesty charge and sanction. *Please refer to the WCU student handbook for more specific procedures regarding academic honesty policies.*

**Student Responsibilities:**

1. Students are required to attend all classes, arrive on time, and stay for the entire class. Students will be allowed no more than 2 absences without penalty to the final grade. In the case of absence, students are responsible for getting the material covered in the class from other students, and/or the instructor.
2. Students are required to actively participate in classroom discussions and activities.
3. Students are required to read & research, contribute to discussions, and participate in class.
4. **Assigned readings are to be done before the class meeting.** Dates for most of the reading assignments are in the tentative course schedule. Others will be assigned as appropriate. Reading
checks will be conducted periodically at the instructor’s discretion throughout the semester and factored into the student’s overall participation points for the course.
5. Students are expected to collaborate in small groups or with a partner to complete projects.
6. Students are expected to ask instructor for necessary clarification or additional information.
7. Students must adhere to academic honesty in their work. If plagiarism is evident, the student will receive no credit for the assignment and may receive a failing grade for the class.
8. Any student with a documented disability requiring accommodations to complete course requirements should make an appointment with the instructor as soon as possible.
9. Students are expected to turn off all electronic devices before entering the class.

Course Requirements:

Class Attendance and Participation: Students are expected to attend all classes and actively participate in class and online. Collaboration is a key component to the course. It is the responsibility to ask the instructor for help when needed.

Quizzes and Exams: There may be spot check quizzes. There will be a midterm and final test that will cover the materials for the specific week.

Student Project: Informal assessment of a child and development of a differentiated lesson based on the results.

<table>
<thead>
<tr>
<th>Area of Assessment</th>
<th>Location of Assessment Procedure in Text</th>
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<tbody>
<tr>
<td>1. Motor Skills: visual-motor, gross-motor, fine-motor</td>
<td>Chapter 9, Soft Neurological Signs, pp. 314-315</td>
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<tr>
<td>2. Rating Scale of Student Behavior</td>
<td>Chapter 2, Figure 2.2, Rating Scale of Student Behavior, p. 65</td>
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<td>3. Graded Informal Word Reading Test</td>
<td>Chapter 2, Table 2.6, Informal Graded Word-Recognition Test, p. 72</td>
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<td>4. Informal Survey of Arithmetic Skills</td>
<td>Chapter 2, Figure 2.6, Informal Survey Test: Sixth-Grade Level (or use directions to make an arithmetic survey test for another grade level), p. 73</td>
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<td>5. Informal Spelling Test</td>
<td>Chapter 12, Table 12.4, Informal Spelling Test, p. 455</td>
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<tr>
<td>7. IOTA Informal Word-Reading Test</td>
<td>Chapter 11, Figure 11.5, p. 397-398</td>
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Evaluation and Grading:
Class Attendance/Participation & Professionalism 150
2 Exams (Midterm and Final (@100 pts) 200
Student Project 150

TOTAL 500 points

Grading Scale:

Based on 500

A = 448-500
B+ = 433-447
B = 413-432
B- = 398-412
C+ = 383-397
C = 363-382
C- = 348-362
D+ = 333-347
D = 313-332
D- = 298-312
F = >297

Department of Human Services Statement on Assigning Grades

Grades are merely an evaluation of a sample of behavior, not a labeling of the person’s degree or worth. Grades are reflective of a degree of achievement relative to a set of objectives. Learning to be an effective person in a human service profession involves more than earning grades in courses. It involves putting learning from courses into effective practice. To that end, we ask you to consider grades as one dimension. Considering how you can utilize what you are learning is another important dimension.

Each instructor in each course will explain the grading policy and expectations that specifically apply. However, students should be aware that a grade of “A” on an assignment will be reserved for performance of superior quality that exceeds minimal expectations. If a student merely completes an assignment and it is accurate, the assignment would not automatically warrant an “A” grade. In many cases, outstanding performance is distinguished from satisfactory or highly satisfactory performance by the inclusion of additional factors due to the initiative and scholarship of the student, which mark the work as clearly superior.

The rationale for this policy is the belief that outstanding and excellent work should be recognized as such. A policy, which allows for no distinction between good and superior performance fails to adequately recognize and reward work that is meritorious and worthy of academic honor. A grade of “A” in a course should indicate that a student has exhibited performance worthy of distinction. Students who earn a grade of “B” in graduate courses or grades of “B” or “C” in undergraduate courses should feel that they have accomplished what was expected, and that they are competent in the skills and knowledge required.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignment</th>
<th>Activity</th>
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<tbody>
<tr>
<td>March 2, 2009</td>
<td>LD Characteristics &amp; Medical Aspects</td>
<td>Chapter 1 &amp; 10</td>
<td>Search for a famous person that has a learning disability, Present to class</td>
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<tr>
<td>March 3, 2009</td>
<td>Clinical Teaching</td>
<td>Chapter 3</td>
<td>Case Study- Jack</td>
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<td>March 4, 2009</td>
<td>Theories of Learning</td>
<td>Chapter 5</td>
<td>Develop Graphic organizer</td>
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<td>March 5, 2009</td>
<td>Social, Emotional &amp; Behavioral Challenges</td>
<td>Chapter 6</td>
<td>Case Study- Beverly</td>
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<td>March 6, 2009</td>
<td>ADHD and Related Disorders</td>
<td>Chapter 7</td>
<td>Midterm Test</td>
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<td>March 9, 2009</td>
<td>Young Children with Disabilities</td>
<td>Chapter 8</td>
<td>Develop chart with developmental indicators of disabilities in young children</td>
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<td>March 10, 2009</td>
<td>Adolescents and Adults with LD and Related Mild Disabilities</td>
<td>Chapter 9</td>
<td>Case Study- Cathy</td>
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<td>March 11, 2009</td>
<td>Spoken Language Difficulties</td>
<td>Chapter 11</td>
<td>Graphic Organizer – Components of Language</td>
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<td>March 12, 2009</td>
<td>Reading Difficulties</td>
<td>Chapter 12</td>
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<tr>
<td>March 13, 2009</td>
<td>Written Language</td>
<td>Chapter 13</td>
<td>Case Study- Oprah</td>
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<td>Math Difficulties</td>
<td>Chapter 14</td>
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<tr>
<td>March 13, 2009</td>
<td>Wrap up activities and Review of Chapters</td>
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<td>Final Test</td>
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