

**SPED 337**  
*Teaching Exceptional Children*  
Western Carolina University  
Kingston, June 16-27

## **COURSE DESCRIPTION**

*Overview of exceptional children; emphasis on methods and materials for integrating students into general classrooms.*

## **CONTACT INFORMATION**

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## **TEXTBOOK**

Mastropieri, M.A. & Scruggs, T.E (2012). *The inclusive classroom: Strategies for effective differentiated instruction*. Columbus, Ohio: Merrill

## **COURSE OBJECTIVES**

At the successful completion of the course, students will be competent in the following knowledge and skill areas:

### *Knowledge areas:*

Upon successful completion of SPED 337, students will be able to:

1. reflect on their own philosophies about the individual needs of students;
2. describe legislation relating to individuals with disabilities;
3. identify the characteristics of exceptional learners;
4. analyze the issues surrounding the labeling and stereotyping of students;

### *Skill areas:*

5. collaborate in problem-solving activities and curriculum planning for diverse learners
6. develop effective teaching strategies for all students, including those with disabilities;
7. differentiate instruction to meet the needs of all students in the classroom;
8. utilize strategies that promote learning and social acceptance in the classroom;
9. develop classroom accommodations for students with disabilities;
10. develop strategies that enhance motivation and self-esteem in students;
11. develop classroom strategies for creating a classroom community;
12. critique and reflect upon in-class behaviors of teachers that either promote or inhibit instruction of students with disabilities in inclusive classrooms.

## **CONCEPTUAL FRAMEWORK**

The professional education program at Western Carolina University fulfills its mission by creating and nourishing a community of learners guided by knowledge, values, and experiences. The guiding principles of this community include the belief that the best educational decisions are made after adequate reflection and with careful consideration of the interests, experiences, and welfare of the persons affected by the decisions; appreciation of and respect for diversity; and the fostering of the responsible use of technology.

This course incorporates all of the basic components of the conceptual framework. The goals of the course are:

- *understanding the concepts associated with differentiated instruction*
- *understanding how various mild/moderate disabilities can be accommodated in the regular classroom*

## **JAMAICAN RELEVANCY**

*Because few resource rooms exist in Jamaican schools to address the needs of students with mild disabilities (learning disabilities, ADHD, slow learners, poor readers, etc) general education teachers are faced with addressing the needs of a diverse group of students with multiple learning and emotional needs. This course focuses on students with mild-moderate disabilities and how their learning can be accommodated in a general classroom environment through effective teaching practices and differentiating instruction. Students will be expected implement strategies discussed in class and report to the class the benefits and/or difficulties encountered when implementing a particular strategy with their students. The final evaluation for the class will include a question related specifically to whether the information presented during the course was 'relevant to Jamaican schools'.*

## **DIVERSITY STATEMENT**

The professional education unit at Western Carolina University defines diversity broadly to include exceptionalities, race, ethnicity, culture, religious background, gender, linguistic differences, socioeconomic level, and any of the other ways our society defines human and group differences, including age, geography, sexual orientation and national origin.

### Course Policies and Requirements

## **WRITTEN/ORAL COMMUNICATION REQUIREMENTS**

Students will be required to utilize Standard English in all written and oral communication within the course. This includes written papers and projects as well as oral presentations and discussion in class. Emphasis on the proper use of Standard English will be a common thread across all courses in the program and will be evaluated using a common rubric. This evaluation is part of the course assessment and final grade. Further, all written work must include a reference page where applicable and must demonstrate the proper use of APA style.

Remediation is available in instances of consistent difficulties with Standard English.

## **TECHNOLOGY REQUIREMENTS**

The course is a face-to-face course supplemented by the Blackboard Learning Management System. Students will use the tools within Blackboard including, but not limited to, Mail, Web Links, and My Grades. Students will have access to the resources placed on the class in Blackboard and additional electronic modalities as applicable. They will also create documents using MS Office software.

## **CLINICAL OR FIELD EXPERIENCE COMPONENT**

None

## **COURSE REQUIREMENTS:**

**Pre-Class Assignment: Do Not Do This Assignment** In chapters 3-5 there are 13 disability categories described. Your assignment is to pick out 6 of the 13 categories and 1. describe how it relates to a student you have had or observed in your classroom or in another situation, and 2. what information presented about that disability will benefit you when you having to work with these individuals in the future. The whole assignment should not be more than 3 pages long. Be succinct and brief. *Extra Credit: What do we mean by ‘people first’ language?*

**Chapter Reading Reflections:** Students will be asked to reflect upon the following chapters read during the course (Chapters 7, 9, 10) Each reflection will consist of 2 type written pages. The reflection will focus on 1) new information learned from the reading, and 2) how information presented in the chapter could be implemented in your classroom situation.

**Chapter 6 Assignment:** Students will develop a graphic organizer/semantic map that summarizes the content in Chapter 6 that relates to the PASS variables.

**Chapter 8 Quiz:** Students will take a 15 point quiz over the contents of the Chapter 8. The quiz will consist of multiple choice and short answer questions. Students will have 30 minutes to complete the quiz.

**Class Meeting and Strategic Collaborative Reading Reflections:** Students will be required to read each of the articles (located on Blackboard or distributed as handouts) and produce a 3 page reflective paper on each article that outlines, 1) their reaction to the article (pro’s/con’s, relevancy to Jamaican classrooms), and 2) how the information presented could be incorporated into a Jamaican classroom (including ways to address identified difficulties of use in a Jamaican classroom).

**Interview:** Arrange to interview the parent and/or child with a disability and reflect on their educational history or experiences and how they have been assisted during the educational process by the school. Write a reflective paper (3 pages minimum) on what you will do as a future educator to meet the educational needs of students with disabilities and families based on the information provided in the interview. Include in your paper the questions and responses (verbatim) asked during the interview

**Chapter Groups:** Students will be placed in cooperative groups to report on Chapters 11-16. Additional research will be conducted to supplement information presented in the chapter assigned. The project will include a simulation or awareness activity to implement with the class. Partial class time will be given to work on this project in groups.

**In-Class activities:** There will be in-class assignments either individually or in groups and will consist of developing the following products: point/token system, self management system, student contract, and mediation essay. Students must be present to receive credit.

**Post-Class Assignment/ Inservice Module:** An inservice module that focuses on meeting the needs of students with disabilities will be completed, based upon information presented during this course and presented to a group of colleagues, parents or administrators once the course has been completed. The module will then be returned to the instructor (to be discussed in class). It will follow the format below:

- I. Introduction**
  - A. Overview of Contents
  - B. Rationale as to importance
- II. Objectives: What the participants will learn**
- III. Core Presentation**
  - A. Outline of presentation (roman numerals, letters, etc)
  - B. Activities: Narrative description of activities (y) that you develop for this inservice for the participants to be involved in.
- IV. Assessment of inservice**
  - A. Design a likert instrument that participants can use to rate your presentation
- V. Appendix**
  - A. Copies of handouts/overheads used in the presentation
  - B. Examples of handouts given to participants

### **EVALUATION AND GRADING (points)**

• Pre-Class Assignment	30
• Chapter Reading Reflections	10 X 3 = 30
• Chapter 6 Assignment	10
• Chapter 8 Quiz	15
• Class Meeting and Strategic Collaborative Reading Reflections	2 X 15 = 30
• Parent Interview	15
• Chapter group	20
• In –class activities	4 X 5 = 20
• Post class assignment/Inservice Module	<u>30</u>
	200 points

#### ***Grading Scale***

*A = 93-100%*

*A- = 90-92%*

*B+ = 87-89%*

*B = 83-86%*

*B- = 80-82%*

*C+ = 77-79%*

*C = 73-76%*

*C- = 70-72%*

$D+ = 67\text{-}69\%$   
 $D = 63\text{-}66\%$   
 $D- = 60\text{-}62\%$   
 F = Below 60%

## CLASS CALENDAR

Date	Content	Due
Day 1:	<ul style="list-style-type: none"> <li>* overview of course</li> <li>* In class group assignments over Chapters 3 and 4</li> <li>* read Ch 6 for Day 2</li> </ul>	<i>Pre-class assignment</i>
Day 2:	<ul style="list-style-type: none"> <li>* Direct Instruction</li> <li>*Review Pass/Scream variables</li> <li>*Types of learning</li> <li>* *Handout – Numbered Heads Together</li> <li>*Identify groups for later chapter presentations</li> <li>*Contracting – design contract /present to class</li> <li>* Lecture Differentiating Instruction</li> <li>* Read Ch. 7</li> </ul>	<i>Chapter 6 organizer Student Contract</i>
Day 3:	<ul style="list-style-type: none"> <li>*Give out Class Meeting handout</li> <li>*Data collection ( charting behavior – latency, duration, frequency, momentary &amp; interval time sampling, -- different information it can give you) – list different problem behaviors in class – determine which data collection methods would work best)</li> <li>*Mediation Essay – group work – present to class</li> <li>*Allow time for presentation groups to meet</li> <li>* Read Chapter 8 for Day 4</li> </ul>	<i>Chapter 7 reflection Mediation Essay</i>
Day 4:	<ul style="list-style-type: none"> <li>* Continue lecture on differentiation of Instruction</li> <li>*Class discussion on strategies used in class from lecture/text</li> <li>* Lecture school wide discipline systems</li> <li>*Group presentation time</li> <li>* Discuss Parent/Disability Interview assignment</li> </ul>	<i>Chapter 8 quiz</i>
Day 5:	<ul style="list-style-type: none"> <li>*lecture cooperative learning and peer tutoring: Class Wide Peer Tutoring, Classwide Student Tutoring Team, Student Team Achievement Division (STAD), Teams-Tournaments- Games (TTG).</li> <li>*Read Ch. 9 for Day 6</li> </ul>	
Day 6:	<ul style="list-style-type: none"> <li>*Lecture Motivation</li> <li>*Class meeting group presentations</li> <li>* Handout: Strategic Collaborative Reading</li> <li>* read Ch. 10 for Day 7</li> </ul>	<i>Chapter 9 reflection Class Meeting paper</i>
Day 7:	<ul style="list-style-type: none"> <li>* Lecture ADHD, attention, mnemonic strategies</li> <li>*Self Management lecture/activity</li> </ul>	<i>Chapter 10 reflection Self-Management</i>

	*In-class mnemonic strategies activities *chapter group time	
Day 8:	* Discuss Collaborative Strategic Reading (CSR) *Lecture point-token systems	<i>CSR reflection</i> <i>P-T assignment</i>
Days 9 & 10	* Student/Group Presentations:	<i>Chapter presentations</i>
After completion of course. Due dates to be determined.		<i>Parent Interview</i> <i>Inservice Module</i>

### University Policies

#### **ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

Western Carolina University makes every effort to provide reasonable accommodations for students with documented disabilities in compliance with the Americans with Disabilities Act. To receive academic accommodations, students must be registered with the Office of Student Support Services. The letter received from Student Support Services should be presented as documentation to the instructor as early in the course as possible.

#### **ACADEMIC INTEGRITY 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 or invention 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.

The full University Academic Integrity Policy is located at:

<http://catalog.wcu.edu/content.php?catoid=20&navoid=346#honestypolicy>.

#### **CODE OF STUDENT CONDUCT**

Western Carolina University deems sexual harassment to include conduct constituting sexual harassment under Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972. The University Code of Student Conduct Policy is located at: <http://www.wcu.edu/24861.asp>.

## **ADDITIONAL READINGS/RESOURCES**

Denton, C., Nimon, K., Mathes, P., Swanson, E., Kethley, C., Kurz, T. & Shih, M (2010). Effectiveness of a supplemental early reading intervention scaled up to multiple schools. *Exceptional Children, 76*, 494-417.

Duhaney, L.M (2003). A practical approach to managing the behaviors of students with ADHD. *Intervention in School and Clinic, 38*, 267-279.

Hughes, C.A., Ruhl, K. & Misra. (1989). Self-management with behaviorally disordered children in school settings: A promise unfulfilled? *Behavioral Disorders, 14*, 250-262.

Kauffman, J. M. (1995). Why we must celebrate a diversity of restricted environments. *Learning Disabilities Research and Practice, 10*, 225-232.

Suk-Hyang,l, Wehmeyer, J., Soukup, J & Palmer,, S (2010) Impact of Curriculum modification on access to the general education curriculum for students with disabilities. *Exceptional Children, 67*, 312-234.