

Western Carolina University
Jamaican Program

Course Title SPED 312 -- Teaching Elementary Students with Disabilities

Instructor Dr. Lynn Knight
School of Teaching & Learning

Contact Info: Email: lynnknight@email.wcu.edu or
drlynnknight@gmail.com
Cell Phone: 828-550-1018

Text *Mercer, C.D., Mercer, A.R., Pullen, P.C. (2011). Teaching students with learning problems (8th ed.). Upper Saddle River, NY, Pearson Education.*

Conceptual Framework Statement

"The mission of the professional education programs at Western Carolina University is to prepare highly effective and ethical graduates that are inspired to be lifelong learners, engaged in the community, and empowered to become leaders who strive to transform the future."

General Description

Methods and materials for evaluating and instructing children with mild to moderate learning problems.

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'.

General Course Objectives/Competencies:

- Describe the components of a differentiated lesson
- Discuss the importance of 'cubing' and tiering'
- What steps are necessary for implementing a self-monitoring strategy
- Describe peer tutoring, numbered heads together, and class-wide peer tutoring
- Describe how to implement TGT and STAD
- State the guidelines for effective scaffolding
- Identify mnemonics found beneficial for students with learning disabilities
- How are the following learning strategies implemented: SCORE, FISH, SELECT
- Define precision teaching

Diversity Statement: Diversity in our society and schools is an important part of our history and a significant variable in discussions regarding the aims and purposes of education and schooling. The content of this course reflects a commitment to social justice and an emphasis on the necessity of preparing educators who will effectively meet the individual needs of ALL students. As such, issues related to race, gender, religion, sexual orientation and social class will be considered in this class. Students in this class teach in Jamaican schools. Jamaica is a diverse nation (the motto: "Out of many, one people" exemplifies a commitment to and respect for our varied backgrounds, beliefs and values).

Accommodations for Students with Disabilities: Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential.

Academic Honesty Policy:

All work for this class should utilize APA Style for format and reference citations.

Western Carolina University, 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 WCU because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Students are expected to adhere to the highest standards of academic honesty in all classes. Any questions regarding the use of citations and references should be brought to the attention of the instructor of the course. Academic dishonesty includes the following: Cheating, Fabrication, Plagiarism, and

Facilitation of Academic Dishonesty. These terms and procedures for cases involving allegations of academic dishonesty are described in the current WCU Student Handbook. Any student in this class found guilty of academic dishonesty will automatically receive a failing grade in the class.

Technology Requirements: Students are expected to take responsibility for becoming familiar with the technical skills and requirements necessary for researching and presenting their ideas and supporting a successful learning experience.

Clinical and/or Field Experience Component: No formal clinical component is required for this course. However, teachers will be constantly asked to apply concepts to relevant situations.

Class Attendance

Because of the limited amount of class time, all students are required to attend all classes. Exceptions will be made only in the face of extraordinary circumstances beyond the student's control. Students are responsible for all material, assignments and announcements made in class, whether they were present in that class or not. It is the student's responsibility to keep abreast of any changes in exam dates, due dates for assignments, and changes in assigned course material implemented during his/her absence.

Student Responsibilities

- Students are expected to be present at all classes: including arriving to class on time and remaining for the duration of all class activities.
- Assigned readings are expected to be completed before the class meeting for which they are listed.
- Assignments are to be turned in on time. One point will be deducted for each day an assignment is late.
- Students must adhere to academic honesty in all work. If plagiarism is evident, the student will not receive credit for the assignment and may receive a failing grade for the course.
- Because of the intensive nature of this course, if a student misses more than 2 classes, a failing grade may be received for the course.
- Any student with a documented disability requiring accommodations to complete course requirements should make an appointment with instructor as soon as possible.

Grading

10 POINTS: Task Analysis

Create 1 task analysis of a sequential academic skill using universal design principles and differentiation to a case study student. Put the task analysis in a checklist format. Examples will be provided in class

30 POINTS: Unit with two lesson plans (10 for unit plan; 10 pts for each lesson plan = 20)

You will design a unit with 2 lesson plans. You will need to provide a unit overview: You may use the example in your textbook or from the videos we have seen. Then you will create 2 lesson plans using the template we construct in class. For each lesson plan you will indicate how you will differentiate your instruction for a student with a disability, and you will need to include an example of a self-correcting material you may use with the student to reinforce a concept being learned. You may select the disability area based on the students in your classroom. Describe the teaching methods you would use within the lesson. You will need to demonstrate within each lesson how your plan will help the student gain skills in at least one of the following areas: oral expression, reading, written expression or mathematic

30 POINTS: Group Presentation (10 for summary/reflective report, 10 for quality and active presentation)

- Each class participant will be assigned to a group. The group will prepare a short lesson of approximately 30 minutes to demonstrate effective instructional strategies for students within a specific content area. Your lesson demonstration should include: learning objectives, activities you will use, teaching strategies for assisting remedial, review, and enrichment levels of learning). Your presentation will be due on the night we discuss your assigned academic content area.
- A summary report for your group will include the lesson plan you are presenting, a summary (list) of the teaching strategies you are using to differentiate instruction, and your activities for assisting learners to grasp essential concepts (remediation level, review level, enrichment level).

10 POINTS: In-Class Activities

Completion of in-class scenarios to reinforce chapter concepts. There will be 5 activities, 2 pts for each activity.

10 POINTS: Active Participation (1 point per class)

1 point per class will be earned for the following actions: arrival on time/attendance throughout the class, active participation in all class activities, and supporting and encouraging colleague's participation in class.

10 POINTS: Reflective Summary Report

Due two weeks after our last class. Reading the article given, reflect on your own practice and what we have covered. Type up 2-3 page reflection on the new teaching strategies and ideas to use in your classroom. Share your dreams and ideas for making a plan to implement them in your class.

Grading Scale

Total Points possible = 545 points

Grades will be earned according to the following scale:

A = 93-100%	C- = 70-72%
A- = 90-92%	D+= 67-69%
B+ = 87-89%	D = 63-66%
B = 83-86%	D- = 60-62%
B- = 80-82%	F = Below 60%
C+ = 77-79%	
C = 73-76%	

Bibliography/Additional Readings (other readings assigned for presentations)

Ciullo, Stephen; Lo, Yu-Ling Sabrina; Wanzek, Jeanne. (2016), *Culturally Responsive Instruction for English Language Learners with learning disabilities*. Journal of Learning Disabilities.v49 n3 p257-271.

Orosco, M.,J.; O'Connor, R., (2014). *A Model for Screening Twice-Exceptional Students (Gifted with Learning Disabilities) within a Response to Intervention Paradigm*. Journal of Learning Disabilities, Vol. 47. p515-531.

Martin, Lucy C. (2009). *Strategies for teaching students with learning disabilities*. Thousand Oaks, Calif.: Corwin Press.

Waber, Deborah P. (2010). *Rethinking learning disabilities: understanding children who struggle in school*. New York: Guilford Press.

Mather, Nancy. (2015). *Learning disabilities and challenging behaviors: Using the building blocks model to guide intervention and classroom management*. Baltimore, Maryland: Paul H. Brookes Publishing Co.

Tentative Schedule

Date	Please read before coming to class	Topic for the Day	Assignment Due
Day 1	Ch 1: pgs: 3-6, and charts on pages 30, 31, 34	<ul style="list-style-type: none"> ❖ Introductions ❖ Course Syllabus ❖ Foundations of Teaching Parameters and Ideas 	Body and Mind work: Physical Release: Reviving the Room In-class exercise 1: River of School Experiential learning www.teachingchannel.org
Day 2	Ch 1 pages 25-28 Ch 5: pages 161-165	<ul style="list-style-type: none"> ❖ Parent/Teacher conferences ❖ Unwritten Curriculum Analysis ❖ Designing effective learning environments 	In-class exercise 2: Team work on designing working classrooms Universal Learning Video: www.teachingchannel.org On Building a Cardboard School Room
Day 3	Ch 2: pages 37-38, 40-43, 46-50, 54-56 Ch 4: pgs. 144-146	<ul style="list-style-type: none"> ❖ Academic Task Analysis ❖ Modifications (p.105 exercise) ❖ Unit and Lesson Planning 	www.teachingchannel.org Teacher Survival Guide: Planning Making a lesson plan that works for you and your student: building our template
Day 4	Ch 4 Teaching Students and Managing Instruction pgs. 118-133 including charts	<ul style="list-style-type: none"> ❖ Instructional strategy continuum ❖ Self-correcting materials ❖ Accommodations for students with learning problems 	DUE: UCTA & ATA, Unit/LP ideas Outline for group presentations Video: www.teachingchannel.org Teacher Survival Guide: Differentiating Instruction In-class exercise 3: Teaching to a different learner
Day 5	Ch 6 Teaching Language pgs: 194-202, 216-218	<ul style="list-style-type: none"> ❖ Defining and Teaching Language 	In-class exercise 4: Communication and Listening Group Presentations
Day 6	Ch 7 Teaching Reading pgs. 263-296	<ul style="list-style-type: none"> ❖ Defining and Teaching Reading 	In-class exercise 5: What it is like to have a reading disability Group Presentations

Day 7	Ch 10 Teaching Handwriting and Written Expression pgs: 345-358, 367-377	❖ Handwriting instruction ❖ Written expression instruction	Group Presentations
Day 8	Ch 11 & 12 Teaching Math Read ONLY pgs: 383-384; 407- 450	❖ Mathematics defined ❖ Mathematics instruction	Wrap up Activity: Finding yourself first Group Presentations
Day 9	Ch 13 Teaching Learning Strategies and Study Skills pgs: 462-489	❖ Learning Strategies ❖ Study Skills	DUE: Unit/Lesson Plans Group Presentation
Day 10	Ch 9 Teaching Spelling pgs. 324-332	❖ Spelling strategies	Group Presentation