EDUC 308/SPED 408
Characteristics and Methods for Teaching Exceptional Children
Fall 2014
Wednesday 5:00-7:50

Instructor:

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Instructor office hours: 4:30-5:30 Wednesday, and by appointment

Overview:

Least restrictive environment mandates require students with disabilities to be educated with nondisabled peers to the maximum extent appropriate. The purpose of this course is to introduce pre-service general educators to: (a) historical perspectives of special education including related legislation and litigation, (b) characteristics of children identified as having disabilities, (c) assessment and evaluation techniques utilizing data based decision making, and (d) strategies for accommodating exceptional learners in general education classes through the use of effective academic and behavioral instruction and by forming and sustaining collaborative relationships. Each of these areas will be addressed by assigned readings, lecture, and other assignments and activities.

Course Objectives
(K) = knowledge indicators  (P) = performance indicators
Upon completion of the course, students will be able to:

1. Identify the historical progression that led to the development of special education services provided to students currently.

2. Identify the major rights secured by students and their parents through Public Law 94-142, its reauthorizations including IDEA 2004.

3. Identify and describe each of the major categories of exceptionality including prevalence rate and major characteristics of individuals in each disability category, and the impact of these characteristics on students’ learning.
   IPTS: Diversity (K) D.

4. List and describe in detail the service delivery models for the provision of special education services to students with disabilities.
5. Demonstrate understanding of the critical features of differentiated instruction in lesson planning and delivery. 
IPTS: Differentiated Instruction (K) B, C, D, F, G (P) A, B, C, D, E, F, G, H

6. Identify, explain, and utilize the three tier problem-solving model to identify students who are at risk for academic and behavioral difficulties. IPTS: Collaborative Relationships (K) C, F

7. Develop and utilize informal assessment measures to guide the instructional planning for students with disabilities and to monitor their response to academic interventions. 
IPTS: Assessment (K) I

8. Develop an understanding of disabilities relative to cultural differences and communicating with families from a variety of cultural backgrounds. 
IPTS: Collaborative Relationships (K) D, H (P) G, H

9. Design and implement effective teaching practices for students with and without disabilities receiving educational services in an inclusive classroom. 
IPTS: Content Area and Pedagogical Knowledge (K) E (P) F; Teaching Diverse Learners (P) C; Instructional Delivery (K) C, E, F, H

10. Design and implement strategies for effectively managing the academic and social behavior of students with disabilities. 
IPTS: Learning Environment (K) A, D, G, H (P) B, G, H

11. Discuss and demonstrate use of a wide variety of strategies for instructing students with special needs including: (a) peer strategies; (b) curriculum modifications; (c) environment modifications; (d) behavior management strategies; (e) modification of instructional procedures; (f) task analysis of skills; (g) study skills instruction; and (h) alternative grading strategies. 
IPTS: Instructional Delivery (K) G (P) E, H

12. Describe and implement collaborative problem-solving activities to develop and implement appropriate instructional strategies to meet the educational needs of students with special needs. 
IPTS: Collaborative Relationships (K) C (P) B; Differentiated Instruction (P) I

13. Identify and describe procedures for accessing services (e.g., people, agencies, materials) to assist in serving the needs of exceptional learners in the general education classroom. 
IPTS: Instructional Delivery (P) I; Collaborative Relationships (K) G (P) C, E, F; Diversity (K) G

14. Access published research on service delivery in inclusive classrooms. IPTS: Content area and Pedagogical Knowledge (K) F

Required Reading

Text


Students are expected to cite all references using the 6th edition of the American Psychological Association Manual. Points will be deducted for failure to write clearly and cite references appropriately. The reference for the APA manual is:


### Additional Course Materials

A series of packets of materials that will be valuable to you as you prepare your lesson plans, portfolios and as a practicing professional, have been compiled for you.

### Course Requirements

#### Readings

As indicated by the course calendar, readings are assigned for each topic. It is expected each student will have read the materials prior to class and be able to contribute to class discussions. Randomly, discussion questions over the reading will be distributed, and students will be required to complete them in class or submit them at the next class session for participation points. These questions will not be accepted after class and cannot be made up if you miss class.

#### Exams

Two noncumulative exams will be given throughout the course that consist of multiple choice and short answer essays. Exams will cover material from the text, readings, lectures, and handouts. Each exam will be worth 100 points.

#### Portfolio

The purpose of this course is to prepare you to make accommodations for students with disabilities in your general education classroom. The activities of this course will culminate in a professional portfolio of examples of instructional, material, and evaluation accommodations. Each student will complete the following:

1. Select an instructional unit in your particular content area and desired grade level. This unit should be of sufficient depth and breadth for you to write an instructional goal and three objectives.

2. The portfolio assignment has been divided into three sections with each section having its own due date. The three sections are: 1) Data based Decision Making (e.g.,
curriculum-based measures and monitoring system for your unit, article review); 2) Effective Academic and Behavioral Instruction, (e.g., curriculum modifications including content enhancement strategies, learning strategies, graphic organizers, behavior management, article review); and 3) Collaborative Service Delivery (e.g., home-school communication system, IEP, article review). The respective due dates are provided in the attached course calendar.

Lesson plan

The purpose of the lesson plan is to provide an opportunity for you to incorporate specific techniques and practices into your instructional planning to accommodate student diversity in your classroom. The lesson plan will follow a direct instruction format. You will receive detailed instructions for the completion of quality lesson plans. The lesson plan is worth 100 points. The due date for the lesson plan is noted on the course calendar.

Professional Behavior Expectations

A critical element of your professional preparation as an educator is the development of a professional attitude and behavior patterns that we call professional dispositions. The professional attitude and behavioral expectations for this class will include the following:

a. listening and actively participating in the instructional activities of the class, including listening to your colleagues’ contributions; b. demonstrating initiative to extend your own knowledge and learning; c. showing respect for your own learning and that of others by being on time and remaining in class until the end of the class period; d. completing your assigned coursework and assignments in a timely manner; and e. presenting your work in a professional manner. Professional presentation includes work that is well-written, free of spelling errors, organized, and neat. Remember: Your work is a representation of you and your level of professionalism.

Attendance/class participation.

All students are expected to attend all class sessions. Students missing class will be responsible for obtaining notes, handouts, etc. This class will include many activities for which students may earn varying numbers of participation points for total of 100 for the course. These points cannot be made up if you miss class for any reason. Therefore, your attendance in class is critical to your performance in the course. In the event of extenuating circumstances that prevent you from being in class, please contact the instructor to make other arrangements.

Assignment Criteria

1. All assignments are due at the beginning of class on the date listed in the course calendar. It is important that papers and all other work be turned in on time.

2. Late assignments will be accepted up to the next class session past the due date with a 10 point deduction. No points will be given for those assignments turned in after this time period.
3. All materials must be word processed.

**Evaluation**

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Activity/Participation Points</td>
<td>130</td>
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<tr>
<td>Lesson Plan</td>
<td>100</td>
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<tr>
<td>Exams</td>
<td>200 (100 points Midterm – 100 points Final)</td>
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<tr>
<td>Portfolio</td>
<td>400 (Part 1- Data Based Decision Making – 100 points)</td>
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<td></td>
<td>(Part 2- Academic and Behavioral Instruction- 200 pts)</td>
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<td>(Part 3- Collaborative Relationships – 100 points)</td>
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Total Points 830 points

**POINT CUTOFFS FOR THE ASSIGNMENT OF FINAL GRADES**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93% and above</td>
<td>A</td>
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<tr>
<td>92% - 85%</td>
<td>B</td>
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<tr>
<td>84% - 78%</td>
<td>C</td>
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<tr>
<td>77% - 71%</td>
<td>D</td>
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<tr>
<td>70% and below</td>
<td>F</td>
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**ADDITIONAL NOTES**

1. The instructor reserves the right to require additional reading and small assignments. These assignments will generally be class handouts and/or in-class projects.

2. The instructor reserves the right to revise the course calendar as necessary. Occasionally, discussion of a particular topic will extend beyond the scheduled class period. Likewise, other topics may not require the entire class period. You will be informed of any major revisions.

3. Students are expected to do their own work. Cheating and plagiarism will be dealt with at the discretion of the instructor.

4. Cell phones are to be turned to vibrate or silent mode during class. Cell phones are not be used during class for texting or any other purpose. Laptops in class are to be used only for class activities or note-taking.
Disability Support Services

SIUC is committed to assisting students with disabilities. If you have a documented disability and anticipate the need for accommodations, please notify me during the first two weeks of class. (Disability Support Services (DSS) at 618-453-5738 or DSS@siu.edu).

Course Outline - Fall 2014

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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<tbody>
<tr>
<td>August 20</td>
<td>Course introduction/ Syllabus Review</td>
<td>Ch. 1 pp. 2-39</td>
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<td></td>
<td>Summary of influences on the education of persons with disabilities</td>
<td>History/Legislation Packet</td>
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<td>Make vocabulary flash cards</td>
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<td>Date</td>
<td>Topic</td>
<td>Notes</td>
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<td>August 27</td>
<td>Learning disabilities, Cognitive disabilities, Communication disorders</td>
<td>Ch. 2, pp. 62-75 Disability Categories Packet</td>
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<td>Video: FAT City</td>
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<td>September 3</td>
<td>ASD, Behavior disorders, Attention deficit disorders</td>
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<td>Video: Autism is a World</td>
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<td>September 10</td>
<td>Physical and Health Impairments, Vision and Hearing Impairments</td>
<td>Ch. 2, pp. 75-97</td>
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<td>Video: Without Pity</td>
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<td>September 17</td>
<td>Response to Intervention</td>
<td>Ch. 12, pp. 455-510</td>
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<td>Standardized assessment, behavioral objectives, curriculum-based measurement, progress monitoring, qualitative assessment, interviews, portfolios, Alternative grading practices</td>
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<td><strong>Due: Article #1- (Portfolio Part #1- Data-based Decision Making)</strong></td>
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<td>September 24</td>
<td>Principles of effective instruction, planning modifications, increasing levels of support, Differentiated Instruction</td>
<td>Ch. 9, pp. 345-353</td>
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<td><strong>(Due: Article #2 of Portfolio 1- Data-based Decision Making)</strong></td>
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<td>October 1</td>
<td>EXAM #1</td>
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<td><strong>Due: Portfolio Part #1- Data-Based Decision Making</strong></td>
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### October 8 and 15

Teacher-mediated instructional modifications, Effective Instructional Strategies  
Ch. 9, pp.334-341  
Academic Intervention Packet  
**Due: (October 15) Article #1 (Portfolio Part #2- Effective Academic and Behavioral Instruction)**

### October 22

Technology in the classroom  
Textbooks & materials  
Alternative grading practices  
Ch. 8, pp. 315-322  
Ch. 10, pp. 373-412  
Assistive Technology Packet  
**Due: Article #2 (Portfolio Part #2- Effective Academic and Behavioral Instruction)**

### October 29

Behavior Management  
Ch. 7, pp. 242-281  
Video: When the Chips are Down  
**Due: Article #2 (Portfolio Part #2- Effective Academic and Behavioral Instruction)**

### November 5

Student mediated instructional strategies  
Social Acceptance  
Ch. 7, pp. 276-281  
Ch. 5 pp. 175-207  
Ch. 6 pp. 230-238  
Video: Last One Picked, First One Picked On  
**Due: Portfolio Part #2 – Effective Academic and Behavioral Instruction**

### November 12

Collaboration/collaboration strategies  
Co-teaching  
Ch. 4. pp, 138-172  
Video: Power of 2  
**Due: Article #1 (Portfolio #3)**
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<tr>
<th>Date</th>
<th>Assignment</th>
<th>Notes</th>
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<tr>
<td>November 19</td>
<td>Communication with families</td>
<td>Ch. 6, pp. 210-238 Parent Packet</td>
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<td><strong>Due: Article #2 – (Portfolio #3)</strong></td>
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<td>November 26</td>
<td>Thanksgiving Holiday</td>
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<td>December 3</td>
<td>IEP process Service delivery options, transition, Individualized Education Programs</td>
<td>Ch. 4, pp. 138-172</td>
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<td><strong>Due: Portfolio Part #3</strong></td>
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<tr>
<td>December 10</td>
<td><strong>FINAL EXAM 8:00-10:00 p.m. – per university final exam schedule</strong></td>
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