



## Course Syllabus

EDUC 4460/SPED 5380  
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COURSE NUMBER AND SECTION	INSTRUCTOR	E-MAIL ADDRESS
Methods for Students with Mild/ Moderate Disabilities I	Fall I	3
COURSE TITLE	TERM	CREDIT HOURS
Main 50		
SITE		

**1. Course Description:** (provide details of student focus, rationale, scope, and prerequisites)

This course introduces preservice special education teachers to planning, organizational, and instructional techniques for students with mild/moderate disabilities. It prepares preservice teachers to work in a range of placement settings, with emphasis on inclusive placements, and to collaboratively plan with parents and all educational staff. The focus of this course is on research-based methods.

**2. Learning Outcomes:** (goals, objectives, course outcomes, etc.) Identify any MOSTEP or professional standards that are met by each learning outcome.

Upon completion of this course, the student will know/use:

Research supported instructional practices and strategies used across the continuum of service delivery models (CC4-K1, S2, S4; MOSTEP 1.1-1.5, 3.2, 4.1, 4.2, 5.1, 5.2)

Instructional practices used in teaching organization and study skills (MOSTEP 1.1, 8.2)

Various test taking and study strategies (MOSTEP 1.1, 8.2)

Accessing and acquiring curricular content knowledge as needed (CC4-K4; MOSTEP 1.1, 4.1, 4.2)

Techniques that can be used to provide and support services in general education settings (CC7-K4; MOSTEP 1.1, 3.3, 10.4)

### **3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.**

Week 1: Introductions, course overview, and requirements

8/25/04 Writing present levels of performances  
Group work writing PLEPs based on case studies  
Completing pages 1-3 of the IEP form  
Accessing DESE rules and regulations for IEP writing

**Readings for week 2: Alberto and Troutman, chapters 1 & 12**

Week 2: Debate based on readings from week 1

9/1/04 Instructional program overview – purpose and components  
Using informal assessment to develop pre-assessment tools  
Skill sequencing: looking at the bigger and smaller picture  
Asking assessment questions and designing pre-assessment tools  
Class tour of the curriculum library

**Readings for week 3: Alberto and Troutman, chapters 3 & 4**

Week 3: Data collection

9/8/04 Purposes of data collection  
Types of data collection systems  
Implications of pre-assessment data for instructional program design  
Group work using case studies from week 1 to develop pre-assessment and corresponding data collection system  
Collect student questions for parent panel to be speaking on week 4

**Readings for week 4: Alberto and Troutman, chapter 2**

**Assignment due: written description of student to be used for individual instructional program and the targeted skill to be taught in the program**

Week 4: Writing IEP goals and objectives

9/15/04 Goal and objective writing across multiple purposes: a comparison across IEPs, instructional programs, thematic units, and lesson plans  
Group work using case studies to specify objectives for group instructional plan  
Learning strategies: goal setting skills  
Parent discussion panel on the IEP process

**Readings for week 5: Alberto and Troutman, chapter 9**

**Assignment due: Informal assessment for individual instructional plan**

Week 5: Direct instruction

9/22/04 Prompting and error correction  
Learning strategies: note taking skills  
Data collection (revisited)  
Group work using case studies from previous weeks to create instructional plan and data collection system to monitor instructional plan

**Readings for week 6: Alberto and Troutman, chapters 7 & 8**

**Assignment due: Preliminary annotated bibliography for resources used in creating individual instructional plan**

Week 6: Direct instruction (cont.)

9/29/04 Learning strategies: writing skills

Group and individual work on instructional plans  
**Readings for week 7: Alberto and Troutman, chapters 10 & 11**  
**Assignment due: IEP assignment**

Week 7: Reinforcement

10/1/04 Generalization

Maintenance

Facilitating student self-monitoring

Evaluating instruction: post assessment

Learning strategies: study skills

Group work using case studies from previous weeks to create plans for reinforcement, generalization, maintenance, and student self-monitoring

**Readings for week 8: None**

Week 8: Post assessment (cont.)

10/6/04 Learning strategies: test taking skills

Final work session on group instructional plans

Group presentations of instructional plans

**Final individual instructional plans due by October 11, 2004**

The Missouri Show-Me Standards are addressed within the content of this course. Identification of specific standards are included within course assignments. Integration of Missouri Assessment Program (MAP) standards and grade levels will be integrated into this course when appropriate.

#### **4. Resources:**

Text(s):

Alberto, P.A. & Troutman, A.C. (2003). *Applied behavior analysis for teachers* (6<sup>th</sup> ed.). New Jersey: Pearson Education.

Meltzer, L.J., Roditi, B.N., Haynes, D.P., Biddle, R.K., Paster, M., & Taber, S.E. (1996). *Strategies for success: Classroom teaching techniques for students with learning problems*. Austin, TX: Pro-Ed.

Supplemental Readings: Supplemental readings will be provided as needed at the discretion of the instructor.

#### **5. Evaluation:** (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

a. Final instructional plan (done by individual students)\*\*\* 150 pts.

b. Final instructional plan (done in small groups)		
	Written plan	75 pts.
	Group presentation	25 pts.
c. Ratings by group members regarding work in class		75 pts.
d. Informal assessment		75 pts.
e. IEP assignment		50 pts.
f. Presentation on learning strategy		25 pts.
g. Annotated bibliography of individual instructional plan resources***		25 pts.
	Total pts.	500

**Grading Scale:**

A = 465-500 pts.	A- = 450-464 pts.	
B+ = 433-449 pts.	B = 413-432 pts.	B- = 398-412 pts.
C+ = 383-397 pts.	C = 363-382 pts.	C- = 348-362 pts.
NC = 347 pts. and below		

- 6. Supplements:** (study guide, sample tests, project outlines may be attached.)  
Please list.

Case study descriptions of individual students to be used during group work activities and scoring guides for each assignment are attached at the end of this syllabus.

## 7. Other:

- Class attendance is mandatory. Students who miss a class will be required to complete a make-up assignment for the missed class. This assignment will be due the week following the class that was missed. If this make-up assignment is not completed, a half letter grade reduction will be made in the student's final grade.  
Students who miss two or more classes are advised to withdraw from the course. A NC may be issued for the course in cases of multiple student absences. Attendance at the final class is required.
- Students who do not complete the requirements of the course must meet with the instructor prior to the end of the course to complete an Incomplete Course Form; otherwise, a NC will be issued. (Note: Only in the case of emergencies will an incomplete be granted to the student. Additionally, in order for an incomplete to be given, the student must have completed all of the course work due prior to the time of the occurrence of the emergency.)
- Time for small group work will be provided most every class session in order for students to work collaboratively to complete an instructional plan. Although it is expected that the majority of work on this plan will be able to be accomplished in class, some time outside of class may be required for group members to communicate and finish any work that is not completed in class.
- Early drafts of assignments will be accepted up until two weeks before the due date. Such drafts will be returned one week before the due date with the instructor's feedback. Upon request, an assignment for which a student has received below a B may be resubmitted. In that case, the final grade for the assignment will be the of the two grades. Assignments which are not handed in by the deadlines will be penalized by \_ of a letter grade for each week they are late unless prior arrangements are made with the instructor.
- No form of academic dishonesty will be tolerated. According to the Webster University Student Handbook, academic dishonesty includes: Fabrication-Falsifying, inventing, or mistating any data, information, or citation in an academic assignment, field experi-

ence, academic credentials, job application or placement file, and Plagiarism-  
Using the  
works (i.e. words, images, other materials) of another person as one's own  
words  
without proper citation in any academic assignment. This included submission  
(in whole  
or in part) of any work purchased or downloaded for a web site or an Internet  
paper  
clearinghouse. Excessive use of direct quotations from primary sources will also  
not be  
accepted. All assignments which are starred \*\*\* in this syllabus must be  
submitted by  
hard copy as well as electronic copy. The electronic copy will be set to the  
Turnitin  
database to determine if any part of the assignment has been copied or not  
properly  
cited. Students who plagiarize will earn "no credit" for the assignment. At the dis-  
cretion of the instructor, the student will fail the course or be referred to the depart-  
ment chair and dean for disciplinary action.

the

- Final assignments may be mailed to the instructor at Webster University, 470 East Lockwood Avenue, St. Louis, MO 63119 or placed in the instructor's mailbox in education office.
- This syllabus is subject to change at the discretion of the instructor.

**7. Final projects:** Final projects/assignments will be returned to students in the following manner:

- Final assignments will be placed in a bin outside of Dr. McMullen's office for student pick-up approximately 2 weeks after the last week of class.

**Kevin**, age 10, has an educational diagnosis of learning disabilities in the area of reading. He will be entering 4th grade this fall. He has received special education services in a resource room setting for the past 3 years. The special education has used a remedial phonics approach to reading instruction. His most recent comprehensive evaluation provided the following information.

### **WISC-III**

Composite Scores	IQ Scale Score	%ile Rank
Verbal IQ	92	34
Performance IQ	110	70
Full Scale IQ	101	53

### **Kauffman Test of Educational Achievement**

	Standard Score	%ile Rank
Math Applications	94	32
Reading Decoding	78	7
Spelling	76	5
Reading Comprehension	81	10
Math Computation	88	21
Reading Composite	79	8
Math Composite	91	27
Battery Composite	84	14

Kevin's parents are very upset that he still isn't reading on grade level. In fact, the gap between Kevin's performance and his peers seems to be widening. This year the IEP team has decided to implement a CWC model for language arts.

**Lionel**, age 14, has just received an educational diagnosis of a behavior disorder. He was retained once in 4th grade and once in 6th grade. Background information in his file indicates that he has been referred for special education every year since first grade, but his mother never returned the paperwork. Lionel, his mother and six other siblings are currently living in a 2 bedroom apartment on a Section 8 housing voucher in a rough neighborhood. Social services has been involved with Lionel and his family several times, but there is difficulty with follow-through because the family moves frequently. His most recent comprehensive evaluation indicates that he is a "defiant adolescent who uses verbal and physical aggression to manipulate others." He has a reputation for being quick to anger. He is also frequently absent.

Because of his absenteeism, his academic achievement has suffered and he is achieving below grade level. The one class that he does not have difficulty in academically is mathematics. His only identifiable interests are sports and hanging out with a group of older boys in the neighborhood. Social services is concerned that this group of boys may be engaging in criminal activity.

### **WISC-III**

Composite Scores	IQ Scale Score	%ile Rank
Verbal IQ	96	48
Performance IQ	110	70
Full Scale IQ	103	54

## Wide Range Achievement Test

Reading 4.5

Spelling 4.2

Arithmetic 6.3

**Amber**, age 7, has an educational diagnosis of autism. She will be entering first grade this fall having already been retained in kindergarten once. Her most recent comprehensive evaluation provided the following information.

## WISC-III

Composite Scores	IQ Scale Score	%ile Rank
Verbal IQ	110	75
Performance IQ	119	90
Full Scale IQ	114	82

## Childhood Autism Rating Scale

Total score of 32 which falls in the mild range of autism. Areas of greatest concern include: Relating to People, Emotional Response, and Adaptation to Change

Her teacher reports she has continuing problems with socialization. She does not make eye contact and usually turns away from the person talking to her. She is hyperlexic having decoding skills beyond her age level. Her major interest is in reading telephone directories. Academically she also has strong skills in math, but has a problem with math papers because her writing is illegible.

**Keisha**, age 9, has Down syndrome and an educational diagnosis of mental retardation. She will be entering third grade this fall. She has a number of health problems including a cardiac defect for which she has had three surgeries, and ongoing respiratory illnesses. Keisha has all of the basic self-help skills expected of a child her age. She has a pleasant disposition and a great sense of humor.

Her most recent comprehensive evaluation provided the following information.

## WISC-III

Composite Scores	IQ Scale Score	%ile Rank
Verbal IQ	65	2
Performance IQ	69	2
Full Scale IQ	67	2

## Vineland Adaptive Behavior Scales

Communication

Receptive

Expressive

Written

Low Average

Moderately Low

Very Low

## Daily Living Skills

Personal	Average
Domestic	Low Average
Community	Moderately Low

## Socialization

Interpersonal Relationships	Average
Play and Leisure Time	Moderately Low
Coping Skills	Low Average

Keisha is reading at a pre-primer level. She loves looking at picture books. She recognizes her name in print and can identify 20 words from the Dolch word list.

**Robert**, age 16, has spastic cerebral palsy. He is the most severely affected in his legs, but he also has restricted movement on the right side of his upper body. His speech is dysarthric. He uses both a walker and a wheelchair for mobility. He receives speech therapy three times per week and physical and occupational therapy once a week. He does not need any academic assistance. He prints rather than writes his papers and his mother types them for him. His GPA at the end of his freshman year was a 3.0 and he is considered a college-bound student. He will be starting his sophomore year this fall. His IEP must include a transition plan this year. His class schedule this year includes:

Geometry

Biology

Composition and Literature

World History

Physical Rehabilitation (therapies)

Word Processing

Music Appreciation

### Individual Instructional Plan Scoring Guide

_____/ 5 points	Description of the learner (age, placement, educational diagnosis, strengths and weaknesses)
_____/ 5 points	Rationale for skill targeted in instructional plan
_____/20 points	Informal assessment (specify questions guiding the assessment, assessment procedures, data collection-include data sheets, results, and implications for instruction)
_____/10 points	Behavior objective(s) which 1) is observable and measurable, 2) gives the conditions under which the behavior will occur and, 3) indicates the criteria needed for mastery
_____/ 5 points	Specific identification of the setting and materials
_____/15 points	Complete task analysis/delineation of functional routine/listing of benchmarks
_____/25 points	Description of the instructional procedure. Describe in detail sequentially what the teacher and the students will do including prompting sequences and error correction procedures
_____/10 points	Type of reinforcement and reinforcement schedule

\_\_\_\_/10 points

Plan for fading of prompts (to natural prompts), fading of reinforcement (to natural reinforcers)

\_\_\_\_/10 points

Plan for generalization and skill maintenance

\_\_\_\_/15 points

Data collection procedures (include data sheets)

\_\_\_\_/20 points

Mechanics-assignment should be written in clear, concise, professional manner with attention given to proper grammar, spelling, and punctuation

\_\_\_\_/150 points

## Group Instructional Plan Scoring Guide

____/ 5 points	Description of the learner (age, placement, educational diagnosis, strengths and weaknesses)
____/ 5 points	Rationale for skill targeted in instructional plan
____/10 points	Informal assessment (specify questions guiding the assessment, assessment procedures, data collection-include data sheets, hypothetical results, and implications for instruction)
____/ 5 points	Behavior objective(s) which 1) is observable and measurable, 2) gives the conditions under which the behavior will occur and, 3) indicates the criteria needed for mastery
____/ 5 points	Specific identification of the setting and materials
____/10 points	Complete task analysis/delineation of functional routine/listing of benchmarks
____ /10 points	Description of the instructional procedure. Describe in detail sequentially what the teacher and the students will do including prompting sequences and error correction procedures
____/ 5 points	Type of reinforcement and reinforcement schedule
____/ 5 points	Plan for fading of prompts (to natural prompts), fading of reinforcement (to natural reinforcers)
____/ 5points	Plan for generalization and skill maintenance
____/10 points	Data collection procedures (include data sheets)
____/75 points	.

Group Presentations on Instructional Plans

Presenters:

Criteria	Comments	Points
<ul style="list-style-type: none"> <li>Presentation is approximately 15 minutes in length (excluding time for questions).</li> </ul>		/ 3
<ul style="list-style-type: none"> <li>Presenters' use of any visual devices (e.g., examples of any teaching materials used, data sheets, etc.) helps to facilitate the audience's understanding of the presentation's content.</li> </ul>		/ 7
<ul style="list-style-type: none"> <li>Responding to audience questions is done in a sensitive manner with the presenters attending to the questioner, confirming the validity of the question, and answering the question as directly as possible.</li> </ul>		/ 5
<ul style="list-style-type: none"> <li>Presentation is well-organized, flows logically from one point to another, and gives a complete overview of the instructional plan and the student toward which the plan is targeted.</li> </ul>		/10

Total Points: /25

## Group Work Rating Scale

Name of group member:

\_\_\_\_\_/ 30 pts.

Group member meaningfully contributed to in class work sessions.

\_\_\_\_\_/ 15 pts.

Group member meaningfully participated in any communications/  
group meetings occurring outside of class.

\_\_\_\_\_/ 15 pts.

Group member completed work tasks (in and out of class) in a timely  
and high quality manner.

\_\_\_\_\_/ 15 pts.

Group member interacted with others in a respectful and professional  
manner.

\_\_\_\_\_/ 75 pts.

## Informal Assessment

\_\_\_\_\_/ 6 pts.

A brief description of the student to whom the assessment is designed is provided (age, placement, educational diagnosis, strengths and weaknesses, etc.).

\_\_\_\_\_/12 pts.

Questions guiding the assessment process are specified.

\_\_\_\_\_/20 pts.

Assessment procedures are specified in such a way that they can be replicated by another professional.

\_\_\_\_\_/15 pts.

Data collection procedures (including data sheets used) are specified.

\_\_\_\_\_/12 pts.

Hypothetical results of the assessment are presented with implications for future instruction discussed.

\_\_\_\_\_/10 pts.

Mechanics-assignment should be written in clear, concise, professional manner with attention given to proper grammar, spelling, and punctuation.

\_\_\_\_\_/ 75 pts.

## IEP Assignment

If using an actual student for this assignment, please make sure you have removed identifying information from the IEP before you turn it in.

- \_\_\_\_/ 3 points      Participants' roles listed
- \_\_\_\_/ 5 points      Present level of performance includes how the disability affects the student's involvement and progress in the general education curriculum
- \_\_\_\_/ 5 points      Present level of performance provides relevant background information
- \_\_\_\_/ 5 points      Present level of performance indicates level of academic skills, social skills, and functional life skills as appropriate
- \_\_\_\_/ 5 points      Present level of performance is positively worded, detailing the student's strengths as well as describing areas of need
- \_\_\_\_/17 points      Measurable annual goals and benchmarks that provide a description of: the behavior the student is to perform, the conditions under which the behavior will be performed, and the criteria needed for mastery
- \_\_\_\_/ 5 points      How the student's progress toward annual goals will be measured and how the student's parents will be informed of the student's progress
- \_\_\_\_/ 5 points      Mechanics-assignment should be written in clear, concise, professional manner with attention given to proper grammar, spelling, and punctuation.
- \_\_\_\_/ 50 points

Presentation of Learning Strategy

Presenter(s):

Learning Strategy Discussed:

Criteria	Comments	Points
<ul style="list-style-type: none"> <li>Presentation is approximately 10 minutes in length (excluding time for questions).</li> </ul>		/ 3
<ul style="list-style-type: none"> <li>Presenters' use of any visual devices (e.g., examples of any teaching materials used, data sheets, etc.) or modeling of the strategy helps to facilitate the audience's understanding of the presentation's content.</li> </ul>		/ 7
<ul style="list-style-type: none"> <li>Responding to audience questions is done in a sensitive manner with the presenters attending to the questioner, confirming the validity of the question, and answering the question as directly as possible.</li> </ul>		/ 5
<ul style="list-style-type: none"> <li>Presentation is well-organized, flows logically from one point to another, and gives a complete overview of the learning strategy, the types of learners with whom the strategy is used, and the situations in which the strategy is used.</li> </ul>		/10

Total Points: /25

Annotated Bibliography for Individual Instructional Plan  
*A minimum of 5 sources are required.*

**Resource 1:**

\_\_\_\_\_/ 2 pts.

Source is written using appropriate APA format.

\_\_\_\_ 3 pts.

A description of the resource is given that includes the following: general description/overview, types of learners with whom the resource can be used, how the resource may be helpful in designing and implementing instructional plans, any drawbacks of the resource.

**Resource 2:**

\_\_\_\_\_/ 2 pts.

Source is written using appropriate APA format.

\_\_\_\_ 3 pts.

A description of the resource is given that includes the following: general description/overview, types of learners with whom the resource can be used, how the resource may be helpful in designing and implementing instructional plans, any drawbacks of the resource.

**Resource 3:**

\_\_\_\_\_/ 2 pts.

Source is written using appropriate APA format.

\_\_\_\_ 3 pts.

A description of the resource is given that includes the following: general description/overview, types of learners with whom the resource can be used, how the resource may be helpful in designing and implementing instructional plans, any drawbacks of the resource.

**Resource 4:**

\_\_\_\_\_/ 2 pts.

Source is written using appropriate APA format.

\_\_\_\_ 3 pts.

A description of the resource is given that includes the following: general description/overview, types of learners with whom the resource can be used, how the resource may be helpful in designing and implementing instructional plans, any drawbacks of the resource.

**Resource 5:**

\_\_\_\_\_/ 2 pts.

Source is written using appropriate APA format.

\_\_\_\_ 3 pts.

A description of the resource is given that includes the following: general description/overview, types of learners with whom the resource can be used, how the resource may be helpful in designing and implementing instructional plans, any drawbacks of the resource.

