



EDUC 4470.01/SPED 5381.01
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MCMULLEN

METHODS FOR STUDENTS WITH
MILD/MODERATE DISABILITIES II

314-968-7093

3 CREDITS

SITE 50

FALL II 2004

- Course Description: (provide details of student focus, rationale, scope, and prerequisites)

This course introduces preservice special education teachers to the curriculum, organizational strategies, and instructional techniques appropriate to the needs of students with mild and moderate disabilities, with a focus in the content areas of science, social studies (government, geography, and economics), child and adolescent literature, physical education, health, art, and music. It addresses the use of technology in adapting the regular curriculum, based on a functional assessment of the curriculum and learner behavior. This course emphasizes team planning and delivery, including parents, regular education teachers, administrators, and support specialists.

- 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 be able to:

Describe research supported instructional practices, strategies used across the continuum of service delivery models; (CC4-K1, S2, S4)

Develop curricula for the instruction of motor, sensory, cognitive, academic, social, language, affective, and functional life skills for individuals with disabilities; (CC4-K3)

Identify strategies which allow students to access and acquire curricular content knowledge as needed; (CC4-K4)

Explain how to adapt and modify general classroom settings, curriculum, and instructional strategies; (CC7-S6-7)

Describe techniques that can be used to provide and support services in general education settings. (CC7-K4)

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

- Week 1**
10/26
General Introduction
Case study review and small group assignments
Development of class profiles
Complete IEP forms begun in Methods I
Planning Instruction
Unit plan and lesson plan overview
Deciding on appropriate adaptations
*Prior to next week's class read/review Chapters 1 and 2 (Meltzer et al.)
And Chapters 1 and 2 (Hoover & Patton)
And Warner, M. M. & Cheney, C. O. (1996). Guidelines for developing and evaluating programs for secondary students with mild disabilities. Intervention in School & Clinic, 31, 276-284. (online linked text)*
- Week 2**
11/2
Functional life skills
Discuss Warner & Cheney article
Review available curriculum and write appropriate IEP objectives for assigned case study
Prior to next week's class read Chapters 3-5 (Hoover & Patton)
- Week 3**
11/9
Incorporating Children's and Adolescent Literature
Social skills instruction
Discuss social skills articles
Review available curriculum
Group development of unit plan (grade level determined by assigned case study)
Group brainstorming on adaptations for assigned case study
*Prior to next week's class read Chapters 5 and 7 (Meltzer et al.)
Prior to next week's class review the curricular frameworks for Science and print information appropriate for the grade level of your assigned case study*
<http://www.dese.state.mo.us/divimprove/curriculum/frameworks/science.html>
(select Frameworks)
Prior to next week's class read Chapters 1-4 (Lenz & Schumaker)
- Week 4**
11/16
Science
Review curriculum frameworks
Using technology
Group development of unit plan (grade level determined by assigned case study)
Group brainstorming on adaptations for assigned case study
Prior to next week's class review the curricular frameworks for Social Studies and print information appropriate for the grade level of your assigned case study
<http://www.dese.state.mo.us/divimprove/curriculum/frameworks/ss.html>
(Select all four strands)
IEP case study DUE
- Week 5**
11/23
Social Studies
Review curriculum frameworks
Group development of unit plan (grade level determined by assigned case study)
Group brainstorming on adaptations for assigned case study
Prior to next week's class review the curricular frameworks for Art, Music and print information appropriate for the grade level of your assigned case study
<http://www.dese.state.mo.us/divimprove/curriculum/frameworks/finearts.html>
(Select Frameworks for each)
RESEARCH PAPER DUE

- Week 6**
11/30
Art/Music
Review curriculum frameworks
Prior to next week's class review the curricular frameworks for Health, and Physical Education and print information appropriate for the grade level of your assigned case study
<http://www.dese.state.mo.us/divimprove/curriculum/frameworks/hthphys.html>
- Week 7**
12/7
Health/PE
Review curriculum frameworks
Group development of unit plan (grade level determined by assigned case study)
Group brainstorming on adaptations for assigned case study
UNIT PLAN DUE
- Week 8**
12/14
Class presentations on functional life skills and social skills instruction

➤ Resources:

Required Reading:

Lenz, K., & Schumaker, J. (1999). Adapting language arts, social studies, and science materials for the inclusive classroom. Reston, VA: Council for Exceptional Children.

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

Hoover, J. J. & Patton, J. R. (1997). Curriculum adaptations for students with learning and behavior problems. (2nd ed.) Austin, TX: Pro-Ed.

Recommended Reading:

Gartin, B. C., Murdick, N. L., Imbeau, M., & Perner, D. E. (2002). How to use differentiated instruction. Reston, VA: Council for Exceptional Children.

Kame'enui, E. J., & Simmons, D. C. (1999). Toward successful inclusion of students with disabilities: The architecture of instruction. Reston, VA: Council for Exceptional Children.

Schumm, J. S. (1999). Adapting reading and math materials for the inclusive classroom. Reston, VA: Council for Exceptional Children.

Books from the Council for Exceptional Children may be ordered from online at www.cec.sped.org. Select Publications and Products, then select CEC Resource catalog, and finally select Accessing Curriculum. Each text is \$11.00.

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

Complete IEP case studies with appropriate adaptations, curriculum matrix, and IEP compliance plan for general educators	100 points
Unit plan with minimum of 4 lessons (grade level determined by case study selected for IEP) ****	300 points
Research paper on functional skills/social skills instruction ****	300 points
Presentation on functional skills/social skills instruction	100 points
Participation in group development of curricular units/adaptations	100 points
Class attendance (12.5 points per class)	<u>100 points</u>
	1000 points total

Grading: A 920-1000 points	B+ 880-899	C+ 780-799	NC 699 and below
A- 900-919	B 820-879	C 720-779	
	B- 800-819	C- 700-719	

- Supplements

Assignment rubrics

- Other

Class participation is mandatory. A lack of participation during class discussions and in small group activities will affect your participation grade. Unless there is a documented emergency, make-up assignments for participation points are not available. Students are welcome to submit assignments early for feedback; upon request an assignment for which a student has received below a B may be resubmitted. Assignments which are not handed in by the deadlines listed will be penalized by 5 points for each class period they are late unless previous arrangements are made with the instructor. No assignments will be accepted (initial or resubmission) after the last day of class.

Students who do not complete the requirements of the course must contact the instructor prior to the end of the course to complete an Incomplete Course form; otherwise, a NC will be issued.

Plagiarism is forbidden at Webster University. In its broadest sense, plagiarism is using someone else's work, presented or claimed as your own. Any time you borrow another person's work, whether as a direct quotation or paraphrased, you must use a citation. All citations must be properly documented and references must be provided. All papers and projects that are starred **** must be submitted as a hard copy and as an electronic copy. The electronic copy will be sent to the turnitin database to determine if any part of the paper has been copied and not properly cited. Students who plagiarize will earn "no credit" for the assignment. At the discretion of the instructor, the student will fail the course or be referred to the department chair and dean for disciplinary action.

This syllabus is subject to change at the discretion of the instructor.

Social Skills Articles

Goodwin, M. W. (1999). Cooperative learning and social skills: What skills to teach and how to teach them. Intervention in School and Clinic, 35, 29-33.

Gresham, F. M., Sugai, G., & Horner, R. H. (2001). Interpreting outcomes of social skills training for students with high-incidence disabilities. Exceptional Children, 67, 331-44.

Korinek, L., & Popp, P. A. (1997). Collaborative mainstream integration of social skills with academic instruction. Preventing School Failure, 41, 148-52.

Smith, S. W. & Gilles, D. L. (2003). Using key instructional elements to systematically promote social skill generalization for students with challenging behavior. Intervention in School and Clinic, 39, 30-37.

Smith, S. W. (2002). Applying cognitive-behavioral techniques to social skills instruction. ERIC/OSEP Digest. ERIC Clearinghouse on Disabilities and Gifted Education, Arlington, VA. ERIC/OSEP Special Project. (ED469279)

Storey, K. et al. (1992). A follow-up of social skills instruction for preschoolers with developmental delays. Education and Treatment of Children, 15 125-39.

Sugai, G. & Lewis, T. J. (1996). Preferred and promising practices for social skills instruction. Focus on Exceptional Children, 29, 1-16.

Vaughn, S. (1985). Why teach social skills to learning disabled students? Journal of Learning Disabilities, 18, 588-91.

Vincent, C. G., Horner, R. H. & Sugai, G. (2002). Developing social competence for all students. ERIC/OSEP Digest.; ERIC Clearinghouse on Disabilities and Gifted Education, Arlington, VA. ERIC/OSEP Special Project. (ED468580)

Warger, C. L. & Rutherford, R. B., Jr (1993). Co-teaching to improve social skills. Preventing School Failure, 37, 21-27.

All articles can be found on ERIC as online linked text or HTML text.

IEP Scoring Guide

Please make sure you have removed identifying information from the IEP before you turn it in.

__x__/ points	Participants' roles listed
__x__/ points	Present level of performance includes how the disability affects the student's involvement and progress in the general education curriculum
__x__/ points	Present level of performance provides relevant background information
__x__/ points	Present level of performance indicates level of academic skills, social skills, and functional life skills as appropriate
__x__/ points	Present level of performance is positively worded, detailing the student's strengths as well as describing areas of need
__x__/ 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
_____/15 points	Special education and services are listed and the projected date for beginning the services and program modifications are given as well as the anticipated frequency, location and duration of each
_____/15 points	Supplementary aids and services, including assistive technology have been considered and incorporated into the IEP as appropriate
_____/10 points	The extent, if any, to which the student will not participate with students who do not have disabilities in general education classes and in extracurricular and other nonacademic activities
_____/10 points	Any individual modifications in the administration of state or district-wide assessments of student achievement
_____/10 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
+/- / NA	Modifications to the district discipline policies are listed as needed
+/- / NA	Transition statement beginning at age fourteen, transition plan beginning at age sixteen, and notification one year before majority of transfer of rights are included as appropriate
_____/10 points	Curriculum matrix
_____/30 points	IEP compliance plan for each of the following areas as appropriate: (Elementary: general education classroom, art, music, PE, library, lunchroom, playground; Secondary: each period of the day must be addressed)
_____/100 points	

IEP COMPLIANCE ENVIRONMENT PLAN FOR _____

LOCATION _____ ACTIVITIES _____

IMPLEMENTERS _____

ADAPTATIONS/MODIFICATIONS:

BEHAVIOR SUPPORTS:

IEP COMPLIANCE ENVIRONMENT PLAN FOR _____

LOCATION _____ ACTIVITIES _____

IMPLEMENTERS _____

ADAPTATIONS/MODIFICATIONS:

BEHAVIOR SUPPORTS:

Unit Plan Scoring Guide

_____/ 6 points	Unit title
_____/18 points	Description of the learners (range of age, ability, prior knowledge and skills, developmental levels, relevant IEP objectives)
_____/30 points	Learner objectives 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 may be listed here and/or under daily lesson plans.)
_____/24 points	Identification of Show-Me Standards
_____/30 points	Pre-unit assessment of learners' prior knowledge and skill levels
(_____/24 points	Listing and short description of all lessons plans to be included in unit)
_____/64 points	(4) Daily lesson plans include specific objectives for that day's lesson, instructional activities, materials, and assessment activities, including scoring guides where appropriate
_____/24 points	Individual adaptations and modifications for each day's lesson plans
_____/24 points	Classroom management procedures (rules and routines relating to appropriate behavior during instructional and transition times)
_____/24 points	Resources
_____/32 points	Unit assessment
__x__	Reflection on the implementation of each day's lesson (What have I learned from teaching this lesson?; what would I do differently next time?; what adjustments were needed during the lesson?; what have I learned about individual students?)
_____/300 points	

Research Paper Guidelines

Content:

- ___/30 Clear, concise thesis statement as a part of the paper's introduction
- ___/60 Organization of main points that flow logically from one point to the next
- ___/30 A minimum of 8 sources from a diverse cross-section of media (Source materials must include at least 1 book, at least 4 peer reviewed journals, and 3 additional sources which may include newspapers, pamphlets, government documents, videos, interviews with agencies, administrators, teachers, parents, students, etc., or popular media such as movies or television shows. (A maximum of one popular media source is allowed.) Note: The 3 additional sources may also be books or peer reviewed journals. Online citations are not acceptable.
- ___/60 Effective integration of source material
- ___/30 Analysis of strengths and limitations of source material
- ___/30 Conclusion statement regarding future research needs

Mechanics:

- ___/15 Clear and fluid writing style
- ___/15 Correct spelling/punctuation
- ___/15 Citations within text utilizing APA format
- ___/15 Bibliography written in APA format
- ___/300

(Note: First ten APA errors are freebies; after that 1 point per error may be deducted.)

Eight page minimum, not including the reference list, abstract, or title page

It is recommended that students make use of the writing center for this assignment.

LESSON PLAN FORMAT

Description of Setting: What characteristics of the classroom or setting are important to the lesson? (Grade; physical set-up of classroom; number of students; environmental factors)

Description of the Learners: What do I know about the learners that has influenced my decisions in planning this lesson? How do I know this? (Range of age, ability; prior knowledge and skills; developmental levels, IEP goals)

Goals and Objectives: In what ways does this lesson address the specific needs of these learners? (Goals are broad, speaking to the long-term needs of the learner. Objectives are related to goals but narrow enough to be measurable. Every objective will need to be assessed. Behavior objectives must 1) be observable and measurable, 2) give the conditions under which the behavior will occur and, 3) indicate the criteria needed for mastery. Indicate how this instruction relates to the IEP of those children who receive special education.

Show-Me Standards: What Show-Me Standards were addressed or what connection was made to the Alternate Framework for Curriculum Development? How does this plan relate to the performance based standards of the MAP or the portfolio based assessment of the MAP-A?

Instructional Planning: What will I do to engage the learners? What will the learners do to demonstrate their learning?

Assessment Procedures: How will you determine what each student knows and/or can do? How will you record this and share it with the student? Outline your data collection procedure and include a copy of any tool, scoring guide, chart, and/or graph you will use.

Instructional Process: Describe in detail sequentially what the teacher and the learners will do. As appropriate, include:

- examples you will use
- questions to be asked
- modeling
- a list any material you will be using, including texts, literature
- a description of support materials such as charts, bulletin boards
- a description of any technology to be used in the lesson
- a description of how you will meet specific needs and provide modifications or accommodations for individuals
- a copy of anything you will be using with the students
- if a paraprofessional is working with this student or class, indicate his/her role in instruction

Management Procedures: What procedures will you put in place to assure a successful lesson? (Describe behavior management plan, including the rules in effect and how these will be shared with students. Describe time management and procedures to smooth transitions, especially for younger children.)

Reflection: What have I learned from teaching today? How have I listened to the learner and responded to his/her discourse? How have I documented our dialogue? What worked? What will I do differently next time? How did I adjust the lesson to meet the needs of the learners?

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	Low Average
Expressive	Moderately Low
Written	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

Assignments for weekly case study work

	Amber Grade 1 Autism	Keisha Grade 3 MR	Kevin Grade 4 LD	Lionel Grade 6 BD	Robert Grade 10 CP
Group 1	Functional Skills Social Skills	Science	Social Studies	Art/Music	Health/PE
Group 2	Health/PE	Functional Skills Social Skills	Science	Social Studies	Art/Music
Group 3	Art/Music	Health/PE	Functional Skills Social Skills	Science	Social Studies
Group 4	Social Studies	Art/Music	Health/PE	Functional Skills Social Skills	Science
Group 5	Science	Social Studies	Art/Music	Health/PE	Functional Skills Social Skills