I. COURSE DESCRIPTION: This course provides an introduction and demonstration of specific skills necessary for teaching the exceptional child.

II. RATIONALE: SPED 4325 is a special education delivery system concentration course for Special Education Certification as required by the State of Texas. It will include an introduction of and demonstration of specific skills necessary for teaching the exceptional student.

III. STATE ADOPTED PROFICIENCIES FOR TEACHERS
A. Learner-Centered Knowledge: The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.

B. Learner-Centered Instruction: To create a learner-centered community, the teacher collaboratively identifies needs and interests of students, then plans, implements, and assesses instruction using technology and other resources.

C. Equity in Excellence for All Learners: The teacher responds appropriately to all diverse groups of learners.

IV. TExES COMPETENCIES/STUDENT LEARNING OUTCOMES: Students in the EC-12 Special Education program will:
A. Demonstrate a depth of knowledge of understanding individuals with disabilities and evaluating their needs. (SPED 4310, SPED 4320, SPED 4330, and SPED 4335 are linked to this student learning outcome.)

B. Demonstrate a depth of knowledge of fostering learning and development for individuals with disabilities. (SPED 4320, SPED 4330, and SPED 4335 are linked to this student learning outcome.)

C. Demonstrate a depth of knowledge of foundations of special education and professional roles and responsibilities of the special education teacher. (SPED 4310 and SPED 4330 are linked to this student learning outcome.)

D. Effectively apply the competencies of a special education teacher in their student teaching experience. (SPED 4310, SPED 4320, SPED 4325, SPED 4330, SPED 4335, SPED 4397 and SPED 4398 are linked to this student learning outcome.)

E. For TExES study materials, go to http://texas.ets.org/prepmaterials/
   1. Review the test tips listed at the beginning of the screen.
   2. Scroll down to find the appropriate manual: Special Education EC-12, # 161(for students seeking initial certification) or Special Education Supplemental, #163 (for students already certified in another area)
   3. Review the test strategies listed at the beginning of the test.
4. Take the sample test, review the answers, then re-take the test to see if your score improves.

V. Council for Exceptional Children Initial Level Content: Special educators demonstrate their mastery of the following standards:

A. Initial Content Standard 1, Foundations: Special educators understand the field as an evolving and changing discipline based on:
   1. Philosophies and evidence-based principles and theories;
   2. Relevant laws and policies;
   3. Diverse and historical points of view;
   4. Human issues that influence the field and professional practice;
   5. Issues of human diversity that can impact families, cultures, and schools;
   6. Relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies.

B. Initial Content Standard 2, Development and Characteristics of Learners: Special educators:
   1. Know and demonstrate respect for their students first as unique human beings.
   2. Understand the similarities and differences in human development.
   3. Understand how exceptional conditions can interact with the domains of human development.
   4. Use this knowledge to respond to the varying abilities and behaviors of individuals with exceptional learning needs.

C. Initial Content Standard 3, Individual Learning Differences: Special educators:
   1. Know and understand the effects that an exceptional condition can have on an individual’s learning in school and throughout life;
   2. Utilize active and resourceful means in seeking to understand how primary language, culture, and familial backgrounds interact with the individual’s exceptional condition;
   3. Understand learning differences provide the foundation upon which special educators individualize instruction.

D. Initial Content Standard 4, Instructional Strategies; Special educators:
   1. Possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with exceptional learning needs.
   2. select, adapt, and use these instructional strategies to promote positive learning results in general and special curricula;
   3. modify learning environments appropriately for individuals with exceptional learning needs.
   4. enhance the learning of critical thinking, problem-solving, and performance skills of individuals with exceptional learning needs.
   5. promote increased student’ self-awareness, self-management, self-control, self-reliance, and self-esteem.
   6. emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the life span.

E. Initial Content Standard 5, Learning Environments and Social Interactions: Special educators actively:
   1. Create learning environments for individuals with exceptional learning needs.
   2. Foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement.
   3. Foster environments in which diversity is valued.
   4. Shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy.
   5. Help their general education colleagues integrate individuals with exceptional learning needs in general education environments and engage them in meaningful learning activities and interactions.
   6. Use direct motivational and instructional interventions.
7. Teach students to respond effectively to current expectations.
8. Intervene with individuals with exceptional learning needs in crisis.
9. Coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

F. Initial Content Standard 6, Language: Special educators:
   1. Understand typical and atypical language development
   2. Use individualized strategies to enhance language development and teach communication skills
   3. Are familiar with augmentative, alternative, and assistive technologies to support and enhance communication
   4. Match communication methods to an individual’s language proficiency and cultural and linguistic differences
   5. Provide effective language models and use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not English.

G. Initial Content Standard 7, Instructional Planning: Individualized decision-making and instruction is at the center of special education practice. Special educators:
   1. Develop long-range individualized instructional plans anchored in both general and special education curricula.
   2. Systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual’s abilities and needs, the learning environment, and a myriad of cultural and linguistic factors.
   3. Emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization.
   4. Modify instructional plans based on ongoing analysis of the individual’s learning progress.
   5. Facilitate instructional planning in a collaborative context.
   6. Develop a variety of individualized transition plans from preschool to a variety of postsecondary work and learning contexts.
   7. Use appropriate technologies to support instructional planning and individualized instruction.

H. Initial Content Standard 8, Assessment: Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions.
   1. Special educators use the results of assessments to:
      a) Help identify exceptional learning needs and to develop and implement individualized instructional programs.
      b) Adjust instruction in response to ongoing learning progress.
   2. Special educators understand:
      a) Legal policies and ethical principles of measurement, measurement theory and practices.
      b) Appropriate use and limitations of various types of assessments
   3. Special educators collaborate with families and other colleagues to:
      a) Assure nonbiased, meaningful assessments and decision-making.
      b) Conduct formal and informal assessments of behavior, learning, achievement and environments.
      c) Identify supports and adaptations required for individuals.
      d) Regularly monitor the progress of individuals.
      e) Use appropriate technologies to support their assessments.

I. Initial Content Standard 9, Professional and Ethical Practice: Special educators are guided by the profession’s ethical and professional practice standards:
1. To practice ongoing attention to legal matters along with serious professional and ethical considerations.
2. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice to reflect current evidence-based best practices.

J. Initial Content Standard 10: Collaboration:
1. Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways.
2. Promote and advocate the learning and well-being of individuals with exceptional learning needs across a wide range of settings and a range of different learning experiences.
VI. COURSE OBJECTIVES AND OUTCOMES: This course is designed to enable students to:

A. Identify public laws pertaining to serving individuals with disabilities, and describe their guidelines for implementation.
B. Identify factors relating to learning problems.
C. Identify and describe three screening devices for detection of learning problems.
D. Describe how to use diagnostic information to plan an initial remedial strategy.
E. Develop instructional goals and objectives as performance of specific tasks.
F. Use individualized educational program (IEP) plan implementation for students with exceptional needs.
G. Use task analysis strategies in planning and implementing instruction.
H. Identify and describe teaching strategies for remediating oral language problems.
I. Identify and describe teaching strategies for remediating reading problems.
J. Identify and describe teaching strategies for remediating written language problems.
K. Identify and describe teaching strategies for remediating computational problems.
L. Identify and describe teaching strategies for teaching science and social studies to students with learning problems.
M. Describe strategies for the development of independent life and social skills.
N. Plan different classroom environments for students with exceptional needs.
O. Modify materials for students with exceptional needs.
P. Describe different programs for delivering services to students with exceptional problems: Self contained, Resource, Content Mastery, Consultation, and Collaborative Models.

VII. COURSE TOPICS: The major topics to be considered are:

A. Public Law for Special Education
B. Learner centered assessment and diagnosis
C. Instructional goals and objectives
D. Basic teaching strategies
E. Cooperative Learning
F. Task analysis
G. Oral language teaching strategies
H. Written language teaching strategies
I. Reading teaching strategies
J. Computation teaching strategies
K. Content teaching strategies
L. Strategies for development of life and social skills
M. Adaptive physical education
N. Classroom environments
O. Modification of materials
P. Consultation
Q. Collaboration
R. Different delivery models

VIII. INSTRUCTIONAL METHODS AND ACTIVITIES: The methods and activities for instruction include the following:

A. Lecture and discussion
B. Action research
C. Simulations
D. Demonstrations
E. Assessment Previews
F. Community Resource People
G. Transition
H. Cooperative Groups
I. Videos/multi-media
J. Small Group Work/Activities
K. Presentation of Individual and Group Work

IX. EVALUATION AND GRADE ASSIGNMENT: Methods of evaluation and the criteria for grade assignment are:
   A. Textbook Reading Assignments 100 points
   B. Reading Intervention Plan 300 points
   C. Math Intervention Plan 300 points
   D. In-class Activities supporting course content (4 for 25 points each) 100 points
   E. Individual Presentation 200 points

   TOTAL 1000 points

   Grade Schedule

   1000–900 = A
   800-899 = B
   700-799 = C
   600-699 = D
   Below 600 = F

IX. COURSE SCHEDULE AND POLICIES

TENTATIVE COURSE OUTLINE AND ASSIGNMENTS

September 9  Introductions/Overview of Course Requirements
              Chapter 1/Planning and Teaching for Understanding
              Chapter 2/Approaches to Learning and Teaching

September 16  Chapter 3/Response to Intervention
              Due: List of 5 Big Ideas from Chapters 1 and 2 with explanation; Chapter 3 questions

September 23  Chapter 4/Promoting Social Acceptance and Managing Behavior
              Due: Chapter 4 questions

September 30  Chapter 5/Co-teaching and Collaborating: Working with Teachers and Families
              Due: Chapter 5 questions

October 7  Chapter 6/Oral Language
            Due: Chapter 6 questions

October 14  Chapter 7/Phonological Awareness, Phonics, and Word Recognition
            Due: Chapter 7 questions

October 21  Chapter 8/Fluency and Comprehension
            Due: Chapter 8 questions
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 28</td>
<td>Reading Wrap Up</td>
</tr>
<tr>
<td></td>
<td>Due: Draft of Reading Intervention Plan</td>
</tr>
<tr>
<td>November 4</td>
<td>Chapter 11/Mathematics</td>
</tr>
<tr>
<td></td>
<td>Chapter 11 Questions</td>
</tr>
<tr>
<td>November 11</td>
<td>Chapter 11 Continued</td>
</tr>
<tr>
<td>November 18</td>
<td>Chapter 9/Writing and Spelling</td>
</tr>
<tr>
<td></td>
<td>Due: Chapter 9 questions</td>
</tr>
<tr>
<td>November 25</td>
<td>Chapter 10/Content Area Learning and Vocabulary Instruction</td>
</tr>
<tr>
<td></td>
<td>Due: Chapter 10 questions; Draft of Math Intervention Plan</td>
</tr>
<tr>
<td>December 2</td>
<td>Share-a-Strategy Presentations</td>
</tr>
<tr>
<td>December 9</td>
<td>Share-a-Strategy Presentations</td>
</tr>
</tbody>
</table>

**CLASS POLICIES**

The student is expected to:

1. **Be prompt and attend class.** Absences accompanied by doctor's note or similar documentation will be excused. For each unexcused absence, after the first one, 25 points will be deducted from your semester total.
2. **Be responsible for any materials missed if absent.** (Get the phone numbers of two peers during first week of class.)
3. **All written work turned in must be typewritten.** Late submissions of required work will automatically lose 10% daily after the due date.
4. **Professional conduct will be expected of you during class time!** Participate positively with cooperative learning groups as well as in class discussion and activities. Professional conduct will be required and greatly appreciated.
5. **All cell phones will be turned off or in the inaudible mode during class.** Do not read or compose texts during class. Do not leave the classroom to answer a call, unless you anticipate an emergency call and advise me prior to class.

**X. TEXTBOOK**


**XI. COURSE POLICIES**

**Academic Integrity/Plagiarism**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure.
Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class.

Preferred methods of scholarly citations
Publication Manual of the American Psychological Association, Sixth Edition is the preferred method for citations within papers.

Classroom/professional behavior
All students are expected to act in a responsible manner with consideration of fellow students and toward TAMU-CC faculty and staff members. Specific rules and information are available in the TAMU-CC Student Handbook and through the website http://studentaffairs.tamucc.edu/StudentCodeofConduct.pdf.

Grade Appeals*
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Disabilities Accommodations*
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in CCH 117.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

*Required by SACS

XII. BIBLIOGRAPHY
Course content is supported by the following:


Helpful Websites:

AIMSweb  http://www.aimsweb.com/

American Institute for Research, The Access Center  
http://www.k8accesscenter.org/training_resources/math.asp

Crayola Lesson Plans http://education.crayola.com/lessons/

Discovery Lesson Plans, Customized Puzzles, K-12 with Modifications  
http://discoveryschool.com

Gateway to Educational Materials http://www.thegateway.org/

Illuminations http://illuminations.nctm.org/

Intervention Central http://www.interventioncentral.org

MathTools  http://www.mathforum.org/mathtools/

The IRIS Center  http://iris.peabody.vanderbilt.edu/

The Meadows Center for Preventing Educational Risk http://www.meadowscenter.org/

PBS Teacher Source for Lesson Plans http://www.pbs.org/teachersource/

Textbook Reading Assignments

Four Types of Questions:
Right There, Pulling It Together, Author and Me, and On My Own

Each week you should read the chapter and generate questions and answers to the four types of questions.

Right There Question:
Provide: Question, Answer and Page Number Reference

Pulling It Together Question:
Provide: Question, Answer and Page Number Reference

Author and Me Question:
Provide: Question, Answer and Page Number Reference

On My Own Question:
Provide: Question, Answer and Page Number Reference
Reading and Math Intervention Plans

You will design an intervention plan for a small group of learners (3-5). You will be expected to describe your students and summarize their unique needs. You will then establish short-term objectives for each student and develop lesson plans for three consecutive days of instruction. Lesson plans should follow the format described below. Additional information regarding these projects will be shared in class and we will develop a rubric together.

LESSON PLAN

Behavioral Objective:

1. **ANTICIPATORY SET**
   - State objective – What …
   - Establish purpose – Why …

2. **INSTRUCTION**
   - Explain concept
   - State definitions *
   - Identify critical attributes *
   - Provide examples *
   - Model

   Check for Understanding
   - Pose key questions
   - Ask students to explain concept, definitions, attributes in their own words *
   - Have students discriminate between examples and non-examples *
   - Encourage students to generate their own examples *
   - Use active participation devices

3. **GUIDED PRACTICE**
   - Initiate practice activities that are under direct teacher supervision
   - Elicit overt response that demonstrates behavior in objective
   - Continue to check for understanding
   - Provide specific knowledge of results
   - Provide close monitoring

4. **INDEPENDENT PRACTICE**
   - Have students continue to practice on their own
   - Provide knowledge of results (as appropriate)

5. **CLOSURE**
   - Summarize key concepts
   - Link to future learning

* These items are particularly critical when teaching an abstract concept, e.g., democracy. They may not be relevant/appropriate when teaching a practice-oriented concept, e.g., capital letters.
Share a Strategy

Purpose
To spread the word about the value of strategic instruction for students with disabilities in a palatable/creative manner.

Procedure
1. Decide upon the recipient(s) of your material, presentation, etc (colleagues, family members, students, etc). Decide on the content you want to convey. What do they want to know?
2. Decide upon the strategy you wish to share and creative ways to “package” your message. Now’s your chance to do something fun and practical!
3. Jot down your ideas on a note to me as soon as you’ve made the above decisions. All plans must be approved on or before November 4.

Directions
1. All projects must have a stated purpose that describes the significance of what you are trying to do.
2. All projects must include a description of the recipient(s), how to get them together, duration of session, etc.
3. Projects must be completed for immediate use; this may include overheads/slides, posters, and special materials, among others.

Evaluation
The following general criteria will be used to evaluate the project:

- Creativeness of idea or project
- Accuracy of information related to the specific strategy
- Depth of development of project
- Quality of materials developed
- Significant impact of the project
Adapted from Karen Paciotti Ed.D.

Evaluation of this project is based on the following criteria:

- Creativeness of the idea and/or project 20 points ______
- Accuracy of information related to the specific strategy 40 points ______
- Depth of development or completeness of project 40 points ______
- Quality of materials developed (neatness, clarity, etc.) 30 points ______
- Significant impact of the project 30 points ______
- Quality of presentation 40 points ______

Total 200 points ______

Comments:______________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________