**SPED 4325 TEACHING STRATEGIES FOR EXCEPTIONAL STUDENTS**
Texas A&M University – Corpus Christi
College of Education
Fall 2018; Wednesday 4:20–6:50 p.m.; ECDC 219B

**PROFESSOR:** Phyllis M. Robertson, Ph.D.
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**OFFICE HOURS:** Monday 1:00–4:00 pm, Virtual Office Hours using Blackboard (Bb Messages or Chat)
Wednesday, 1:00pm – 4:00pm, FAC 250 or by appointment
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**I. COURSE DESCRIPTION:** This course provides an introduction and demonstration of specific skills necessary for teaching students with disabilities.

**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. Particular emphasis is placed on developing your understanding of Response to Intervention (RTI) including universal screening, assessment, intervention, and progress monitoring. In addition, we will explore specific interventions and data-based decision making for students with high-incidence disabilities who require more intensive levels of support.

**III. STATE STANDARDS 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 CONTENT COMPETENCIES and CEC NATIONAL STANDARDS**
**DOMAIN I – UNDERSTANDING INDIVIDUALS WITH DISABILITIES AND EVALUATING THEIR NEEDS**

Competency 001: The special education teacher understands and applies knowledge of the characteristics and needs of students with disabilities.

Competency 002: The special education teacher understands formal and informal assessment and evaluation procedures and knows how to evaluate student competencies to make instructional decisions.

**DOMAIN II – PROMOTING STUDENT LEARNING AND DEVELOPMENT**

Competency 003: The special education teacher understands and applies knowledge of procedures for planning instruction for individuals with disabilities.

Competency 004: The special education teacher understands and applies knowledge of procedures for managing the teaching and learning environment including procedures related to the use of assistive technology.
Competency 005: The special education teacher knows how to promote students’ educational performance in all content areas by facilitating their achievement in a variety of settings and situations.

DOMAIN III – PROMOTING STUDENT ACHIEVEMENT IN ENGLISH LANGUAGE ARTS AND READING AND IN MATHEMATICS
Competency 008: The special education teacher promotes students’ performance in English language arts and reading.
Competency 009: The special education teacher promotes students’ performance in mathematics.

DOMAIN IV – FOUNDATIONS AND PROFESSIONAL ROLES AND RESPONSIBILITIES
Competency 010: The special education teacher understands the philosophical, historical, and legal foundations of special education.
Competency 011: The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.
Competency 012: The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.

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:
   c) Legal policies and ethical principles of measurement, measurement theory and practices.
   d) Appropriate use and limitations of various types of assessments
3. Special educators collaborate with families and other colleagues to:
   e) Assure nonbiased, meaningful assessments and decision-making.
   f) Conduct formal and informal assessments of behavior, learning, achievement and environments.
   g) Identify supports and adaptations required for individuals.
   h) Regularly monitor the progress of individuals.
   i) Use appropriate technologies to support their assessments.

H. 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.

I. 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.

V. Course Objectives/Student Learning Outcomes

Course Objectives
This course is designed to enable students to:
- describe public laws pertaining to serving individuals with disabilities, and describe their guidelines for implementation (IV 010);
- describe implementation of response to intervention (I 002);
- identify factors relating to learning problems (I 001);
- identify and describe screening devices for detection of learning problems (I 002);
- describe how to use diagnostic information to plan and initiate remedial strategy (I 002);
- develop instructional goals and objectives for performance of specific tasks (II 003);
- use individualized educational program (IEP) to guide service delivery for students with exceptional needs (II 003);
- use task analysis strategies in planning and implementing instruction (I 004);
- identify and describe teaching strategies for remediating oral language difficulties (III 008);
- identify and apply teaching strategies for remediating reading difficulties (III 008);
- identify and describe teaching strategies for remediating written language difficulties (III 008);
- identify and describe teaching strategies for remediating mathematics difficulties (III 009);
- identify and describe teaching strategies for remediating difficulties with other content area instruction (II 005);
- identify and describe teaching strategies that are culturally and linguistically responsive (II 003, IV 011);
- describe strategies for the development of independent life and social skills (III 004; III 005);
- identify strategies for effective collaboration with other professionals, families, and paraprofessionals (IV 012);

Student Learning Outcomes

Students in the EC-12 Special Education program will:

A. Students in the special education delivery system program will demonstrate a depth of knowledge of understanding individuals with disabilities and evaluating their needs; (SPED 4310, SPED 4325, SPED 4330, SPED 4335, SPED 4340 and SPED 4345 are linked to this student learning outcome.)

B. Students in the special education delivery system program will demonstrate a depth of knowledge of fostering learning and development for individuals with disabilities; (SPED 4325, SPED 4330, SPED 4335, SPED 4340 and SPED 4345 are linked to this student learning outcome.)

C. Students in the special education delivery system program will 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. Students in the special education delivery system program will effectively apply the competencies of a special education teacher in their student teaching experience. (SPED 4310, SPED 4325, SPED 4330, SPED 4335, SPED 4340, SPED 4345 and SPED 4397 are linked to this student learning outcome.)

For TExES study materials, go to [http://texas.ets.org/prepmaterials/](http://texas.ets.org/prepmaterials/)

1. Review the test tips that are available.
2. Locate 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.
VI. COURSE TOPICS
The major topics to be considered are:
- Individuals with Disabilities Education Act
- Americans with Disabilities Act
- Response to Intervention
- Learner centered assessment and diagnosis
- Instructional goals and objectives
- Basic teaching strategies
- Cooperative Learning
- Task analysis
- Oral language teaching strategies
- Written language teaching strategies
- Reading teaching strategies
- Mathematics teaching strategies
- Content teaching strategies
- Strategies for development of life and social skills
- Adaptive physical education
- Classroom environments
- Modification of materials
- Consultation
- Collaboration
- Different delivery models

VII. INSTRUCTIONAL METHODS AND ACTIVITIES
The methods and activities for instruction include the following:
- Lecture and discussion
- Simulations
- Demonstrations
- Assessment previews
- Cooperative Groups
- Videos/multi-media
- Small group work/activities
- Individual tutoring
- Interdisciplinary collaboration
- Presentation of individual and group work

VIII. EVALUATION AND GRADE ASSIGNMENT
Methods of evaluation and the criteria for grade assignment are:
- Reading Quizzes (9 quizzes, 10 points each; highest grade doubled) 100 points
- Activities—short assignments given throughout the semester (4 activities, 25 points each) 100 points
- Share a Strategy Presentation 100 points
- Reading Intervention Project (with peer review) 100 points
- Final Exam 100 points

Total=500; A=450-500; B=400-449; C=350-399; F=below 350
Reading Quizzes will be taken on line and must be completed by 4 p.m. each Wednesday; quizzes will cover chapter(s) assigned to be discussed in class that evening. Each quiz will consist of ten multiple-choice questions that must be completed in 15 minutes. The quizzes are designed to assess your knowledge and provide practice with assessment items similar to those on TExES certification examinations.

Activities will enable you to demonstrate your understanding of course content by applying concepts in a variety of formats including case studies, participation in discussion forums, etc. The four activities will be assigned throughout the semester and will be due one week after they are assigned.

Share-a-Strategy Presentation will allow you to present a strategic intervention in reading, math, writing or one of the content areas. Detailed instructions and rubric will be provided under separate cover.

Reading Intervention Project will enable you to work with a peer in READ to assess and deliver an individualized reading intervention in an after-school tutorial format. Detailed instructions and rubric will be provided under separate cover.

Final Exam will be taken online and will include 40-50 multiple choice items (at least 50% of which will be drawn from unit quizzes).

IX. REQUIRED TEXT


X. BIBLIOGRAPHY

Course content is supported by the following:


Helpful Websites:
AIMSweb  http://www.aimsweb.com/
CEDAR Center  http://ceedar.education.ufl.edu/portfolio/high-leverage-practices-and-evidence-based-practices-a-promising-pair/
Center for Research on Education, Diversity & Excellence  http://manoa.hawaii.edu/coe/crede/?p=79
Colorín Colorado  http://www.colorincolorado.org
Division for Culturally and Linguistically Diverse Exceptional Learners  http://community.cec.sped.org/DDEL/homepage
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/

National Center on Intensive Intervention http://www.intensiveintervention.org/

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

Reading Rockets  http://www.readingrockets.org

Texas Project First  http://www.texasprojectfirst.org/

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

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


XI. COURSE SCHEDULE

TENTATIVE COURSE OUTLINE AND ASSIGNMENTS  
(Details regarding specific readings, activities, and grading rubrics available online)

August 29  
Introductions/Overview of Course Requirements
Chapter 1/Monitoring and Teaching for Understanding

September 5  
Chapter 2/Approaches to Learning and Teaching
Chapter 3/Response to Intervention
Reading Quiz 1

September 12  
Chapter 5/Co-teaching and Collaborating: Working with Professionals and Families
Reading Quiz 2

September 19  
Chapter 6/Assessing and Teaching Oral Language
Reading Quiz 3

September 26  
Chapter 7/Assessing and Teaching Reading: Phonological Awareness, Phonics, and Word Recognition
Reading Quiz 4
Activity 1 Assigned
### XI. SCHEDULE

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<tr>
<th>Date</th>
<th>Activity Description</th>
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| October 3  | Chapter 8/Assessing and Teaching Reading: Fluency and Comprehension
|            | Reading Quiz 5       |
|            | Activity 2 Assigned  |
| October 10 | Preparation for Reading Intervention Project
|            | Tutoring Assessments |
| October 17 | Chapter 9/Writing and spelling
|            | Reading Quiz 6       |
|            | Tutoring             |
| October 24 | Chapter 10/Content Area Learning and Vocabulary Instruction
|            | Reading Quiz 7       |
|            | Tutoring             |
| October 31 | Chapter 11/Assessing and Teaching Mathematics
|            | Reading Quiz 8       |
|            | Activity 2 Assigned  |
|            | Tutoring             |
| November 7 | Work Session         |
|            | Tutoring             |
| November 14| Chapter 4/Managing Behavior
|            | Reading Quiz 9       |
|            | Activity 3 Assigned  |
|            | Tutoring             |
| November 21| Thanksgiving         |
| November 28| Share-a-Strategy Presentations
|            | Activity 4 Assigned  |
|            | Post Assessments/Certificates |
| December 5 | Share-a-Strategy Presentations |
| TBD        | Final Exam           |

### XII. CLASS POLICIES

**Attendance/Tardiness**

The student is expected to **be prompt and attend class**. Absences accompanied by doctor’s note or similar documentation will be excused. For each unexcused absence, **25 points** will be deducted from your semester total. **Arriving late or leaving early** twice during our course (any combination), will count as an absence. **Be responsible for any materials missed if absent.** (Get the phone numbers of two peers during first week of class.)
Late Work
All written work turned in must be typewritten. Late work will not be accepted unless prior arrangements have been made in advance with the instructor or documentation is provided of a medical or family emergency.

Online quizzes must be completed by 4:00 p.m. on the due date.

Cell Phone/Electronic Data Usage
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.

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, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved. Penalties that may be applied to individual cases of academic dishonesty include one or more of the following: 1. Written reprimand; 2. Requirement to re-do work in question; 3. Requirement to submit additional work; 4. Lowering of grade on work in question; 5. Assigning grade of "F" to work in question; 6. Assigning grade of "F" for course; 7. Recommendation for more severe punishment.

If the faculty member determines that assigning a grade of "F" to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping courses, the student forfeits his/her right to drop the course in question. The faculty member may file a record of cases of academic dishonesty, including a description of the disciplinary action taken, along with any materials involved, with his or her college dean and the Office of Student Affairs. The office of the academic dean of the college in which the offense took place will maintain records of all cases of academic dishonesty reported for a period of not more than two years.

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. (November 15, 2017) is the last day to drop a class with an automatic grade of "W" this term.

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
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Statement of Civility
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

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.

Grade Appeals*
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 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 Dean’s office in the college in which the course is taught or the Office of the Provost.

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 Corpus Christi Hall 116.

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.

Statement of Academic Continuity
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

*Required by SACS or HB2504