



University of Memphis College of Education

College of Education
The University of Memphis
ICL Department
SPED 7212/8212
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College of Education Norms

- I take 100% responsibility.**
- I seek equity of voice.**
- I am willing to talk about sensitive issues.**
- I listen for understanding.**
- I appreciate the strengths and contributions of others.**
- I bring positive energy and encouragement to the team.**
- I implement the mission of the college.**
- I am a professional and my actions reflect that role.**

SPED 7212/8212: Content Area Methods in Special Education

Course Description: Study of best practices and methods for mathematics, social studies and science instruction presently being used in special education and inclusive settings. Also curriculum for transition and daily living skills. The use of assistive technology for education is included.

Field Hours: 8

Prerequisites: SPED 7000

Text: Polloway, E., Patton, J., & Serna, L. (2008 or latest edition). *Strategies for teaching learners with special needs* (9th ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Support of Conceptual Framework: The Special Education methods courses provide the knowledge and skills needed to serve all learners. The students, by becoming responsive educators, will be able to identify the academic and life skill needs of students with developmental delays and design appropriate programs of remediation and amelioration. Knowledge and skills learned are designed to be used directly with students or to be shared with other educators when the Special Educator is in a consulting role.

Method of Instruction: This course will utilize lecture, cooperative learning activities, student engagement activities, discussion, and demonstration. The following CREDE standards will also be used as instructional practices:

- I. Joint Productive Activity: Facilitate learning and development through joint productive activity among leaders and participants.
- II. Language Development: Promote learners expertise in professional relevant discourse.
- III. Making Meaning: Contextualize teaching, learning, and joint productive activity in the experience and skills of participants.
- IV. Cognitive Challenge: Challenge participants toward more complex solutions in addressing problems.
- V. Instructional Conversation: Engage participants in dialogue, especially the instructional conversation.

Key Assessments: Data-based Instruction Project

Outline of Course Objectives Supporting State/National Standards and Pillars of Effective Practice:

Objective	Pillar/ Standard Addressed	Assessment
Candidates will:		
1. Demonstrate knowledge of general teaching strategies (including generalization and maintenance programming, instructional feedback) and those specific to content areas that are appropriate for students with disabilities in a variety of instructional arrangements.	Pillar 1 Content Knowledge and Skills; Standard 1 Discipline Taught and Foundations of Special Education Pillar 3 Pedagogy and Practice; Standard 4 Teaching Strategies (Comprehensive 4.3, 4.6, 5.3, 6.2; Modified 1.1)	Quizzes, Data-based instruction project
2. Identify a range of possible instructional strategies and modifications and accommodations that could be used to provide access to the general curriculum for students with disabilities	Pillar 3 Pedagogy and Practice; Standard 4 Teaching Strategies (Modified 4.2)	Quizzes
3. Recognize effective instructional strategies and adaptations for students with disabilities and developmental, linguistic, and/or cultural differences.	Pillar 2 Knowledge of Learner; Standard 3 Diverse Learners, Standard 4 Teaching Strategies	Quizzes
4. Identify and use research-supported methods for academic and non-academic instruction of individuals with disabilities.	Pillar 3 Pedagogy and Practice; Standard 4 Teaching Strategies	Data-based instruction project, Learning Center
5. Prepare lesson plans containing effective methods and adaptations for academic and non-academic instruction and appropriate objectives for students with disabilities.	Pillar 3 Pedagogy and Practice; Standard 7 Planning (Modified 4.1)	Data-based instruction project, Learning Center
6. Evaluate instruction and monitor progress of individuals with exceptional learning needs including utilization of benchmarks/goals, and response and error data.	Pillar 3 Pedagogy and Practice; Standard 4 Teaching Strategies (Comprehensive 4.6) Pillar 4: Assessment and Responsive Practice; Standard 8 Assessment and Evaluation.	Data-based instruction project, Learning Center
7. Demonstrate understanding of the general curriculum area of math, science and social studies.	Pillar 1 Content Knowledge and Skills; Standard 1 Standard 1 Discipline Taught and Foundations of Special Education (Modified 1.1)	
8. Adhere to the profession’s ethics and standards, specifically a. Use verbal, nonverbal, and written language effectively. b. Reflect on one’s practice to improve instruction and guide professional growth.	Pillar 6 Professional Development and Leadership; Standard 9 Reflective Practitioner	a. All assignments b. Data-based instruction project
9. Include skills for life goals and transition in collaboration with family and community. a. Includes functional and independent living skills, employment-related skills and self-advocacy skills.	Pillar 4 Teaching Strategies (TN Modified 1.2, 7.2, 7.3)	Data based instruction project

Assignments, Exams, and Grading Criteria:

Data-based Instruction Project: [This is a COEAS assignment. It must be completed satisfactorily for licensure.] Select a student with exceptional learning needs, ideally in your classroom. Select an observable, measurable mathematics skill or a life skill and obtain the student's functioning level from the student's school records. You are to collect a baseline (using a pre-assessment to determine student's level). Based on the baseline data, write an appropriate objective for the student (includes observable, measurable behavior, condition, and criteria). You will select a research-validated instructional strategy to use with the student for 3 teaching sessions. The lesson must involve the research-validated instructional strategy AND steps of explicit instruction: modeling, guided practice, and independent practice. You will develop a lesson plan that will teach each of the 3 teaching session (you will follow the same procedures 3 times). You are required to conduct curriculum-based measurement (CBM) probes after each teaching session and graph the data. After the CBM data has been collected for each teaching session (3 data points in addition to the baseline data), you will write a brief paper summarizing the project and explaining why you selected the instructional strategy and what instructional decision you would make based on the CBM data. You should cite a peer-reviewed research article supporting the instructional strategy you select. See the task analysis and rubric for more specific requirements of this assignment. For this assignment you will submit:

- Lesson plan
 - Assessment materials (teacher and student-completed copies of probes)
 - Any teacher made materials (if any)
- Graph
- Brief paper summarizing the project and explaining your instructional decision . (20 points total- rubric below).

Exams: Each of the 10 exams may consist of the following combinations of questions: multiple choice, fill-in-the-blank, true/false, and short essay/answer. Exams will cover information from the lectures, online activities, and the assigned readings. (1 point each, 10 total)

Learning Center: Students will construct a learning center that includes student directions, eye-catching display and a *manipulative, self-correcting* teaching device(s) that is to be related to a specific objective and which could be used independently by a child or small group in science or social studies. We will display the learning centers in the room and you will have to give a brief oral presentation about the instructional objective, the content, and how the center would be used in your classroom - no written assignment. (10 points total)

Online Activities: There are 10 modules for the course. Please complete all activities. They need to be completed using complete sentences and appropriate master's level writing. Most or interactive and require your opinions, reflection and feedback. (5 points each- 50 points total)

Participation and Discussions: Participation in class activities and in online discussions are required. Points reductions will occur for non-participation. (10 points total, minus two points for non-participation, minus 1 for not giving feedback to classmates during online discussions)

Grading Scale:

93%-100%=A
85%-92%=B
75%-85%=C
70%-74%=D
0%-69%=F

Course Requirements:

Attendance is mandatory and class absences are only excused when there is a physicians note or with the prior approval of the instructor. Missing two classes can lower the grade by one letter; three absences can result in class failure.

Participation: The CREDE pedagogy is based on active participation and joint productive activity thus class participation is expected of each student.

Americans with Disabilities Act: The University of Memphis does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. *The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination.* Faculty are required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

Written Assignments and Academic Misconduct: Be assured and forewarned that *cheating, plagiarism, or other acts of academic dishonesty and disruptive behaviors will not be tolerated in this course.* It is the student's responsibility to know all relevant university policies concerning student conduct and academic dishonesty, including plagiarism, and to conduct them self accordingly. Expectations for academic integrity and student conduct are described in detail on the website of the Office of Student Judicial and Ethical Affairs (<http://saweb.memphis.edu/judicialaffairs>). Please take a look, in particular, at the sections about "Academic Dishonesty," "Student Code of Conduct and Responsibilities," and "Disruptive Behaviors." All written work submitted must be the student's original work and conform to the guidelines of the *American Psychological Association* (APA) available online and via their publications. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. Any documented cases of plagiarism can and will result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the College of Education. All cases of suspected academic dishonesty will be referred to the University. If you find yourself having problems with the course, please talk to the instructor. In addition students are expected to adhere to the Council for Exceptional Children's Code of Ethics (<http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/EthicsPracticeStandards/default.htm>):

1. Special education professionals are committed to **developing the highest educational and quality of life potential** of individuals with exceptionalities.
2. Special education professionals promote and maintain a **high level of competence and integrity** in practicing their profession.
3. Special education professionals **engage in professional activities** which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects.
4. Special education professionals exercise **objective professional judgment** in the practice of their profession.
5. Special education professionals strive to **advance their knowledge and skills** regarding the education of individuals with exceptionalities.
6. Special education professionals **work within the standards and policies** of their profession.
7. Special education professionals seek to **uphold and improve where necessary the laws, regulations, and policies** governing the delivery of special education and related services and the practice of their profession.
8. Special education professionals **do not condone or participate in unethical or illegal acts**, nor violate professional standards adopted by the Delegate Assembly of CEC.

Short Bibliography:

- Heron, T. E., & Harris, K. C. (2001). *The educational consultant: Helping professionals, parents, and students in inclusive classrooms*. Austin, TX: Pro-Ed.
- Heward, W. L. (2003). Ten faulty notions about teaching and learning that hinder the effectiveness of special education. *Journal of Special Education, 36*(4), 186-205.
- Jenson, W. R., Rhode, G., & Reavis, H. K. (1994). *The Tough Kid Tool Box*. Longmont, CO: Sopris West.

- Kame'enui, E. J., Carnine, D. W., Dixon, R. C., Simmons, D. C., & Coyne, M. D. (2002). *Effective teaching strategies that accommodate diverse learners* (2nd ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- Latham, G. I. (1997). *Behind the schoolhouse door: Eight skills every teacher should have*. Logan, UT: P&T Ink.
- Lignugaris/Kraft, B., Marchand-Martella, N., & Martella, R. C. (2001). Writing better goals and short-term objectives or benchmarks. *Teaching Exceptional Children*, 34(1), 52-58.
- Lovitt, T. C. (1995). *Tactics for teaching* (2nd ed.) Englewood Cliffs, NJ: Prentice Hall.
- Miller, S. P. (2002). *Validated practices for teaching students with diverse needs and abilities*. Boston, MA: Allyn & Bacon.
- Paine, S, Radicchi, J., Roselini, L.C., Duetchman, L, & Darch, C. B. (1983). *Structuring your classroom for academic success*. Champaign, IL: Research Press Company.
- Rosenshine, B. V. (1986). Synthesis of research on explicit teaching. *Educational Leadership*, 43(7), 60-69.
- Rhode, G., Jenson, W. R., & Reavis, H. K. (1992). *The Tough Kid Book*. Longmont, CO: Sopris West.
- Stokes, T. F. & Baer, D. M. (1977). An implicit technology of generalization. *Journal of Applied Behavior Analysis*. 10, 349-367.
- Winebrenner, S. (1996). *Teaching kids with learning difficulties in the regular classroom: Strategies and techniques every teacher can use to challenge and motivate struggling students*. Minneapolis, MN: Free Spirit Publishing, Inc.

Recommended Educational Journals: *Teaching Exceptional Children, Exceptional Children, Education and Treatment of Children, Remedial and Special Education, Intervention in School and Clinic, Journal of Applied Behavior Analysis, Beyond Behavior, Behavioral Disorders, Learning Disability Quarterly, Learning Disabilities Research and Practice, Reading and Writing Quarterly: Overcoming Learning Difficulties, Education and Training in Mental Retardation and Developmental Disabilities*

Data-based Instruction Project Rubric

Rating Indicator	2 Excellent	1 Satisfactory	0 Unsatisfactory
Identifies objectives appropriate for student(s) Pillar3/Standard 4 CEC standard 7	<ul style="list-style-type: none"> ○ Complete (contains measurable behavior, condition, criteria, and learner), functional, clear, and concise instructional objective 	<ul style="list-style-type: none"> ○ Mostly complete (missing 1 component), and concise instructional objective 	<ul style="list-style-type: none"> ○ Incomplete instructional objective (missing 2 or more components) &/OR not concise or clear
Provides instruction at an appropriate level CEC standard 3	<ul style="list-style-type: none"> ○ Evidence that objective is based on data, including CBM with 3 or more data points 	<ul style="list-style-type: none"> ○ Evidence that objective is based on insufficient (CBM with 2 or less data points) or inappropriate data 	<ul style="list-style-type: none"> ○ No evidence that objective is based on data
Cross references objectives to learning standards Pillar 3/Standard 4	<ul style="list-style-type: none"> ○ Complete and accurate reference (list appropriate standard and corresponding performance indicator) 	<ul style="list-style-type: none"> ○ Accurate reference to standard or performance indicator only &/OR Inaccurate reference (list inappropriate standard &/or performance indicator) 	<ul style="list-style-type: none"> ○ No reference to standard or performance indicator
Identify materials/resources Pillar 3/Standard 4	<ul style="list-style-type: none"> ○ List all materials needed; ○ Use of materials is clearly explained in the procedures ○ Teacher made/adapted materials are submitted and are instructionally sound 	<ul style="list-style-type: none"> ○ List some of the materials needed; &/OR ○ Use of materials is unclearly explained in the procedures; &/OR ○ Teacher made/adapted materials are submitted but materials contain some flaws 	<ul style="list-style-type: none"> ○ No materials listed ○ Use of materials is not explained in procedures ○ No teacher made/adapted materials submitted &/OR teacher made materials contain major flaws
Demonstrate the skill/Knowledge to be processed CEC Standard 7	<ul style="list-style-type: none"> ○ Explicit demonstration of skill/knowledge to be processed with multiple examples provided 	<ul style="list-style-type: none"> ○ Explicit demonstration with one example provided 	<ul style="list-style-type: none"> ○ None, inaccurate or indirect demonstration of skill/knowledge to be processed &/OR ○ Provides no examples
Provides for guided practice with support CEC Standard 7	<ul style="list-style-type: none"> ○ Evidence of significant and appropriate guided practice (practice with the teacher) 	<ul style="list-style-type: none"> ○ Evidence of some appropriate guided practice 	<ul style="list-style-type: none"> ○ Evidence of inappropriate guided practice OR no evidence of guided practice
Ensures active student responding Pillar 3/Standard 4 CEC standard 5	<ul style="list-style-type: none"> ○ Evidence that student(s) makes many observable, measurable responses to instructional antecedent; ○ Evidence of high rates of responding ○ Activity provides direct practice on terminal skill ○ Proper stimulus control ○ Evidence of immediate and effective feedback and error correction commiserate with the level of student responding 	<ul style="list-style-type: none"> ○ Evidence that student(s) makes several observable, measurable responses to instructional antecedent; &/OR ○ Rate of responding not maximized ○ Activity indirectly provides practice on terminal skill ○ Evidence of delayed feedback/error correction provided or feedback/error correction is not effective 	<ul style="list-style-type: none"> ○ Evidence that student(s) makes few or no observable, measurable responses to instructional antecedent; &/OR ○ Activity does not provide practice on the terminal skill ○ Improper stimulus controls (students are right for the wrong reasons) ○ No evidence of feedback or error correction
Provides for independent practice	<ul style="list-style-type: none"> ○ Evidence of significant and appropriate independent practice 	<ul style="list-style-type: none"> ○ Evidence of some appropriate independent practice 	<ul style="list-style-type: none"> ○ Evidence of inappropriate or no independent practice
Assessment Pillar 4/Standard 8 CEC standard 7 CEC standard 8	<ul style="list-style-type: none"> ○ Assessment procedures are clearly described and directly relate to objective and practice. ○ Assessment is ongoing, frequent. ○ Evidence that assessment data is used to make instructional decisions. ○ Include rubrics, checklists, teacher-made tests, observation forms, CBM probes, graphs etc. as attachments 	<ul style="list-style-type: none"> ○ Assessment procedures are clearly described and closely (but not exactly) relate to the objective and practice &/OR ○ Assessment is ongoing and used to make instructional decisions but collected infrequently ○ No rubrics, checklists, teacher-made tests, observation forms, CBM probes, graphs etc. attached 	<ul style="list-style-type: none"> ○ Assessment procedures not clearly described &/or not related to objective and practice OR ○ No assessment described or assessments provided ○ No evidence that assessment is used to make instructional decisions
Adapts lesson for diverse learner(s) Pillar3/Standard 4 CEC standard 4	<ul style="list-style-type: none"> ○ Describes effective, meaningful and relevant adaptations that are to occur throughout the lesson if the student(s) is achieving the objective and if student(s) is not achieving the objective 	<ul style="list-style-type: none"> ○ Provides effective, meaningful and relevant adaptations that occur separate from the lesson if student(s) is achieving the objective and if student(s) is not achieving the objective &/OR ○ Adaptations are limited to one 	<ul style="list-style-type: none"> ○ Adaptations are not effective, related, or meaningful to advancing the lesson's objective OR ○ No adaptations provided

		scenario (e.g., achieving objective or not)	
Content Knowledge Pillar 1/Standard 1	<ul style="list-style-type: none"> ○ Content that is described in the lesson plan and materials is accurate and age-appropriate 	<ul style="list-style-type: none"> ○ NA 	<ul style="list-style-type: none"> ○ Content that is described in the lesson plan and materials is not accurate &/or age appropriate
Promotes generalization and maintenance during instruction CEC standard 4	<ul style="list-style-type: none"> ○ Evidence of more than 1 strategy to promote generalization and maintenance included in lesson (Stokes & Baer, 1977) such as <ul style="list-style-type: none"> ○ <u>Aim for natural contingencies of reinforcement</u> ○ <u>Teach enough examples</u> ○ <u>Program common stimuli</u> ○ <u>Train loosely</u> ○ <u>Use indiscriminable contingencies</u> ○ Teach self-management 	<ul style="list-style-type: none"> ○ Evidence of 1 strategy to promote generalization and maintenance included in lesson (Stokes & Baer, 1977) such as <ul style="list-style-type: none"> ○ <u>Aim for natural contingencies of reinforcement</u> ○ <u>Teach enough examples</u> ○ <u>Program common stimuli</u> ○ <u>Train loosely</u> ○ <u>Use indiscriminable contingencies</u> ○ Teach self-management 	<ul style="list-style-type: none"> ○ No evidence of strategies to promote generalization and maintenance
Use research-based instructional strategies Pillar 3/Standard 4 CEC standard 4 CEC standard 9	<ul style="list-style-type: none"> ○ Clearly explains why the instructional strategy was chosen ○ Instructional strategy is research-based ○ Student has cited <u>research</u> journal article that supports the effectiveness of the strategy with students with disabilities (primary source) 	<ul style="list-style-type: none"> ○ Rationale for selecting the instructional strategy is not clearly explained ○ Instructional strategy is research-based but non journal source is cited (e.g., internet page) OR a secondary source is cited (e.g., an article that says the strategy is effective but is not a study) 	<ul style="list-style-type: none"> ○ No explanation for why the instructional strategy was selected &/OR ○ Instructional strategy is not research based OR ○ No source is cited for instructional strategy.
Student data is plotted correctly on a line graph	<ul style="list-style-type: none"> ○ Graph adheres to APA guidelines ○ Correct and incorrect responses are plotted accurately on line graph ○ Sufficient number of data points (3 baseline, 3 intervention minimum) 	<ul style="list-style-type: none"> ○ 1-4 mistakes with APA guidelines for graph &/or ○ One or two data points are plotted inaccurately ○ Sufficient number of data points (3 baseline, 3 intervention minimum) 	<ul style="list-style-type: none"> ○ More than 4 mistakes with APA guidelines for graph &/or ○ Student responses are plotted correctly accurately on line graph but missing a data set (corrects or incorrects) ○ Insufficient number of data points (less than 3 baseline and less than 3 intervention)
Instructional decision is based on data and described in a summary paper Pillar 4/Standard 8	<ul style="list-style-type: none"> ○ States the appropriate instructional decision (to change or not change instruction) ○ Explains an appropriate rational for the decision using the 3 day rule ○ Clearly describes what aspect of the instruction to change and how 	<ul style="list-style-type: none"> ○ States the appropriate instructional decision (to change or not change instruction) ○ Explains an appropriate rational for the decision that is based on trend of student data ○ It is not clear which aspect of instruction will be modified and how it will be accomplished 	<ul style="list-style-type: none"> ○ State inappropriate instructional decision ○ Rational for decision is inappropriate
Written communication/ Mechanics	<ul style="list-style-type: none"> ○ Detailed explanation overall ○ Professional mechanics (e.g., typed, no errors); ○ Precise use of terminology ○ Appropriate APA style citation of references 	<ul style="list-style-type: none"> ○ Adequate explanation of all or some sections ○ Effective mechanics (e.g., typed and a few errors, 1-3) ○ Appropriate use of terminology ○ References listed but with minor errors in APA style 	<ul style="list-style-type: none"> ○ Insufficient explanation overall or in some sections ○ Significant spelling, grammar, and/or mechanical errors (more than 3) &/or not typed ○ Inappropriate use or minimal use of appropriate terminology ○ References listed but not in APA style OR References not included

COEAS Scale: 2= 23-32pts; 1=12-22pts; 0=0-11pts
Score of 1 or 2 needed

SPED 7212 Course Outline Fall 2009

These dates may be changed to accommodate speakers or inclement weather.

Date	Topic	Readings before class	Assignments Due
September 2	Introduction, Math	Chapter 9	
September 9	Math		
September 16			Mathematics Module Part 1
September 23			Mathematics Module Part 2
September 30	Science/Social Studies	Chapter 10	Science Module Project: Locate student(s) and develop pre-assessment
October 7		Chapter 11	Social Studies Module
October 14		Chapter 12	Arts Module
October 21	Arts/Study Skills		Study Skills Module Project: Have completed pre-assessment and taught session 1. Lesson Plan should be complete.
October 28		Chapter 13	Social Skills Module
November 4		Chapter 14	Functional Academics Module
November 11	Transition/ Assistive Technology		Transition Module Project: Have taught sessions 2 and 3. Have a graph of student progress.
November 18		Chapter 15	AT Module
November 25			
December 2	Projects Presentations		Projects Due Learning Centers Displayed
December 9			
December 16			Exams