

DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION

COURSE PREFIX: SED COURSE NUMBER: 410 CREDIT HOURS: 3

I. TITLE: Characteristics of and Strategies for Teaching Students with Mild Disabilities

II. COURSE DESCRIPTION AND PREREQUISITE(S): Course includes an overview of the educational and social characteristics of children and youth with mild disabilities. It focuses on the development of specific competencies in instruction and curriculum requisite for the development of a personalized educational program for children and youth with mild disabilities. Context includes behavioral objectives, task analysis, precision teaching and use of technology relevant to curriculum and instruction. Field experience required.

Prerequisite(s): SED 300

III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky Teacher Performance Standards (KTPS) and certification, Council for Exceptional Children (CEC) and the InTASC Model Core Teaching Standards addressed by that objective. Upon successful completion of this class, students will be able to

- A.** identify causes and characteristics of mild disabilities (KTPS/CEC #1; InTASC #1, 2);
- B.** recommend various instructional strategies that are effective for students with mild disabilities in the area of oral language, reading, written expression, mathematics reasoning and computation, social skills, and study skills (KTPS/InTASC #7, 8; CEC #5);
- C.** examine appropriate and successful ways to form family partnerships (KTPS/InTASC #10; CEC #7);
- D.** demonstrate an understanding of the necessity of social skills through class discussion (KTPS/InTASC #4; CEC #3);
- E.** demonstrate knowledge of the approaches used to manage the physical environment of the classroom (KTPS/ InTASC #3; CEC #2);
- F.** demonstrate knowledge of techniques for constructing and modifying instructional materials to meet the needs students with mild disabilities (KTPS/InTASC #3, 5; CEC #5);
- G.** demonstrate knowledge of methods of appropriately utilizing paraprofessionals, volunteers and peer tutors in special education settings (KTPS/InTASC #9; CEC #7);
- H.** demonstrate knowledge of techniques for interacting with colleagues to insure mutual professional respect, cooperation, and collaboration (KTPS/InTASC #9, 10; CEC #7);
- I.** demonstrate knowledge of the procedures for mainstreaming, collaboration, and inclusion of students with disabilities (KTPS/InTASC #9, 10; CEC #7); and
- J.** write professionally for the field of special education (KTPS/InTASC #9, 10; CEC #3, 6).

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on course activities.

The EPSB Themes of Assessment and Closing the Achievement Gap are explored in the course through the various chapters within the text. They also addressed through the writing of individual education plans (IEP's) and lesson plans.

Learned societies from each discipline should be referenced by the preservice/in-service teacher. Kentucky documents, including SB1 Initiatives (e.g., Kentucky Core Academic Standards and Characteristics of Highly Effective Teaching and Learning) will be resources for all teacher candidates.

IV. CONTENT OUTLINE:

- A.** The Learning process
- B.** Approaches to Learning and Teaching
- C.** Oral language
- D.** Written Expression
- E.** Learning in the Content Area
- F.** Mathematics
- G.** Classroom Management
- H.** Coordinating Teaching
- I.** Communicating with Parents and Professionals
- J.** Senate Bill 1 Initiatives

V. INSTRUCTIONAL ACTIVITIES:

- A.** Lecture and discussion
- B.** Small group discussion
- C.** Online and in-class cooperative learning activities
- D.** Reading material
- E.** Written assignments
- F.** Individual and/or group presentations
- G.** Video presentations
- H.** Exams

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

Four hours of field experiences will be required for this course. Field hours will consist of co-teaching observation in a public school setting and interviewing a teacher or administrator regarding the use of strategies in working with students with mild disabilities. **To earn a grade in this course, students must successfully complete the required field experiences and record the hours and related components on the LiveText FEM site. Students are also expected to record field experiences in KFETS.**

VII. TEXT(S) AND RESOURCES:

Bos, C. S., & Vaughn, S. (2015). *Strategies for teaching students with learning and behavior problems* (9th ed.). Boston: Allyn and Bacon.

College LiveText – EDU Solutions Student Membership/CHAMPS

- A. Canvas
- B. Waterfield Library at Murray State University
- C. MSU Computer Centers
- D. Professional Publications
- E. Curriculum Library Alexander Hall at Murray State University
- F. MSU Writing Center

VIII. EVALUATION AND GRADING PROCEDURES:

Although activities and grading procedures may vary by instructor, the * items are required and all sections must use the same scoring rubric for LiveText course assignment. The ** items are assignments used as artifacts for Task E portfolio assignment.

A. Course Requirements	Points
*Resource Notebook	200
**Classroom arrangement & explanation	25
Strategy presentations (2)	25 each (total 50)
Teacher interview	25
**Co-teaching observation and reflection	25
Case studies (2)	50
Chapter Questions (10)	5 each (total 50)
Exams (2)	50 each (total 100)
TOTAL = 520	

Specific Assignment Requirements:

1. Resource Notebook: Students will create a notebook containing at least 5 strategies for the various areas addressed in the course. The format for strategies presentation will be supplied by the instructor. All materials will be placed into one binder.

Areas must contain the following:

- a. Positive Behavior Supports
- b. Social Skills
- c. Receptive language
- d. Expressive language
- e. Writing
- f. Spelling
- g. Vocabulary
- h. Math computation
- i. Math reasoning
- j. Study skills and organization

2. Students will prepare a classroom arrangement, with an explanation of why the room is arranged in the manner chosen and submit it in LiveText.
3. Students will do two (2) presentations of evidence based strategies. A rubric will be provided for scoring.
4. Students will interview a school teacher/administrator and write a reflection paper. The interview content and format will be supplied by the instructor and will include questions aligning with course objectives, including forming relationships with families.
5. Students will observe an assigned co-teaching classroom and write an observation report and reflection. This assignment will be posted in LiveText.
6. Students will be provided with two case studies and will be required to answer questions based on each case study that are aligned with course objectives.
7. Students will write 5 multiple choice questions (with correct answer highlighted) for each chapter and post on Canvas before class.
8. There will be a mid-term and a final exam.

B. Evaluation:

Grades will be awarded for performance in accordance with the MSU scale. Students' attendance and participation will be considered when calculating the final grade.

Percentage	Grade
90 –100%	A
80 - 89%	B
70 – 79%	C
60 – 69%	D
0 – 59%	E

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

Attendance and punctuality is expected in this class. Attendance will be taken daily at the beginning of the class. Students are required to inform the instructor on the same day if they were tardy. After two unexcused absences, the student must meet with the instructor. Instructor reserves the right to lower the final grade by a letter grade after three unexcused absences. This can also result in a flag. Three tardies will count as equivalent to one unexcused absence. In-class exercises cannot be made up. Five points will be deducted for late submission and it will increase by two points for each day the assignment is late.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with

established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment or application for employment, admissions, or other provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities.

In particular and without limiting the preceding and pursuant to consistent with the requirements of Title VI of the Civil Rights Act of 1964 and its regulations 34 CFR 100 et seq.; Section 504 of the Rehabilitation Act of 1973 and its regulations 34 CFR 104; Title IX of the Education Amendments of 1972, 20 USC 1681 et seq., and its regulations 34 CFR 106 et seq; and the Age Discrimination Act of 1975 and its regulations 34 CFR 110, Murray State University does not discriminate on the basis of race, color, national origin, sex, handicap, or age in its educational programs and activities. This non-discrimination in education programs and activities extends to employment and admissions and to recruitment, financial aid, academic programs, students services, athletics, and housing. Murray State is required by Title IX and 34 CFR part 106 not to discriminate on the basis of sex and the prohibition against sex discrimination specifically includes a prohibition of sexual harassment and sexual violence. Examples of prohibited sexual harassment and sexual violence can be found in the “Policy Prohibiting Sexual Harassment” which can be accessed via the link referenced in Appendix 1.

For more information concerning the application of these provisions may be referenced to: 1) the Executive Director of Institutional Diversity, Equity, and Access/ Murray State University Title IX Coordinator, Murray State University, 103 Wells Hall, Murray, KY 42071. Telephone: (270) 809-3155 (voice) Fax: (270) 809-6887; TDD: (270) 809-3361; Email: msu.titleix@murraystate.edu

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice), 270-809-5889 (TDD).

XII. OTHER REQUIRED DEPARTMENTAL OR COLLEGIATE COMMITTEE INFORMATION:

Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student's progress towards program completion. **NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.**

NOTE: Instructor reserves the right to make any changes to course activities and assignments as deemed necessary during the semester.