

DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION

COURSE PREFIX: SED COURSE NUMBER: 625 CREDIT HOURS: 3

- I. TITLE:** Instructional Techniques for Children and Youth with Mild Disabilities
- II. COURSE DESCRIPTION AND PREREQUISITE(S):** Course content focuses on instructional techniques requisite for the development of an individualized educational program (IEP) for children and youth with mild disabilities. Specific methods, media and materials in the areas of reading, writing, math, and problem solving will be examined. Students will learn to develop a sequence of instruction from the student's present level of performance to annual goals matching instruction to the student's learning style.
Prerequisite(s): SED 603 and 605

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 and Certification (KTPS), 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.** various instructional strategies that are effective for students with mild disabilities in the areas of oral language, word identification, reading fluency, reading comprehension, mathematics, social skills, and study skills (KTPS/InTASC #4, 8; CEC # 2,3);
 - B.** knowledge of approaches used to manage the physical environment of the school (KTPS/InTASC #3, 5; CEC #1, 2, 3);
 - C.** knowledge of techniques for constructing and modifying instructional materials to meet the needs of students with mild disabilities (KTPS/InTASC #4, 5; CEC # 3, 6);
 - D.** knowledge of methods of appropriately utilizing paraprofessionals, volunteers, and peer tutors in special education settings (KTPS/InTASC #10; CEC # 7);
 - E.** knowledge of the procedures for mainstreaming, collaboration, and inclusion of students with disabilities (KTPS/InTASC #4, 10; CEC #6, 7); and
 - F.** write professionally for the field of special education (KTPS/InTASC #5,9; CEC #6).

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on different strategies for teaching content area subjects.

The EPSB Themes of Diversity, Literacy/Reading, and Closing the Achievement Gap are explored in this class. Students will explore different teaching strategies and how they can be applied to students with mild disabilities to enhance their learning.

Learned societies from each discipline should be referenced by the pre-service/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. Useful and legal IEP's
 - B. Teaching and learning process
 - C. Instructional strategies for:
 - D. Oral language
 - E. Letter/word identification
 - F. Reading comprehension
 - G. Reading fluency
 - H. Questioning strategies
 - I. Writing process
 - J. Spelling
 - K. Study skills
 - L. Mathematics
 - M. Social skills
 - N. Senate Bill 1 Initiatives

V. INSTRUCTIONAL ACTIVITIES:
 At least two portfolio entries addressing Kentucky Teacher Standards are required.

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
 None

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

VIII. EVALUATION AND GRADING PROCEDURES:

A. Course Requirements	Points
*Resource Notebook	200
Strategy Presentations (2)	25 each (total 50)
Chapter Questions (10)	5 each (total 50)
Case Study (4)	20 each (total 80)
Exams (2)	50 each (total 100)
Unit Lesson Plan	50
TOTAL = 530	

Specific Assignment Requirements:

1. **Resource Notebook:** Students will create a notebook containing at least 4 strategies **from sources other than the book** 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 (hard copy required)**.

Areas must contain the following:

- a. Receptive language

- b. Expressive language
 - c. Reading fluency
 - d. Reading comprehension
 - e. Handwriting
 - f. Spelling
 - g. Vocabulary
 - h. Number concepts
 - i. Basic math computation
 - j. Area of your choice (i.e. study skills, organization etc.)
2. **Strategy Presentations:** Students will present one strategy each half of the semester to class for a grade. Strategy will be supplied by the instructor.
 3. **Chapter Questions:** Students will write 5 multiple choice questions (with correct answer highlighted) for each chapter and post on Canvas before class.
 4. **Case Study:** Students will be required to read scenarios (4 in total) and answer questions.
 5. **Tests:** There will be a mid-term and a final exam. The exams will include multiple choice and essay questions.
 6. **Lesson Plans:** Students must write a five-day unit of lessons on an area addressed in the Resource Notebook. Emphasis must be placed on the use of strategies included in the Resource Notebook.

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.

Grading Scale

A = 93-100%

B = 86-92%

C = 79-85%

D = 72-78%

E = 0-71%

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. The instructor reserves the right to adjust the grade after two unexcused absences. Three tardies will count as equivalent to one unexcused absence. In-class exercises cannot be made up. 5 points will be deducted for late work and the deductions will increase by 2 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).