I. TITLE: Instructional Techniques for Children and Youth with Mild Disabilities

II. CATALOG DESCRIPTION: 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. Prerequisites: SED 603, SED 605

III. PURPOSE: The purpose of this course is to provide students with competencies in basic instructional techniques requisite for the development of a personalized educational program for children with mild disorders.

IV. COURSE OBJECTIVES:
Class activities will be centered on the attainment of the course objectives listed below. These objectives are understood to be reflective of, but not limited to those behaviors advocated by the Kentucky Education Reform Act (KERA) guidelines. Following each objective, and enclosed in parentheses, are the number of the Experienced Teacher Standard (ETS) for Preparation and Certification. Upon successful completion of the course, the student will demonstrate:

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 (ETS #2, 3, 4, 5)

B. Knowledge of approaches used to manage the physical environment of the school (ETS #5)

C. Knowledge of techniques for constructing and modifying instructional materials to meet the needs of students with mild disabilities (ETS #6, 7, 14)

D. Knowledge of methods of appropriately utilizing paraprofessionals, volunteers, and peer tutors in special education settings (ETS #5)

E. Knowledge of the procedures for mainstreaming, collaboration, and inclusion of students with disabilities. (ETS #2)

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.

V. 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

VI. INSTRUCTIONAL ACTIVITIES:
At least two portfolio entries addressing Experienced Teacher Standards are required.

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
This course includes 15 hours of field experience as designated by the professor.

VIII. RESOURCES:
http://wps.ablongman.com/ab_bos_strategies_6
The above link is for the companion website for this course. You must become very familiar with it, as you will use it to email practice tests to me.

IX. GRADING PROCEDURES:
A. Resource Notebook: Students will create a notebook containing at least 3 strategies from other than the book for the various areas addressed in the course. Each area will be divided with title pages and citations of materials used. All material will be cut and pasted into one document. 150 pts
Areas must contain at least but are not limited to the following:
1. Handwriting
2. Strategies for oral language
3. Strategies for letter/word identification
4. Strategies for reading
5. Spelling
6. Number concepts
7. Basic math computation
8. Questioning strategies
9. Problem Solving
10. Study skills
B. Quizzes. After reading each assigned chapter or handout you will go to the companion website and take the practice test. Have it submitted to my email address by the date listed in the course schedule. The modifications handout reflection will count as a quiz. 20pts ea.
C. Tests: The scheduled tests will be application of the text and material covered on line. 100 pts
D. Lesson Plans: Students must write a five-day unit of lessons on an area addressed in the Resource Notebook. All lesson plans must be in the TPA format. 150pts.
E. Presentation: Students will prepare a 15-slide (minimum) PowerPoint presentation with animation for one of the lessons planned above. **50 pts.**

F. Grading Scale
- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- E = 0-59%

X. ATTENDANCE POLICY:
This course adheres to the attendance policy stated in the current MSU *Graduate Bulletin*.

XI. ACADEMIC HONESTY POLICY:
This course adheres to the academic policy stated in the current MSU *Graduate Bulletin*.

XII. TEXT AND REFERENCES:

XIII. PREREQUISITES:
SED 603 and SED 605

XIV. STATEMENT OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY
Murray State University does not discriminate on the basis of race, color, national origin, sex, religion, marital status, age or disability in employment, admission or the provision of services, educational programs and activities, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities and equal opportunity to participate in all programs and activities. For information regarding nondiscrimination policies contact the Office of Equal Opportunity, 270-809-3155.
**SED 625 Spring 2008**  
**Course Schedule**  
**Subject to Change by Instructor**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter</th>
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| 1/18   | Course Overview  
Get used to Blackboard site. Make sure the email on Blackboard is the one you use.  
Learn to navigate the text website  
http://wps.ablongman.com/ab_bos_strategies_6 |           |
| 1/23   | Teaching Learning Process                                           | Chapter 1 |
| 1/30   | Approaches to Learning and Teaching                                 | Chapter 2 |
| 2/6    | Oral Language                                                       | Chapter 3 |
| 2/13   | Making Accommodations                                               | Reflection|
|        | Hand out in Course Documents                                        |           |
| 2/20   | Reading: Word Identification                                        | Chapter 4 |
| 2/27   | Reading: Fluency and Comprehension                                  | Chapter 5 |
| 3/5    | Test 1                                                              |           |
| 3/12   | Written Expression                                                 | Chapter 6 |
|        | Lesson Plans Due                                                    |           |
| 3/19   | Murray State University’s Spring Break.                             |           |
| 3/26   | Content Area Learning and Study Skills                              | Chapter 7 |
|        | Power Point Presentation Due                                        |           |
| 4/2    | Mathematics                                                         | Chapter 8 |
| 4/9    | Catch up                                                            |           |
| 4/16   | Transition Planning and Life Skills                                 | Chapter 10|
| 4/23   | Coordinating Instruction, Collaborating, and Co-teaching            | Chapter 11|
| 4/30   | Test 2                                                              |           |
|        | Notebook Due                                                        |           |