EDSE 422: Teaching Strategies, Curriculum, and Materials for Students with Disabilities
#34993

Course Meeting Information
Meeting Day/Time:
Location:

Course Instructor
Instructor:
Office:
Phone:
E-mail:
Office Hours:

Course Materials
Suggested:

Course Description: EDSE 422. Teaching Strategies, Curriculum, and Materials for Students with Disabilities (5). Prerequisites: EDF 302, EDSE 303, EDSE 410, & EDSE 411. Individual, small group, and large group teaching strategies essential to individualized education programs, and selection, evaluation, and adaptation of commercially available materials including computer applications.

Course Rationale: This course employs the constructivist model of learning in which students, in interaction with their physical and social environments, create knowledge. This course is consistent with the:
- University’s mission, “Docendo Discimus” (by teaching we learn),
- College of Education and Professional Studies’ mission, “to prepare enlightened leaders,”
- Center for Teaching and Learning theme, “facilitators of learning in a diverse world,”
- Department of Education Programs’ mission, “ensuring...outstanding educational leaders and facilitators of learning ... within a diverse school population, and
- Council for Exceptional Children’s mission of “celebrating serving exceptional children.”
Consistent with WAC 181-78A-270 and with the objectives of the Department of Education Programs, this course will provide an opportunity to acquire knowledge derived from theoretical bases pertinent to the Specific Learner Outcomes listed below.

Learner Outcomes:
1. The student will demonstrate knowledge of characteristics of various exceptionality areas and evidence-based instructional strategies to meet specific needs.
2. The student will access and use scope and sequence of general and special curricula and materials including the EALR’s.
3. The student will discuss advantages and limitations of specific instructional strategies for students with disabilities.
4. The student will use assistive technology in the instructional process.
5. The student will develop an instructional plan which may align with the general education curriculum or meet the unique needs of an individual with special needs (this may include core curriculum access).
6. The student will use an instructional planning process, based upon evidence-based practices.
7. The student will be able to design a unit of instruction which addresses phases of learning, including acquisition, fluency, maintenance and generalization.
8. The student will demonstrate use of direct instruction teaching strategies and teaching basic concepts.
9. The student will be able to design informal assessments for an instructional plan addressing the needs of students with special needs.
10. The student will design instructional accommodations and modifications which target the specific needs of one or more students with exceptionality in an instructional plan/unit.
11. The student will review and evaluate curriculum materials, and discuss advantages and limitations.
12. The student will locate and access sources for curriculum materials for students with special needs, including commercial sources.
13. The student will be able to discuss the needs of culturally and linguistically diverse exceptional learners and identify curriculum considerations when planning instruction.

Course Topics:
- Effective Instructional Planning, Including Use of the Phases of Learning (acquisition, fluency building, guided practice, generalization, and maintenance) in instructional planning
- Theories & Research Related to Brain Based Learning
- Theories & Related Research on Cooperative Learning Practices
- Direct Instruction
- Behavioral Model of Teaching
- Teaching Basic Concepts (example/non-example)
- IEP Curriculum Specific Issues: LRE, FAPE, Assessment Modifications, EALRs & WACs
- Adaptations & Modifications of Curriculum
- Curriculum Design and Decision Making
- Curriculum Issues related to Culturally & Linguistically Diverse Exceptional Learners
- Essential Components & Effective Curriculum Materials
- Assistive Technology & Curriculum
- Using and Implementing Curriculum in the Schools: Collaboration Between General and Special Educators

Performance Indicators & Competencies
Center for Teaching and Learning Standards Evidenced in the Performance Indicators Below Include:
1.1: Candidates will demonstrate a subject matter knowledge in areas of endorsement
1.2 Candidates will demonstrate a thorough understanding of pedagogical content
1.3 Candidates will demonstrate a thorough understanding of professional and pedagogical knowledge and skills.

WAC Standards Addressed Include: WAC 181-270(1) Teacher Candidates will complete a well-planned sequence of courses and/in which they acquire and apply knowledge about:
(b) the subject matter content for the area(s) they teach, including relevant methods course knowledge and skills for each area of endorsement for which the candidate is applying;
(l) Research and experience-based principles of effective practice for encouraging the intellectual and personal development of students;
(n) Area of exceptionality and learning, including but not limited to, learning disabilities, perceptual difficulties, and special physical or mental challenges;
(o) Effective instructional strategies for students at all levels of academic abilities and talent and the awareness of culture and gender on student learning.
(s) Planning and management of instruction based on the knowledge of the content area and the curriculum goals.

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Standards and Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Activity Assignments</td>
<td>1. Advantages and limitations of instructional strategies and practices for teaching individuals with disabilities [WA-COMP SE: K5.7; CEC/GC: 4K3].</td>
</tr>
</tbody>
</table>
| • Instructional Plan/Curriculum Materials Modification | 2. Effects disabilities can have on an individual’s life [WA-COMP SE K2.5; CEC/CC 3K1].  
3. Strategies related to accessibility and acceptance of individuals with disabilities [WA-COMP SE K6.7].  
4. Select, adapt, and use instructional strategies and materials according to characteristics of the learner [WA-COMP SE S3.1; CEC/CC 4S3].  
5. Develop and select learning experiences and strategies that affirm and respect, family, cultural, and societal diversity, including language differences [WA-COMP SE S3.2; CEC/CC 5].  
6. Develop and select instructional content, resources, and strategies that respond to the state learning goals and to cultural, linguistic, and gender differences [WA-COMP SE S5.1].  
7. Use task analysis to prepare lesson plans based on unique educational needs that are directly connected to the goals and objectives of the IEP [WA-COMP SE S5.11; CEC/CC 7S5].  
8. Use strategies for facilitating maintenance and generalization of skills across learning environments [WA-COMP SE S5.14; CEC/CC 4S4].  
9. Develop and select instructional content, resources, and strategies that respond to the cultural, linguistic, and gender differences of the individual [WA-COMP SE S5.20]  
10. Prepare lesson plans and organize materials for self and others [WA-COMP SE S5.2; CEC CC 7S10].  
11. Develop plans which align with general curriculum including state learning goals, EALRs and benchmarks [WA-COMP SE S5.5]  
   a. modifications (S5.5.1)  
   b. accommodations (S5.5.2)  
| • Competency Demonstrations | 12. Use strategies from multiple theoretical approaches for individuals with disabilities [WA-COMP SE S1.3; CEC/GC 4S2] |
| • Materials Review | 13. Use strategies from multiple theoretical approaches for individuals with disabilities [WA-COMP SE S1.3; CEC/GC 4S2] |
| • Activities & Assignments | 14. Scope and sequence of general and special curricula, and materials, including the EALRs [WA-COMP SE K5.2; CEC/CC 7K2].  
15. Ways to use technology in planning and managing the teaching and learning environment [WA-COMP SE K6.3].  
16. Choose and use technologies in the instructional process incorporating assistive technologies into the educational program [WA-COMP SE S5.4; CEC/CC: GC5S2].  
17. Access professional organizations and publications (printed/electronic) that support individuals with disabilities, their families, and colleagues [WA-COMP SE S9.4; CEC/CC 9S10] |
Methods of Instruction: Instruction in this course will consist of lectures, presentations, teaching demonstrations, possible videos, class discussions, class group work, projects and technology applications. In-class activities may include both individual and group projects and competency demonstrations. There may be group and individual assignments, both in and out of class.

Assessment: Performance Indicators

1. Examinations
   a. There will be no examinations for this course. You will be expected to complete assignments and/or participate in classroom activities to demonstrate that you have read required material.

2. Instructional Plan/Curriculum Materials Modification
   Students will design an Instructional Plan (IP) that includes the following sections:
   a. Acquisition
d. Generalization
   b. Guided Practice
e. Maintenance
   c. Fluency Building

   The Instructional Plan will also include identified areas of disability and integration of the Washington Essential Academic Learning Requirements (EALR and GLEs). As part of the Instructional Plan, students will choose a material to adapt to meet a variety of student learning styles and needs. Students will plan for and create several materials and instructional modifications utilizing specific criteria identified in class. Students will showcase their plans through a formal presentation date indicated on the course calendar, again modeling appropriate teacher behaviors. Format will be specified and reviewed in class.

   You may select (optionally) to post your instructional plan in your LiveText Electronic Special Education Portfolio. Contact the LiveText Helpline for assistance, if needed.

3. Competency Demonstrations
   a. Example/Non-example: Each student will demonstrate competence in writing an example/non-example script that teaches a basic concept using the example/non-example procedure.
   b. Direct Instruction: Each student will demonstrate competence in writing a direct instruction script that teaches a basic skill using the direct instruction procedure.
   c. Class Demonstrations: Each student will demonstrate competence in presenting a demonstration of their example/non-example and direct instruction procedure, modeling appropriate teaching behavior. Each student will also demonstrate their favorite lesson and graphic organizer lesson to the class. In addition, the games the students design will be played with members of the class to check for accuracy.

4. Commercial Material Review and Presentation
   Students will select or be assigned a commercially produced curriculum material. Students will review, evaluate and demonstrate its use and explain how to adapt it to a specific population(s) via a class presentation.
5. Assignment Questions
Assignment questions will be due according to the schedule (5 questions) based on reading or material presented in class. The answers to each question will be evaluated according to completeness and demonstrated understanding of the topic - 5 pts each question.

<table>
<thead>
<tr>
<th>Assignment #</th>
<th>Name of Assignment</th>
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<tbody>
<tr>
<td>Assignment 1</td>
<td>Example/Non Example Script Teaching Effectiveness Criteria Reflection</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>Direct Instruction Script Teaching Effectiveness Criteria Reflection</td>
</tr>
<tr>
<td>Assignment 3</td>
<td>Adapt Instructional Plan for Technology</td>
</tr>
<tr>
<td>Assignment 4</td>
<td>Adapt Instructional Plan for ELL (English Language Learners)</td>
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<tr>
<td>Assignment 5</td>
<td>Adapt Instructional Plan for Gifted Learner</td>
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</tbody>
</table>

6. Professionalism
One measure of acceptable teaching is being professional. This means (among other things) honoring your commitments, being prepared for class, being on time and ready to participate. Professionalism also means involvement. Involvement includes, but is not limited to, active participation in discussions, sharing ideas, and respecting others whose ideas differ from one's own.

One measure of professionalism will be student Attendance. Class attendance is mandatory and roll will be taken at each class session. There may be times when you will need to be absent from class for emergency purposes All emergency absences should be reported through the Office of Student Affairs. (See additional Swine Flu info at end of syllabus)

Grading: All activities listed must be completed/submitted in order to satisfactorily complete this course. Points will be awarded for completion of the activities of this course as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Pts Possible</th>
<th>Pts Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example/Non-example Script</td>
<td>10</td>
<td></td>
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<tr>
<td>Write</td>
<td></td>
<td></td>
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<tr>
<td>Example/Non-example Script</td>
<td>10</td>
<td></td>
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<tr>
<td>Demo</td>
<td></td>
<td></td>
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<tr>
<td>Direct Instruction Scripts (write two different types)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Direct Instruction Scripts</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Class Demonstration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Plan/Material Modification</td>
<td>135</td>
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<tr>
<td>Written Plan</td>
<td>(125)</td>
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</tr>
<tr>
<td>Showcase/Favorite Lesson Presentation</td>
<td>(10)</td>
<td></td>
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<tr>
<td>Comm. Mat. Review &amp; Pres.</td>
<td>10</td>
<td></td>
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<tr>
<td>Assignment Questions (5)</td>
<td>25</td>
<td></td>
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<tr>
<td>Professionalism</td>
<td>20</td>
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<tr>
<td>TOTAL</td>
<td>230</td>
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</table>
Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>225-230</td>
<td>B-</td>
<td>197-203</td>
<td>D+</td>
<td>167-176</td>
</tr>
<tr>
<td>A-</td>
<td>218-224</td>
<td>C+</td>
<td>190-196</td>
<td>D</td>
<td>161-166</td>
</tr>
<tr>
<td>B+</td>
<td>211-217</td>
<td>C</td>
<td>184-189</td>
<td>D-</td>
<td>149-160</td>
</tr>
<tr>
<td>B</td>
<td>204-210</td>
<td>C-</td>
<td>177-183</td>
<td>F</td>
<td>0-160</td>
</tr>
</tbody>
</table>

According the CWU catalog:

- The highest grade, "A," is reserved for those students who have excelled in every phase of the course.
- The "B" grade is for students whose work is superior but does not warrant the special distinctiveness of the "A."
- A "C" grade indicates that the student has made substantial progress toward meeting the objectives of the course and has fulfilled the requirements of the course. (The grades above "C" are used for those students who have demonstrated some degree of superiority.)
- The "D" is a grade for those students who have made progress toward meeting the objectives of the course but who have fulfilled the requirements only in a substandard manner.
- The "F" is reserved for students who have failed to meet or have accomplished so few of the requirements of the course that they are not entitled to credit.

Class Policies:

- **Quality standards for Assignments:** Assignments are to consist of neat, accurate, and well-prepared materials. Typewritten assignments are required when specified. Neatly handwritten assignments are acceptable when indicated by the instructor.
- **Late Assignments:** All materials must be submitted in a timely manner. No late assignments will be accepted after 5:00 PM on the final day of the quarter. Part of professional development is submitting assignments on time. Late assignments will lose 10% of total points per day following the due date.
- **Make up for Assignments:** Under normal circumstances, make up of assignments will not be accepted, unless otherwise arranged in advance.
- **Incomplete grades** will be given only for documented medical, extreme personal hardship, or family emergencies. Please do not request an incomplete for any other reason.
- The instructor reserves the right to make decisions about individual student competence based on professional judgment of the student's performance in all aspects of the course.
- See additional swine flu information at end of syllabus.

**ADA Statement:**
Students who have special needs or disabilities that may affect their ability to access information and/or materials presented in this course are encouraged to contact the instructor as soon as possible. You may also wish to contact the ADA Compliance Officer of Disabled Student Services and Student Assistance on CWU campus at 963-2171 for additional disability related educational accommodations.
**Bibliography:**


**Classic References**

On-Line Resources

- Office of the Superintendent of Public Instruction Washington (OSPI)  
  http://www.k12.wa.us  * At the Curriculum and Instruction Link You Will Find EALRS, GLES, and Documents Supporting Adaptations in Core Curriculum  
- OSPI Special Education  
  http://inform.ospi.wednet.edu/sped/speced.html  
- Council for Exceptional Children  http://www.cec.sped.org/  
- Curry School of Education at the University of Virginia. Office of Special Education.  
  http://www.curry.edschool.virginia.edu/go/cise/ose/  
- National Center to Improve the Tools of Educators.  http://www.idea.uoregon.edu/~ncite/  
- Washington Talking Book and Braille Library.  
  http://www.spl.lib.wa.us/wtbbl/wtbbl.html  
- Do-It Program.  http://www.washington.edu/doit

Professional Journals

<table>
<thead>
<tr>
<th>Academic Therapy</th>
<th>Journal of Learning Disabilities</th>
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<tbody>
<tr>
<td>American Education Research Journal</td>
<td>Journal of Reading</td>
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<tr>
<td>American Journal of Mental Deficiency</td>
<td>Journal of Special Education</td>
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<tr>
<td>Behavior Therapy</td>
<td>KAPPAN</td>
</tr>
<tr>
<td>Child Development</td>
<td>Language Arts</td>
</tr>
<tr>
<td>The Clearing House</td>
<td>Learning Disability Quarterly</td>
</tr>
<tr>
<td>Education Digest</td>
<td>Mental Retardation</td>
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<tr>
<td>Educational Leadership</td>
<td>Phi Delta Kappa</td>
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<tr>
<td>The Elementary School Journal</td>
<td>The Reading Teacher</td>
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<tr>
<td>Exceptional children</td>
<td>Remedial and Special Education</td>
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<tr>
<td>Gifted Child Quarterly</td>
<td>Research in Childhood</td>
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<tr>
<td>Intervention in School and Clinic</td>
<td>The Science Teacher</td>
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<tr>
<td>Journal of Applied Behavior Analysis</td>
<td>Teaching Exceptional Children</td>
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<td>Journal of Educational Research</td>
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