

NIAGARA UNIVERSITY
DEPARTMENT OF EDUCATION

A. Course Number and Title

EDU 770: Methods of Teaching Adolescents with Disabilities

B. Number of Credits

Three (3) credit hours

C. Course Description

This course is designed to guide teacher candidates through the exploration of recent special education research and teaching practices. Participants will become familiar with specific issues including the use of assistive and adaptive technology, curriculum adaptation and individualization, IEP development and implementation, and collaboration among family and related service professionals for children with special needs.

D. Method of Teaching

This course is framed within a constructivist perspective that embraces the belief that knowledge is socially constructed. Learning is viewed as a developmental process that is enhanced when students learn to view problems and issues from multiple perspectives, constructing knowledge from their own interpretations of numerous pieces of evidence. Teaching approaches are directed toward open-ended inquiry, critical thinking and reflection, and social interaction. Instructional methods will include whole class and small group discussion, individual and cooperative activities, presentations by instructors and classmates, internet and library searches, observations of instructional videos, field experiences, and research.

E. Course Objectives

At the end of the course, candidates will:

1. examine and discuss recent special education research;
2. identify, design, and implement lesson and unit plans for adolescents with special needs in a variety of settings and reflective of a multicultural society;
3. write an IEP with the assistance of a Committee on Special Education for an adolescent of choice including measurable, attainable learning goals and objectives;
4. review the IEPs of students with special needs to ensure appropriate adaptation of content and compliance with education law;
5. develop management plans to meet the behavioral needs of adolescents with and without disabilities;
6. use technology in the classroom including computers, software, and assistive devices for students with special needs;
7. implement and evaluate teaching practices for adolescents with disabilities;
8. observe implementation of the IEP including transition plan in inclusive classrooms;
9. examine special education curriculum materials.

Program Portfolio Module:

The program portfolio module addressed in this course is the:

IEP Development and Instructional Strategies Description

F. Outline of Course Content

1. historical perspective of teaching
2. planning for instruction
3. instructional strategies
4. instructional modification
5. classroom management
6. assessing learners

7. multicultural and inclusive classrooms
8. IEP implementation
9. transition planning

G. Course Requirements

1. Reading of Text(s):
2. Teaching Special Learners in the General Education Classroom by Kathleen McCoy
3. Writing the IEP by Thomas Lovitt
4. Class participation and attendance-you cannot participate if you are not here! A grade is awarded for participation.
5. Readings in Special Education-2 article reviews due-1 reading 1 math
6. Class Demonstration of Teaching in the area of Special Education
7. Internet search for Lesson Plans in Special Education
8. Write and Implement at least two Lesson Plans designating the Learning Standard(s) addressed
9. Participate with Guest Speaker(s)
10. Sample IEP
11. Task Analysis
12. Transition Planning Case Study
13. Field Experience: Each candidate is required to complete 50 hours of field work with students with disabilities grades 7-12. A log and reflective summary will comprise validation of this experience.
14. Portfolio Presentation
15. Portfolio Evaluation

Math Summary	10%
Reading Summary	10%
Class Demonstration	10%
Internet search	10%
2 Lesson Plans	10%
IEP	10%
Task Analysis	10%
Case Study	10%
Reflective Summary	10%
Class Participation	10%

Assignments are graded on a scale of A-F.

A = Superior work that meets all criteria and exhibits above average proficiency in the area of special needs.

B = Excellent work which meets all criteria and shows effort.

C = Adequate work which meets all criteria.

Grades below a "C" will be given when course criteria are not met.

Attendance:

Attendance is considered an indicator of professional commitment and responsibility. Candidates are expected to attend all classes. Absences are permitted only for illness or serious personal matters. Excessive absences may jeopardize a student's course grade. A phone call, e-mail message, or not delivered to the instructor is required if you expect to miss a class.

Student Disclosure:

Candidates in this class with disabilities who may need additional academic accommodations are encouraged to discuss options with the professor during the first two weeks of class to ensure that appropriate modifications are made. Candidates needing additional accommodations should also have their records on file with the Office of Academic Support/Disability Services.

Academic Integrity

“The integrity of an academic community necessitates the full and correct citation of ideas, methodologies, and research findings to the appropriate source. This is necessary to protect the original work, whether it is found in reference material, other published matter, or unpublished communication from faculty, other scholars, and fellow students. In addition, each student can promote academic honesty by protecting his or her work from inappropriate use. Academic honesty is essential to ensure the validity of the grading system and to maintain a high standard of academic excellence.” Cheating, plagiarism, or other acts of academic dishonesty will not be tolerated in this class. Candidates are strongly advised to appropriately cite references using APA formatting, including those taken from the internet.

Please refer to the information on Academic Integrity listed in the University Catalogue and online, for complete information regarding this policy.

Instructional Planning. Individualized decision-making and instruction is at the center of special education practice. Special educators develop **long-range individualized instructional plans** anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected **shorter-range goals and objectives** taking into consideration an individual’s abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize **explicit modeling** and **efficient guided practice** to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual’s exceptional condition, guides the special educator’s selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are **modified based on ongoing analysis of the individual’s learning progress**. Moreover, special educators facilitate this instructional planning in a **collaborative context** including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of **individualized transition plans**, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using **appropriate technologies** to support instructional planning and individualized instruction.

Common Assignment
IEP Development/ IEP/ Resource Packet

Candidates will be given a Case Study regarding a student who has been initially referred to a school's Coordinator of Special Education. Of concern is the possibility that the student may qualify for special education services and classified as a student with a disability. Each candidate will receive a Case Study. The Case Study includes the following:

- a. demographic information about the student
- b. family background and information
- c. various assessment reports conducted by professional staff members

Part I: Pre-IEP forms

Candidates will read the Case Study series of various templates and forms will submit:

- a. various information regarding the student including an interpretation of developmental history, names and results of assessment instruments used.
- b. a set of various strengths and needs in four areas: management, academic/cognitive, physical and social interactions.
- c. a description of the nature and role of each member of the multidisciplinary team who took part in the assessment of the student.
- d. a set of Annual Goals and Behavioral Objectives based upon the needs of the student.

Part II: Individual Education Program (IEP)

Candidates will plan and develop an Individualized Education Program (IEP) based upon the Case Study. Elements that will be scrutinized include: present levels of educational performance in four areas, classroom accommodations, assistive technology, statements of least restrictive environment, related services, parent communication as well as annual goals and behavioral objectives.

Part III: Resource Packet of Best Practices

Each candidate will create a resource packet that includes a series of 10 best practices for students with disabilities. The best practice will be defined and described, a description of the age group most appropriate will be included. One example for each best practice will be included as well as reference citations.

Case Study Assessment Checklist

Part I

Skill **Quality**

Exceptional: candidate shows exceptional knowledge and has exceeded all or more information needed with clarity, organization and accuracy.

Pass: Candidate shows general knowledge and has included all information needed with satisfactory clarity, organization and accuracy.

Marginal: Candidate shows knowledge but has not included all information needed and/or has not been clear or organized. There are also inaccuracies.

Fail: Candidate has not shown general knowledge needed and has been unclear, disorganized and inaccurate

Quality **Skill**

- EPMF Interpretation of developmental history
- EPMF Names and results of assessment instruments used
Various strengths and needs in four areas:
- EPMF Management
- EPMF Academic/Cognitive
- EPMF Physical
- EPMF Social Interactions.
- EPMF Nature and role of each member of the multidisciplinary team who took part in the assessment of the student
- EPMF Set of Annual Goals
- EPMF Behavioral Objectives based upon the needs of the student.

Part II

Candidates will plan and develop an Individualized Education Program (IEP) based upon the Case Study. Elements that will be scrutinized include:

- EPMF PLEP
- EPMF Classroom Accommodations
- EPMF Assistive Technology
- EPMF Least Restrictive Environment
- EPMF Related Services
- EPMF Parent Communication.
- EPMF Annual Goals/Behavioral Objectives

Part III

Each candidate will create a resource packet that includes a series of 10 best practices for students with disabilities. The best practice will be defined and described, a description of the age group most appropriate will be included. One example for each best practice will be included.

- EPMF Best Practice definition and description
- EPMF Most Appropriate Age Group
- EPMF Example (10)
- EPMF References

IEP Development / Instructional Strategies Rubric

Foundations of Special Education and Individual Learning Differences				
	Program Standards	Unsatisfactory	Satisfactory	Exceptional
770.a	<p>Critical Thinking</p> <p>Diversity The candidate understands issues of human diversity and their interaction with the delivery of special education services</p> <p>The candidate is active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options.</p>	<p>The IEP lacks clarity and detail regarding the diversities of the student and how these may impact the student.</p>	<p>The IEP includes information about the unique student including family background, language, culture and social history. It suggests some ways that these may interact with the student's academic and social abilities, attitudes, values, interests, and career options.</p>	<p>The IEP includes detailed information about the unique student including family background, language, culture and social history. It provides multiple ways that these may interact with the student's academic and social abilities, attitudes, values, interests, and career options.</p>

	CEC 1, 3			
Development and Characteristics of Learners				
770.b	Human Development and Learning The candidate responds to varying abilities and behaviors of individuals with ELN. CEC 2	The Pre-IEP Forms and IEP do not clearly respond to the varying abilities and behaviors of the student. The IEP does not cover strengths and needs in all four areas of PLEP.	The Pre-IEP Forms and IEP respond to the varying abilities and behaviors of the student by reporting two to three overall strengths and needs in the 4 PLEP areas	The, Pre-IEP forms and IEP detail an outstanding amount of information relating to the varying abilities and behaviors of the student including overall strengths and needs in the 4 PLEP areas.
Instructional Strategies				
770.c	Implementation of Strategies The candidate develops instructional strategies that are evidence based, individualized and promote positive learning results. CEC 4	Only (2 or 3) of the instructional strategies provide a satisfactory group of practices that promote positive learning results. It cannot be referenced that the instructional strategies enhance the learning of critical thinking, problem solving and directly correlate to improved student performance	Most of the instructional strategies provide a satisfactory group of practices that promote positive learning results. Most of the instructional strategies enhance the learning of critical thinking, problem solving and directly correlate to improved student performance. The instructional strategies are mostly linked to professional citations in the field of special education.	All of the instructional strategies provide an outstanding group of practices that promote positive learning results. The instructional strategies enhance the learning of critical thinking, problem solving and directly correlate to improved student performance. The instructional strategies are all linked to professional citations in the field of special education.
Instructional Planning				
770.d	Planning The candidate develops long-range individualized learning plans anchored in both general and special curricula, systematically translates these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. CEC 7	The IEP fails to provide clear long and short range goals and objectives based anchored in the curricula and based on the individual's needs. Two or more written objectives do not have the 4 necessary components of a behavioral objective.	The IEP provides long and short range goals and objectives anchored in the general and special curricula and are based on a broad consideration of the individual's abilities and needs. The written long and/or short objectives are measurable but one or two objectives may lack one of the four components of a behavioral objective.	The IEP provides long and short range goals and objectives anchored in the general and special curricula and are based on a broad consideration of the individual's abilities and needs. Exceptional detail and clarity illustrate the candidate's planning expertise with regard to writing the following criteria: the condition, the individual, the measurable behavior and the criteria for successful performance for each long or short objective.
770.e	Collaboration The candidate facilitates instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. CEC 7	The Pre-IEP Forms do not indicate the contributions of the family as multidisciplinary team members. Other multidisciplinary team member contributions may not be included.	The Pre-IEP Forms outline most of the contributions by various members of the multidisciplinary team including the family.	The Pre-IEP Forms outlines the names, titles, and contributions of all of the members of the multidisciplinary team.
Assessment				
770.f	Program/Planning The candidate uses the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. CEC 8	The Pre-IEP forms include identifying less than half of the assessments that were administered. Based upon this, the connection between learning needs and assessments is not clear.	The Pre-IEP forms identify learning needs and most learning needs are connected to assessments	The connection between assessment and each, specific learning need is detailed. All needs are connected to an assessment included in the Pre-IEP Forms.
770.g	Inclusion Uses assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum	Supports, adaptations and assistive technologies that will assist the student in accessing the general curricula are not identified	Some supports, adaptations and assistive technologies that will assist the student in accessing the general curricula	After a thorough review of the Case Study and Pre-IEP Forms, the candidate details the Supports, adaptations and

	and to participate in school, system, and statewide assessment programs. CEC 8	or are not clearly linked to assessments.	are not clearly linked to assessments.	assistive technologies that should be included in the IEP based upon a clear linkage to the assessments.
General Program Expectations				
770.h	Writing Conventions The product follows standard writing conventions using appropriate grammar, spelling, and syntax. The current APA style is accurately used including in citations and references when appropriate.	Standard writing conventions are not followed causing the reader difficulty in understanding the candidate's product	Writing standards are followed but may contain 1-2 errors but they do not impede the readers' understanding of the product.	Standard writing conventions are used with no errors.