

NIAGARA UNIVERSITY  
DEPARTMENT OF EDUCATION

A. Course Number and Title

EDU 470: 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 a student 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:

IEP and Task Analysis

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 and Evaluation

1. Reading of Text(s):

Vaughn, S., Bos, C.S. & Schumm, J.S. Teaching students who are exceptional, diverse and at risk in the general education classroom (4<sup>th</sup> ed.) Boston, Pearson Education, Inc.

Required Web Site: <http://www.nysed.gov>

Guidelines for Completing the Sample IEP

Sample IEP

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. Practicum in Inclusion/Special Education
14. Log of Inclusion Experience (Reflective Summary)
15. Portfolio Presentation
16. 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.

### Field Experience:

Candidates matriculated in pre-service teacher education programs must complete a minimum number of field experience hours each semester in order to meet New York State teacher certification requirements. Field experiences for this course are fulfilled through Teaching Assistantship placements arranged by the Office of Student Teaching. Specific requirements for this course may be assigned to the Teaching Assistantship experience. Candidates who fail to complete these assignments or the requisite number of field experience hours will not receive a passing grade in the course.

### 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 affect the final course grade. A phone call, e-mail message, or note 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.

## Methods of Teaching Students with Disabilities IEP Development/ IEP/Task Analysis

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 social history including language and culture
- c. various assessment reports conducted by professional staff members

### Part I: Pre-IEP Forms

Candidates will read the Case Study and which includes a series of templates and Pre-IEP forms and summarize it to identify the following:

- a. information regarding the student including an interpretation of developmental history, names and results of assessment instruments used.
- b. a set of 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: PLEP, Annual Goals and Behavioral Objectives, classroom accommodations, assistive technology, least restrictive environment, related services, and parent communication.

**Part III: Task Analysis**

Given a student weakness, each candidate will task analyze a skill in the general area of one of the following: fine motor skill, gross motor skill, social interaction skill, behavior management skill or content skill (i.e. fine motor: how to open a pint of milk; gross motor: how to put on a coat; social interaction: how to dial a telephone number of a friend; behavior management: how to line up; content area: how to divide).

**IEP Development/IEP Rubric**

Foundations of Special Education Individual Learning Differences				
	Program Standards	Unsatisfactory	Satisfactory	Exceptional
470.a	<p><b>Critical Thinking Diversity</b> 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>CEC 1, 3</p>	The IEP lacks clarity and detail regarding the diversities of the student and how these may impact the student.	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.	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.
Development and Characteristics of Learners				
470.b	<p><b>Human Development and Learning</b> The candidate responds to varying abilities and behaviors of individuals with ELN. CEC 2</p>	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 Planning				
470.c	<p><b>Planning</b> The candidate develops long-range individualized learning plans anchored in both general and special curricula,</p>	The IEP fails to provide clear long and short range goals and objectives. Two or more written objectives do not have the 4 necessary components	The IEP provides long and short range goals and objectives. The written long and/or short objectives are measurable but one or two	The IEP provides long and short range goals and objectives. Exceptional detail and clarity illustrate the candidate's expertise with

	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	of a behavioral objective.	objectives may lack one of the four components of a behavioral objective.	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.
<b>470.d</b>	<b>Collaboration</b> 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.
<b>Assessment</b>				
<b>470.e</b>	<b>Program/Planning</b> The candidate uses the results of assessments to help identify exceptional learning needs, develop and implement individualized instructional programs. 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 Pre-IEP Forms detail fully and accurately the connection between the assessment instrument and each, specific learning need.
<b>470.f</b>	<b>Inclusion</b> Uses assessment information to identify supports, adaptations, and appropriate technologies required for individuals with ELN to access the general curriculum. CEC 8	Supports, adaptations and assistive technologies that will assist the student in accessing the general curricula are not identified or are not clearly linked to assessments.	Some supports, adaptations and assistive technologies that will assist the student in accessing the general curricula are not clearly linked to assessments.	After a thorough review of the Case Study and Pre-IEP Forms, the candidate details the Supports, adaptations and assistive technologies that should be included in the IEP based upon a clear linkage to the assessments.
<b>General Program Expectations</b>				
<b>470.g</b>	<b>Writing Conventions</b> 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.