

University of North Texas at Dallas  
Spring 2014  
SYLLABUS

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| <b>EDSP 4330D-090: ADVANCED EDUCATIONAL STRATEGIES FOR EXCEPTIONAL LEARNERS 3 HRS</b> |  |
| <b>Division of Education and Human Services</b>                                       |  |
| <b>Instructor Name:</b>   | Larry C. Bryant, PhD   |
| <b>Office Location:</b>   | Dallas 1 259   |
| <b>Office Phone:</b>  | (972) 338-1339   |
| <b>Email Address:</b>   | Larry.Bryant@unt.edu   |
| <b>Office Hours:</b>  | Monday, Tuesday, & Thursday 2:00 – 5:00 PM; Other times by appointment.  |
| <b>Classroom Location:</b>  | DAL1 252   |
| <b>Class Meeting Days &amp; Times:</b>  | <b>Tuesday 5:30PM – 8:20PM - Jan 14 – May 6</b>  |
| <b>Course Catalog Description:</b>  | This course is designed to equip students with the knowledge and skills necessary for developing and implementing specialized learning environments, individualized educational plans and instructional strategies for students with disabilities. An emphasis will be placed upon the design and delivery of specific strategies for teaching content area, social and behavioral skills, meta-cognitive and study skills, academic survival skills, and skills for independent daily living (or life skills). All content will focus on the use of evidence-based practices to promote the active engagement, learning and behavior of students with disabilities across a variety of educational environments. This course has a field-based component. |
| <b>Prerequisites:</b>   | EDSP 3210 or equivalent and EDSP 3240  |
| <b>Required Text:</b>   | Pearson Custom Library (2013). <i>Strategies for Special Educators</i> . Boston, MA: Pearson Learning Solutions.<br>Schumaker, J.B., Sheldon, J.B. (1999). <i>Proficiency in the Sentence Writing Strategy: Instructors manual</i> . University of Kansas, Center for Research on Learning: Lawrence, Kansas.<br>Schumaker, J.B., Sheldon, J.B. (1998). <i>Proficiency in the Sentence Writing Strategy: Student Lessons Vol. 1</i> . University of Kansas, Center for Research on Learning: Lawrence, Kansas.<br>Schumaker, J.B., Denton, P.H., Deshler, D.D. (1984). <i>The Paraphrasing Strategy</i> . University of Kansas, Center for Research on Learning: Lawrence, Kansas.   |
| <b>Access to Learning Resources:</b>  | UNT Dallas Library:<br>phone: (972) 780-3625;<br>web: <a href="http://www.unt.edu/unt-dallas/library.htm">http://www.unt.edu/unt-dallas/library.htm</a><br>UNT Dallas Bookstore:<br>phone: (972) 780-3652;<br>e-mail: <a href="mailto:1012mgr@fhg.follett.com">1012mgr@fhg.follett.com</a>   |

| <b>Student Success</b> |  |
|------------------------|--|
| <b>All Students</b>    | All students will receive rigorous, high quality instruction, activities, assignments, dialogue, discussions, and assessments.   |
| <b>Some Students</b>   | Some students will be targeted for minor interventions, as course content may be challenging to them. In this case, students will be asked to schedule an office visit for individualized support.     |
| <b>Few Students</b>    | Few students will need additional interventions, as course content may be difficult to them. In this case, students will be mandated to schedule an office visit for intensive individualized support. |

### **COURSE OBJECTIVES**

Upon completion of this course, you will:

1. Demonstrate a thorough understanding of the process for developing an IEP; its components, methods for implementing instruction based on IEP goals and objectives, and determining educational placements.
2. Demonstrate knowledge and skills in applying instructional strategies for teaching:
  - (a) Social and behavioral skills;
  - (b) Metacognitive and study skills;
  - (c) Content area skills;
  - (d) Skills for life-skills instruction.
3. Demonstrate knowledge and skills in utilizing and evaluating evidenced-based practices to promote the active engagement, learning and/or behavior of a specific student with a disability in your field site or service learning environment.
4. Demonstrate skills in developing metacognitive strategies to enhance one's own performance through the application of various learning strategies.

**COURSE CONTENT OBJECTIVES:** Students will:

1. To reduce prejudice.
2. To broaden perspectives.
3. To learn from the mistakes and successes of the past.
4. To become aware of the world interdependence.
5. To become aware of multiple causation. No event has happened for one reason.

**COURSE OUTCOMES:** Students will be able to:

1. Explain legal responsibilities of the classroom teacher to the child with a disability
2. Complete a case study by developing a profile of a student with a disability
3. Adapt lesson plans to meet the needs of students with disabilities.
4. Plan for special education services for students in the least restrictive environment.
5. Discuss the role of classroom teacher in the referral process and the development of an Individual Educational Plan (IEP).

This course addresses the following **National & State Standards** and Competencies:

| <b>INTASCT</b>  | <b>Council of Exceptional Children</b>   | <b>TEExES EC-12 Standards</b>   |
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| <p><b>STANDARD 4: Multiple Instructional Strategies</b><br/>           The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.</p> | <p><b>Standard 4: Instructional Strategies</b><br/>           Special educator's posses a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN. Special educators select, adapt, and use these instructional strategies to promote challenging learning results in general and special curricula<sup>3</sup> and to appropriately modify learning environments for individuals with ELN. They enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.</p>   | <p><b>Special Education EC-12 Standard VI:</b><br/>           The special education teacher understands and applies knowledge of procedures for planning instruction and managing the teaching and learning environment.</p>  |
| <p><b>Standard 7: Planning</b><br/>           The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p>  | <p><b>Standard 7: Instructional Planning</b><br/>           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</p> | <p><b>Special Education EC-12 Standard X:</b><br/>           The special education teacher promotes students' academic performance in all content areas by facilitating their achievement in a variety of settings and situations.</p> <p><b>Special Education EC-12 Standard XI:</b><br/>           The special education teacher promotes students' performance in English language arts and reading.</p> |

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|  | <p>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.</p> | <p><b>Special Education EC–12 Standard XII:</b></p> <p>The special education teacher promotes students' performance in mathematics.</p> |
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**Class Schedule – EDSP 4330**

| <b>Date</b> | <b>Topic / Chapter</b>  | <b>Due</b>  |
|-------------|---|---|
| 01/14/14    | Introduction and course overview<br>Response to Intervention  | - Get your textbook and review syllabus so that you can ask questions during our next class meeting.<br>- Intro to course and syllabus review<br>- Think of the objectives that must be met and how you are going to accomplish these tasks... Ask questions and plan with the end in mind. |
| 01/21/14    | Assessing & Teaching Oral Language<br>Assessing & Teaching Reading: Phonological Awareness, Phonics, and Word Recognition | <i>*PDP Activity</i><br><i>*Skeleton of the IEP/ARD</i>   |
| 01/28/14    | Assessing & Teaching Content Area Learning & Vocabulary<br>Assessing and Teaching Fluency and Comprehension               | Begin reviewing the literature<br>Preparing literature reviews  |
| 02/04/14    | Assessing and Teaching Mathematics  | Lit Review<br>Graphing data Review<br>Bring research question to class<br>Select and observe participant so you can make a decision on target deficits.   |
| 02/11/14    | Writing IEP Goals<br>Introduction to SIMS   | <i>*Quiz 1</i>  |
| 02/18/14    | Planning and Teaching for Understanding<br>Approaches to Learning and Teaching  | <i>*IEP</i>   |
| 02/25/14    | Proficiency in the Sentence Writing Strategy  | TBD   |
| 03/04/14    | Proficiency in the Sentence Writing Strategy Cont.  | TBD   |

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|----------|---|-----------------------------------|
| 03/11/14 | SPRING BREAK  | NO CLASS                          |
| 03/18/14 | The Paraphrasing Strategy   | <i>*Strategies Demonstrations</i> |
| 03/25/14 | Assessing and Teaching Writing and Spelling   | <i>Quiz 2</i>                     |
| 04/01/14 | Online Module: Wrap-Up- RTI (Part 3): Reading Instruction<br><a href="http://iris.peabody.vanderbilt.edu/rti03_reading/chalcycle.htm">http://iris.peabody.vanderbilt.edu/rti03_reading/chalcycle.htm</a><br><br>Online Module: Teaching English Language Learners: Effective Instructional Practices<br><a href="http://iris.peabody.vanderbilt.edu/el/chalcycle.htm">http://iris.peabody.vanderbilt.edu/el/chalcycle.htm</a> | Online Modules                    |
| 04/08/14 | <i>Error Pattern Analysis</i> Ashlock (2010)  | <i>*Instructional Blue Print</i>  |
| 04/15/14 | CEC National Convention – Philadelphia, PA  | Independent Work Day              |
| 04/22/14 | TBD   |                                   |
| 04/22/14 | Strategy Presentations  |                                   |
| 04/29/14 | (Chapters 9, 11, Ashlock book, RTI (Part 3) Module, and select questions from quizzes 1 & 2).   | <i>Quiz 3</i>                     |

**NOTE:** This schedule is subject to change given unusual circumstances and professor discretion.

## **COURSE EVALUATION METHODS**

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course. Your grade in this course will be determined based on a point system. Each activity, assignment, and exam will be worth a specific number of points. It is advised that you keep track of your points throughout the semester so that you know your grade.

### **Professionalism, Punctuality, and Participation**

**Professionalism.** Enhancing professionalism and ethical behavior is an underlying goal of all courses in UNT Dallas' Programs in Special Education, as well as a foundational topic of this course. Therefore, at all times, students are expected to conduct themselves in a highly responsible and respectful manner. In addition to those guidelines addressing student conduct established by the university and addressed in the undergraduate catalog and student handbook (e.g., cheating, plagiarism), professionalism includes the following:

- establishing and maintaining positive relationships and interactions with peers, colleagues, and instructors;
- attending respectfully to others who are sharing information (or asking questions) with the class;
- being flexible and understanding in response to unforeseen changes in the syllabus;
- maintaining attention and alertness, and refraining from engaging in any activity not directly related to this class during class hours;
- making only positive comments and gestures directed toward others in the class.

*Note: please ensure that cell phones are turned off prior to entering the classroom, as phone calls during class time are disruptive to the instructional activities of the course.*

*The use of personal computers is encouraged for those students who prefer this medium for note taking. However, professionalism dictates that students use their computers for class-related activities only during class time.*

All assignments, unless otherwise noted, are expected to be completed individually. In addition, no work completed and turned in for this course should be turned in at a later time (without significant changes or additions) to fulfill requirements for other courses, or shared with other students for the purpose of completing course work in special education courses of this or other instructors.

\*\*This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course. Your grade in this course will be determined based on a point system. Each activity, assignment, and exam will be worth a specific number of points. It is advised that you keep track of your points throughout the semester so that you know your grade. In addition, students will complete weekly assignments and participate in discussion forums.

Students will also develop a portfolio, which is due at the end of the semester. Items that must be in the portfolio include the following:

### **Participation**

You are expected to fully participate in all class activities, including lectures and discussions, demonstrations, role plays, presentations and discussions, small-group projects, collaborative learning activities, etc. Generally, it is expected that all students will make at least one contribution to the class discussion every class period.

### **Strategies Notebook**

This notebook will serve a dual purpose. One, it is meant to be a resource for future teachers with a compilation of informal assessment devices and evidence-based instructional strategies for ready reference. The second purpose is to provide an organizational strategy to promote one's own learning as a college student. Students will maintain this notebook with specific instructional strategies to promote successful performance, learning, motivation, and academic skills of students. A detailed description for completing this assignment and a Rubric will be given in class.

### **Group Presentation of Instructional Strategies**

The purpose of this assignment is to extend knowledge beyond the textbook on how to effectively apply various instructional strategies for teaching content area skills, social and behavioral skills, meta-cognitive and study skills, academic survival skills, and skills for independent daily living of students with disabilities. The presentation will be in the form of a mini workshop. A detailed description for completing this assignment and a Rubric will be given in class.

### **Service Learning and Reflective Journal**

You will be expected to devote a minimum of 20 hours working with a particular student to demonstrate knowledge and skills in utilizing evidence-based practices to promote the active engagement, learning and/or behavior of a specific student.

### **Quizzes and Exams**

You will be required to read assigned materials and respond to questions related to the readings. Probes will be given during class and will cover the assigned readings and materials covered in the class.

You will have 3 exams. Exams may consist of multiple choice, matching, and/or short answer questions.

### **Extra Credit**

Throughout this semester, if there are opportunities for extra credit, announcements will be made accordingly.

**GRADING PROCEDURES:**

Your grade in this course will be determined based on a point system. Each activity, assignment, and exam will be worth a specific number of points. It is advised that you keep track of your points throughout the semester so that you know your grade.

| <b>Method</b>  | <b>Percentage</b> |
|--|-------------------|
| Attendance & Participation                                 | 15                |
| Whole Brain Notebook                                       | 15                |
| Strategies Group Presentation/ Group Evaluation            | 15                |
| General Outcome Measures Project/ Service Learning Journal | 20                |
| Lesson Plans   | 15                |
| Exams  | 20                |
| <b>Total</b>   | <b>100</b>        |

**Grade Distribution**

| <u>GRADE</u> | <u>POINTS</u> |
|--------------|---------------|
| A.....       | 90-100%       |
| B.....       | 80-89%        |
| C.....       | 70-79%        |

**UNIVERSITY POLICIES AND PROCEDURES**

**STUDENTS WITH DISABILITIES (ADA COMPLIANCE)**

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Laura Smith at 972-780-3632.

**ASSIGNMENT POLICIES**

- All assignments must be completed individually, unless stated otherwise by the instructor. The instructor reserves the right to request that a student redo an assignment that is not satisfactory.
- In such cases a response cost of up to 10 % may be assessed. IF an assignment is accepted late, a 10% late cost will be assessed for submitting assignments late, unless the instructor has given prior approval and waived the 10% late cost.
- **No incompletes** will be given without documentation of extenuating circumstances.

**Use of Person-First Language:** You are expected to use “Person-First” language at all times when referring to individuals with a disability (e.g., “students with autism,” or “a student with behavioral problems”). Please do not use labels like “Mentally Retarded student” or “Autistic kid” or “Emotionally Handicapped class” because of the associated negative connotations.

### **Written Assignments:**

All written assignments should follow APA format. Work must be typed, double-spaced and have a cover sheet that includes your name, date, and course number. Assignments must be stapled or bound. **ALL assignments must be written in people-first language and have minimum errors in grammar to receive full credit.**

### **EXAM POLICY**

Make-up exams are **NOT allowed** unless prior permission was received. Such permission will be given at the discretion of the instructor. Make-ups are scheduled at the instructor's convenience and may contain different questions than the original exam.

### **BAD WEATHER POLICY**

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website [www.unt.edu/dallas](http://www.unt.edu/dallas). Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

### **ATTENDANCE AND PARTICIPATION POLICY**

*The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.*

**Punctuality.** Attendance and punctuality are salient indicators of one's personal commitment to professional behavior and learning. Despite challenges posed by highway gridlock and juggling personal schedules, all students are expected to attend every class meeting, and to arrive in class on time. In order for an absence or tardy to be considered excused, you must (in most cases) inform the instructor, in advance, of the reason for the expected absence.

**Important:** The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for you to make-up or to receive credit for missed classes.

**For every two (2) class sessions missed, your final grade for the course will be lowered one letter.** Arriving late and leaving early is included in this policy so make the necessary adjustments to your schedule before the 2<sup>nd</sup> class meeting of this course. **Any student arriving 15 minutes late for class will not receive participation points for the day.**

*For online sessions*, complete and timely submission of work is also included. When documents are posted online, you need to ensure that they are in a format in which the instructor can read. For this course, that means Word or pdf documents ONLY.

### **DIVERSITY/TOLERANCE POLICY:**

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions, which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

### **CHEATING AND PLAGIARISM POLICY**

The UNT Code of Student Conduct and Discipline provides penalties for misconduct by students, including academic dishonesty. Academic dishonesty includes cheating and plagiarism. The term “cheating” includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; and (3) the acquisition, without permission, of tests or academic material belonging to a faculty or staff member of the university. The term “plagiarism” includes, but is not limited to, the use of the published or unpublished work of another person, by paraphrase or direct quotation, without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. If a student engages in academic dishonesty related to this class, the student will receive a failing grade on the test or assignment and a failing grade in the course. In addition, the case will be referred to the Dean of Students for appropriate disciplinary action.

### **JAGUARCONNECT MAIL**

All students should activate and regularly check their JaguarConnect (e-mail) account. JaguarConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via JaguarConnect Mail. For information about JaguarConnect Mail, including how to activate an account and how to have JaguarConnect Mail forwarded to another e-mail address, visit <http://jaguarconnect.unt.edu/>

### **TECHNOLOGY INTEGRATION POLICY**

The Elementary Education program area supports technology integration to assist pre-service and inservice teachers to design and implement curricular and instruction activities, which infuse technology throughout the elementary and middle school curriculum.