

**UNIVERSITY OF ARKANSAS-MONTICELLO  
SCHOOL OF EDUCATION  
COURSE SYLLABUS**

**Course Title:** ECED 3303-01 Strategies for Teaching and **Assessing** Special Students

**Credit Hours:**

**Instructor:**

**Office Hours:**

**Blackboard Virtual Office Hours:**

**Instructor Contact Information:**

**PREREQUISITE(s)**

Admission to Teacher Education for Licensure Degrees

**REQUIRED TEXT**

Lewis, R. and Doorlag, D. ( 8<sup>th</sup> edition - 2011). *Teaching Students with Special Needs in General Education Classrooms*. Published by Pearson.

**\*\*Required Supplemental Materials\*\***

An activated subscription to **Chalk and Wire** (can be purchased at UAM Bookstore or online)

**UAM TECHNICAL SUPPORT INFORMATION**

- Issues with usernames, passwords, or UAM Email:
  - **Help Desk** at [helpdesk@uamont.edu](mailto:helpdesk@uamont.edu) or phone 870-460-1036. Open Monday-Friday, 8 a.m.-4:30 p.m.
- Issues with BLACKBOARD:
  - **Help Desk** at [blackboard@uamont.edu](mailto:blackboard@uamont.edu) or phone 870-460-1286

**Fall and Spring**

Sunday	2:00PM - 10:00PM
Monday - Thursday	8:00AM - 10:00PM
Friday	8:00AM - 4:30PM
Saturday	1:00PM - 4:00PM

**Summer**

Sunday	Closed
Monday - Friday	8:00AM - 4:30PM
Saturday	Closed

**MINIMUM TECHNOLOGY REQUIREMENTS for Blackboard Online**

**Instruction**

Access to a working computer with Internet capability. Operating System: Windows 2000, XP, Vista or Macintosh OS X

- Hardware: 256 MB of RAM, 1GB free hard disk space
- Microsoft Office 2007 recommended
- Connection to the Internet: (broadband connection, such as RoadRunner, Satellite Internet or DSL, is preferred). Broadband connections are recommended for assessments.

### **COURSE DESCRIPTION**

The purpose of this course is to learn the definition, characteristics and nature of children with learning and behavioral problems. Attention is given to the development of fine and gross motor skills, communication, cognition, adaptive behavior, and psycho-social development through the study of curriculum, instructional procedures, and materials needed/used in developing and implementing IEP's and IFSP's of children birth through age 8 from diverse backgrounds.

### **MISSION STATEMENT**

The University of Arkansas at Monticello School of Education is committed to the development of highly qualified teacher candidates. The School of Education embraces the responsibility to prepare teacher candidates to live and work in a rapidly changing, diverse world. Teacher education candidates are challenged to achieve the highest level of competencies defined in the UAM School of Education's Conceptual Framework and as modeled by the UAM School of Education Faculty. The Conceptual Framework is comprised of five strands: knowledge, pedagogy, professionalism, diversity, and technology. The teacher candidates' understanding of the Conceptual Framework is progressively developed as they advance through the teacher education programs. The UAM School of Education is dedicated to developing highly qualified teachers as identified by the State of Arkansas and by the "No Child Left Behind" Act of 2001 through a partnership with the Southeast Educational Cooperative, area public schools, the university community, and Arkansas' high-need geographical areas.

### **CONCEPTUAL FRAMEWORK**

The Conceptual Framework of the School of Education is organized around five strands that promote: the acquisition of a knowledge base; development of pedagogical skills; promotion of diversity and social justice; the demonstration of professionalism, and technology skills. The core belief through all strands is that the diverse population of P-12 students can learn and succeed. This philosophy is shared by faculty and teacher candidates alike and is infused throughout the curriculum and practice of faculty and teacher candidates. The essential behaviors identified through indicators of competence within each strand define the performance of initial candidates in the teacher education program. These indicators represent the knowledge, skills, and dispositions for all initial and advanced candidates and serve as a foundation to scaffold specific experiences, assessments, and learning opportunities.

### **GOALS AND OBJECTIVES AND CORRELATED STANDARDS:**

Candidates will demonstrate the ability to use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and

learning, to create environments that are healthy, respectful, supportive, and challenging for all children. (NAEYC Standard 1, CF: Knowledge, Pedagogy, Diversity)

Candidates will demonstrate the ability to know about, understand, and value the importance and complex characteristics of children's families and communities. They will demonstrate the ability to use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning. (NAEYC Standard 2, CF: Knowledge, Pedagogy, Diversity)

Candidates will demonstrate the ability to know about and understand the goals, benefits, and uses of assessment. They will demonstrate the ability to know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning. (NAEYC Standard 3, CF: Knowledge, Pedagogy, Diversity)

### **NETIQUETTE**

"Cyberspeak" for etiquette on-line and in e-mail: manners, civility, and shared rules. The rules of netiquette apply to everyone who uses the internet or any kind of network to communicate to any other person in the world. A complete set of netiquette rules will be posted on Blackboard for student use.

### **INSTRUCTOR FEEDBACK SCHEDULE**

All emails, discussion postings, assignments, etc. will be addressed within 24 hours Monday-Friday and within 72 hours Weekends and Holidays. The instructor will be available for chat, emails, video chat via web cam during the scheduled virtual office hours.

### **ATTENDANCE POLICY:**

Regular and punctual attendance is required in class. Candidates must attend class to receive maximum benefit of learning. As future teachers, candidates are expected to be punctual in arriving to class and to maintain a professional demeanor at all times. Attendance will be recorded at the beginning of the class. Candidates will be assigned 50 possible points for participation/attendance. **After the first absence, 15 participation points will be deducted for each subsequent absence.**

### **METHOD OF DELIVERING ASSIGNMENTS**

Please submit work via the assignment link in Blackboard. Assignments should be typed using APA style with double space and 12 point font. Documents must be saved in RICH TEXT format. It is important that you do not include any symbols (#, @, %, etc.) in the saved title of your document – or the document will not open in Black Board. If documents will not open you will receive one warning and an opportunity to resubmit the assignment. After the initial warning you will receive a zero for any assignments that the instructor is not able to open due to your failure to follow directions.

### **EMERGENCY OR INTERRUPTION IN COMPUTER SERVICE POLICY**

Prepare for unexpected problems and emergencies. Understand that problems and glitches do occur in online learning, as they do in any learning environment. Have a back-up plan, such as

using the computers at a local library, for submitting assignments in case your computer crashes or your service is interrupted. If you are attempting to complete a quiz or assignment and are 'denied access' in the middle of submission, please contact your instructor immediately by Black Board message so that the issue can be resolved as quickly as possible. **PLEASE start on quizzes early enough so that your instructor can provide assistance if needed!**

### **METHODS OF INSTRUCTION**

The method of instruction will be lecture, cooperative/collaborative learning, presentations, observations, demonstrations, reflective teaching, recitation, discussions, research and use of technology. Course content will be delivered through combination face-to-face, CIV, and through Black Board.

### **COURSE REQUIREMENTS**

Read Textbook and All Assigned Additional Readings

Monitor Black Board for Important Messages

Maintain active CHALK and WIRE account

Attend Classes and Actively Participate in Class Discussions and in-class Assignments (50 participation points possible)

Complete Developmental Case Study with Accompanying Family Activity Plan (100 points)  
Due to Black Board and Chalk and Wire Tuesday March 4 by 11 PM

Complete 10 Chapter Quizzes (10 @ 10 points each)

Final Exam (50 points) Wednesday April 30 from 6:00 – 8:00

### **FIELD EXPERIENCE:**

No Field Experience required for course

### **GRADE ASSIGNMENT**

Grades will be based on total points possible and total points achieved. The following grading scale will be used:

A = 90 % — 100 % of points possible

B = 80% — 89 % of points possible

C = 70% — 79 % of points possible

D = 60% - 69 % of points possible

F = 59 % and below of points possible

### **LATE ASSIGNMENTS:**

It is imperative that candidates take responsibility for assignments being submitted on time. The instructor will give specific dates for submission of assignments. If you have an emergency that

hinders your completion of assignments, the instructor must be notified within 24 hours of the due date. Make-up work on assigned activities will be accepted with a 10% penalty per day it is late. **You will NOT be allowed to make up chapter quizzes.**

If the instructor allows late submission, the following guidelines will apply:

1 day late: -10%

2 days late: -20%

3 days late: -30%

4 days late: -40%

5 days late: -50%

**(No assignments accepted after 5 days.)**

### **IMPORTANT**

The last day to drop regular classes is Wednesday, March 19, 2014.

### **CANDIDATE COMPLAINT PROCEDURES**

A candidate having a complaint in regard to the School of Education programs of study or coursework should discuss the concern with their advisor or the faculty member responsible for the course in which the complaint lies. If a complaint is not satisfactorily resolved, the candidate may present their complaint to the Dean of the School of Education using the form on the School of Education homepage (<http://www.uamont.edu/Education/NEWCommentsConcerns Form.pdf>)

### **STUDENTS WITH DISABILITIES**

It is the policy of the University of AR at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926

### **STUDENT CONDUCT STATEMENT**

Students at the University of Arkansas-Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. They must not conduct themselves in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

### **ACADEMIC DISHONESTY**

1. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
  - a. Copying from another student's paper.
  - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor.
  - c. Collaboration with another student during the examination.
  - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material.

- e. Substituting for another person during an examination or allowing such substitutions for oneself.
2. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit, to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
3. Duplicity: To offer for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
4. Plagiarism: To adopt and reproduce as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student or students involved will be that the instructor will assign a grade of F for the examination or assignment involved.

## **COURSE OUTLINE**

- January 8** Introduction to Course Requirements & Signature Assessment
- January 15** \*Developmental Case Study
- January 22** \*Family Calendar Activity
- January 29** Review P-4 Instructional Strategies
- February 5** Success for ALL Students in the General Education Classroom (Chapter 1)
- February 12** Collaboration and the Team Approach (Chapter 2 + Co Teaching)
- February 19** Teaching Students w/ L D and ADHD (Chapter 10)
- February 26** Teaching Students with Intellectual Disabilities (Chapter 11)

### **TUESDAY March 4: Developmental Case Study and Family Calendar of Activities DUE**

**\*Submit to Black Board and Submit to Chalk and Wire**

- March 5** Teaching Students with Behavioral Disorders (Chapter 12)
- March 12** Teaching Students with Communication Disorders (Chapter 13)
- March 19** Teaching Students with Autism Spectrum Disorders (Chapter 14)
- April 2** Teaching Students with Physical and Health Impairments (Chapter 15)
- April 9** Teaching Students with Visual and Hearing Impairments (Chapter 16)
- April 16** Teaching Students Who Are Gifted and Talented (Chapter 17)
- April 23** Teaching English Learners (Chapter 18)

**FINAL EXAM: Wednesday April 30 5:00 – 8:00**

**On-line Assignments Required for \*Signature Assessment ( Approximately 300 minutes)**  
**January 8 – March 4**

- Choose a child and family in your community upon which to focus your Case Study and Activities for your \*Signature Assessment
- Obtain Parental Permission to Observe and Photograph the Child
- Complete an observational assessment of the Child
- Photograph the Child in his/her natural environment
- Write a report that will include
  - Identifying Information for Child
  - Background Information regarding Child and Family
  - Child's Developmental History
  - Behavioral Observations
  - Report of each Developmental Domain
  - Recommendations for Developing Needed Skills
- Develop Family Calendar of Activities

**Accompanying On-line Assignments Related to Strategies for Teaching Students with Special Needs (Approximately 450 minutes)**

**February 6 – 11**

Read Chapter 2 Collaboration and Complete Quiz

**February 12 - 18**

Read Chapter 10 Teaching Students w/ L D and ADHD and Complete Quiz

**February 20- -25**

Read Chapter 11 Teaching Students with Intellectual Disabilities and Complete Quiz

**Feb. 27 – March 4**

Read Chapter 12 Teaching Students with Behavioral Disorders and Complete Quiz

**March 5 - 11**

Read Chapter 13 Teaching Students with Communication Disorders

**March 13 – 18**

Read Chapter 14 Teaching Students with Autism Spectrum Disorders and Complete Quiz

**March 20 – April 1**

Read Chapter 15 Teaching Students with Physical and Health Impairments & Complete Quiz

**April 3 – 8**

Read Chapter 16 Teaching Students with Visual and Hearing Impairments & Complete Quiz

**April 10 - 15**

Read Chapter 17 Teaching Students Who Are Gifted and Talented and Complete Quiz

## **April 16 – April 22**

Read Chapter 18 Teaching English Learners and Complete Quiz

***The instructor of this class can change Course Outline if it is deemed necessary for the success of the course or special circumstances.***

## **Bibliography**

Basham, James D.; Israel, Maya; Graden, Janet. (2010). A Comprehensive Approach to RTI: Embedding Universal Design for Learning and Technology. *Learning Disability Quarterly*, v33 n4 p243-255

Ciullo, Stephen; SoRelle, Danielle; Kim, Sun A. (2011). Monitoring Student Response to Mathematics Intervention: Using Data to Inform Tier 3 Intervention. *Intervention in School and Clinic*, v 46 n2 p 1290-124

Hilado, Aimee; Kallemeyn, Leanne; Leow, Christine. (2011). Supporting child Welfare and Parent Involvement in Preschool Programs. *Early Childhood Education Journal*, v39 n5 p343-353

Hirsto, Laura. (2010). Strategies in Home and School Collaboration Among Early Education Teachers. *Journal of Educational Research*, v54 n2 p99-108

Lee, Boh Young. (2011). Assessing Book Knowledge through Independent Reading in the Earliest Years: Practical Strategies and Implications for Teachers. *Early Childhood Education Journal*, v39 n4 p285-290

Martinez, Rachel; Young, Andria. (2011). Response to Intervention: How Is IT Practiced and Perceived? *International Journal of Special Education*, v26 n1 p44-52

Pollard-Durodola, Sharolyn D.; Gonzalez, Jorge E.; Simmons, Deborah C. (2011). The Effects of an Intensive Shared Book-Reading Intervention for Preschool Children at Risk for Vocabulary Delay. *Exceptional Children*, v77 n2 p161-183

Sileo, Jane M. (2011). Co-Teaching: Getting to Know Your Partner. *Teaching Exceptional Children*, v43 n5 p32-38



**Developmental Case Study with Accompanying Family Activity Plan**  
Signature Assessment for NAEYC Standards 1, 2, 3, 4, 5

In order to exhibit your knowledge of young children and their families, your ability to observe, document and assess young children, as well as your understanding of appropriate teaching strategies for this population, you will be required to produce a Developmental Case Study with an Accompanying Family Activity Plan.

**This Signature Assessment must be submitted to CHALK and WIRE!**

The steps below will serve as an introductory guide. You will be provided detailed instructions as needed.

**To successfully complete this project you will:**

Choose a child and family in your community upon which to focus your Case Study and Activities.

Obtain Parental Permission to observe the Child  
Obtain Parental Permission to photograph the Child

Develop a Parent Interview Questionnaire to gather knowledge of the family's unique qualities, family routines and special occasions, and goals for their Child

Interview the Parents using the Questionnaire you designed

Complete an observational assessment of the Child's Developmental Domains using the Arkansas Framework for Three and Four Year Old Children

Photograph the Child in his/her natural environment

Write a report that will include:

- Identifying Information for Child (obtained from parent interview)
- Background Information regarding Child and Family (obtained from parent interview)
- Child's Developmental History (obtained from parent interview)
- Report of Behavioral Observation in Child's Natural Environment
- Report of each Developmental Domain (obtained from Arkansas Developmental Rating Scale)
- Recommendations for Developing Needed Skills (based on interpretation of checklist data)
- Attachments
  - o Parent Permission to Observe Child
  - o Parent Permission to Photograph Child
  - o Parent Interview Questions/Responses
  - o Arkansas Frameworks Developmental Rating Scale

- Family Calendar of Activities

- You will integrate information gained regarding family routines, special occasions, and goals for their child with the recommendations for Developing Needed Skills to create an individual Family Calendar of Activities.