

**EEC 423 Effective Instructional Strategies for Children with Exceptionalities
FALL 2013**

Dr. Calli Lewis

Office Hours: 4:00-5:00 T; 3:00-6:00 W; 4:00-5:00 R;
and by appointment

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Email: CLewis@ship.edu; please include your section number (EEC 423: 01, 02, or 06) and meeting day in the subject line when emailing; this is the most efficient way to reach me outside of class time.

COURSE DESCRIPTION

EEC 423 is a course designed to prepare both general and special education teachers to effectively teach students with disabilities in general education settings. The course emphasizes evidence based instructional practices for students with varying disabilities, creating a positive inclusive learning environment, collaborating and communicating with other school personnel and parents, and implementing positive behavioral interventions.

PREREQUISITE: EEC 273, Introduction to Exceptionalities: Understanding Diverse Learners.

COURSE DESIGN

This 3.0 credit course delivered primarily through face-to-face methods; 1-29% of the course may be delivered online format.

This course has field experience for which students must document that they have observed and/or assisted in the teaching of students with disabilities in an inclusive setting. These hours are in addition to any other field hours assigned by other courses you may be taking this term. The number of hours for field placement in this course are determined by your major; these range from 12-24.

COMPETENCIES

This course is designed to address the following competencies outlined in the Pennsylvania Department of Education (2009) document: *Accommodations and Adaptations for students with Disabilities in an Inclusive setting and Meeting the needs of ELL Program Guidelines; Special Education Pre-K-8 & 7-12 Program Specific Guidelines.*

I. Types of Disabilities and Implications for Learning

Candidates will be able to:

- A.** Demonstrate an understanding of and ability to plan for: type, identification and characteristics of different types of disabilities, as well as effective, evidence-based instructional practices and adaptations (Project/Fact Sheet).
- B.** Demonstrate an understanding of the legal rights and responsibilities of the teacher related to special education referral and evaluation and the rights and procedural safeguards that students are guaranteed (Lecture/Quizzes/Exam).

C. Demonstrate an understanding of possible causes and implications of overrepresentation of minorities in special education to avoid misinterpretation of behaviors that represent cultural and linguistic differences as indicative of learning problems (Text/Lecture/Quizzes/Exam).

V. Effective Instructional Strategies for Students with Disabilities in Inclusive Settings

Candidates will be able to:

- A. Identify effective instructional strategies to address areas of need (Text/Exam/Research).
- B. Scaffold instruction to maximize instructional access to all students (Project/In-class activities).
- C. Monitor student progress to provide mediated scaffolding and increase academic rigor when appropriate (Text, in-class workshop).
- D. Provide feedback to students at all levels to increase awareness in areas of strength, as well as areas of concern (Field Hours/Project).
- E. Strategically align standard based curriculum with effective instructional practices (Project).
- F. Identify and implement instructional adaptations based on evidence-based practices (demonstrated to be effective with students with disabilities) to provide curriculum content using a variety of methods without compromising curriculum intent (Curriculum Modification Ladder/Project/In class activities).
- G. Analyze performance of all learners and make appropriate modifications (Case Studies/Project).
- H. Design and implement programs that reflect knowledge, awareness and responsiveness to diverse needs of students with disabilities (Project).
- I. Use research supported methods for academic and non-academic instruction for students with disabilities (IRIS/Project/End of term reflection).
- J. Develop and implement universally designed instruction (Project).
- K. Demonstrate an understanding of the range and the appropriate use of assistive technology (i.e., no tech, low tech, high tech) (IRIS/Lecture/Research).
- L. Demonstrate efficient differentiated instruction and an understanding of efficient planning, coordination and delivery for effective instruction required for inclusive settings (Project).

CLASS TEXTS

Mastropieri, M. A., & Scruggs, T.E (2014). *The Inclusive Classroom, 5th ed.* Upper Saddle River, NJ: Merrill/Prentice Hall.

Articles, case studies, and other materials presented or distributed in class OR posted to D2L.

The IRIS Center (<http://iris.peabody.vanderbilt.edu/>): an interactive web portal for best practices relating to teaching students with disabilities.

EXPECTATIONS

1. Students are expected to (a) attend all classes during the course, (b) arrive on time, (c) stay for the duration of the class time and (d) complete all assignments. Attendance, timeliness, and professionally relevant, active participation are expected for a grade of B or better. Attendance at all sessions is very important because many of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. Note: *I consider texting during class to be offensive*, please turn off your cell or leave it at home. See me if you have a compelling reason to leave your cell turned on.
2. Use APA guidelines for all course assignments. This website links to APA format guidelines: <http://www.apastyle.apa.org>

3. We will use person-first language in our class discussions and written assignments (and ideally in our professional practice). Please refer to "Guidelines for Non-Handicapping Language in APA Journals" <http://www.apastyle.org/disabilities.html>. Also see the document Writing/Speaking About PWD posted to Content/Week 1. Please replace the term "Mental Retardation" with "Intellectual Disabilities" in oral and written communication in accordance with terminology choices in the disability community.
4. Please note that your Ship email will be used exclusively for this course: activate, clean-out, and forward your Ship email to your most-checked account.

Highly successful students in this course complete assigned readings prior to class, submit each assignment when due, and complete all quizzes and exams. Beyond success in terms of a grade, I would also like you to think about the course material and how it will inform your current or future career. One of the unmeasured aspects of this course that I hope to convey is an attitude of problem solving for SWD. If we are successful, you will develop or improve your thinking about SWD. Consider how you can welcome a child with disabilities into your classroom and challenge yourself to be the one who helps him or her to achieve to his or her highest ability. If you go far enough down this road, you will find that SWD have much to offer within the regular education classroom.

5. All work must be turned in via D2L. Hard copies of work will not be accepted

ACCOMMODATIONS

If you have a disability that may require special consideration and/or modifications, please provide documentation from the Office of Social Equity, suggestions for assistance to maximize class participation, completion of assignments, etc., by the second-class meeting or schedule a meeting with me immediately. You are not required to disclose your disability publicly in this or any other course.

ATTENDANCE AND TESTING POLICY

Only medically excused absences, officially recognized religious holidays, or university approved activities will make a student eligible for a make-up quiz or test. Students will be responsible for arranging a make-up quiz or test before the scheduled quiz except when unexpected medical problems result in an absence. Make-up tests will not be the same as those given in class.

PLAGIARISM (from the undergraduate catalog)

Plagiarism is a form of academic dishonesty. Shippensburg University will not tolerate plagiarism, and the faculty will make all reasonable efforts to discourage it. First offenders will be penalized with a maximum sanction of an "F" in the course in which the plagiarism takes place. Second offenders may be penalized with a maximum sanction of suspension from the university.

Plagiarism is your acknowledged use of another writer's own words or specific facts or propositions or materials in your own writing. When other writers' words or materials (even short phrases or specific terminology) are used, you should put these words, phrases or sentences inside quotation marks (or else indent and single-space more extended quotations), and you should then cite the source of the quotation either in the text of your writing or in footnotes. Failure to do so may be considered plagiarism. When the propositions of another writer are restated in your own words (paraphrased), you should also indicate the source of the paraphrased material in your own text or

in footnotes. Comparable citations should be made for borrowing from media other than printed texts, such as lectures, interviews, broadcast information, or computer programs.

TEACHER EDUCATION CONCEPTIONAL FRAMEWORK

The Shippensburg University's Teacher Education Conceptual Framework is based on the perception that the College of Education and Human Services programs, both graduate and undergraduate, integrate teaching, scholarship and service into a collaborative decision-making model focused on instructional planning, assessment and reflection. This framework also recognizes that learners are continually changing, and that learners' past experiences and external influences add to the Shippensburg University teaching and learning environment. Each student develops content knowledge, skills and dispositions through a systematic process of diverse opportunities to practice, assess and reflect on teaching and learning.

For more information concerning the College of Education and Human Services Conceptual Framework and other NCATE documents, see www.ship.edu/~coleduc/NCATE college classroom and community schools.

LATE WORK

Late work will be accepted on a case-by-case basis. The student must contact me to determine whether I will accept the late work. It cannot be assumed that I will accept late work. If late work is accepted, a 20% penalty will be deducted from the grade for the first day the work is late. A 30% penalty will be deducted if the work is submitted two days late. Work will not be accepted more than two days past the original due date.

CRITERIA FOR EVALUATION

1. **Participation** (25 points) Participation points will be determined based upon attendance, timeliness, and engagement in class discussion and activities.
2. **Exam** (40 points each x 1 = 40) There will be one midterm exam. This will be an essay style exam that you will write in class. Approximately one week prior to the exam I will give you a set of essay questions to prepare; on exam day I will select several for you to write. You may not use notes or texts during the exam.
3. **Reaction Paper** (5 points) - Go to the following website:
http://www.paddc.org/index.php?option=com_content&task=view&id=19&Itemid=58
 Scroll down to Position Papers and select PADDCC Position Paper on Inclusive Education. Type a one paragraph reaction to this paper and turn in to D2L by 11:59 9/2.
4. **Quizzes:** (10 points each x 16 = 160) Quizzes (except the quizzes for chapters one and two) will be on D2L; you may use your textbook, but please work individually. See *Course Calendar* for due dates. These are meant to cause you to read the chapter before I cover it in class. Quizzes end at 11:59 am the day class is held. The quizzes consist of 10 questions. You have 1 hour to take each quiz. You may take the quiz twice, and you will receive credit for the highest score.
5. **Disability Fact Sheet** (15 points) assignment/directions forthcoming.

6. **Group Interview Project** (20 points) assignment/directions forthcoming
7. **Field Experience Reflection** (25 points) See the assignment sheet for more information.
8. **Learning Station Adapted Instruction Project** (35 points) This assignment includes several steps; we will be working on it throughout the semester. In a nutshell, you will design a lesson plan using Universal Design principles and then adapt those lessons for several virtual students with disabilities. For students in the Pk-4 program, this will be connected with your Learning Stations Project.
9. **Final Exam** (40 points) This exam includes a reaction to a video we will watch during the last week of classes, a case study write-up, and essay questions from chapter and lecture material.

GRADING SCALE

Total

Points

347-365 = A (95-100%) A mark of excellence

328-346 = A- (90-94%)

321-327 = B+ (88-89%)

307-320 = B (84-87%) Above average

296-306 = B- (81-83%)

277-295 = C+ (76-80%)

256-276 = C (70-75%) Average

219-254 = D (60-69%) Below average

0-218 = F (0-59%) Failure to meet the objectives of the course

IMPORTANT: FAILURE TO COMPLETE ALL ASSIGNED WORK INCLUDING QUIZZES WILL RESULT IN A 10% REDUCTION OFF OF YOUR TOTAL GRADE FOR THE COURSE.