



Syllabus for SPED 517: Methods for Mild Disabilities

(3 Credits) Online

Date: Spring 2017

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Required Texts:

Conderman, G., Hedin, L., & Bresnahan, V. (2013). *Strategy Instruction for Middle and Secondary Students with Mild Disabilities: Creating Independent Learners*. Thousand Oaks, CA: Corwin. ISBN: 9781412996327

Lerner, J., & Johns, B. (2015). *Learning Disabilities and Related Disabilities: Strategies for Success*. Cengage ISBN-13: 9781285433202

Catalog Description:

This advanced methods course studies the strategies, methods, and materials for educational programming necessary when teaching students with mild disabilities. This course focuses on academics, social functioning, vocational training, and life skills instruction for individuals with Developmental Disabilities, Learning Disabilities and Emotional Disabilities requiring less intensive levels of support. This course addresses teaching methods across specific content areas as well as the roles of educators in integrated settings to successfully collaborate to enhance opportunities for individuals with exceptionalities.

CEC Advanced Preparation Standards Addressed:

Advanced Standard 3 Programs, Services & Outcomes - Special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.

Key Elements

3.1 Special education specialists design and implement evaluation activities to improve programs, supports, and services for individuals with exceptionalities.

3.2 Special education specialists use understanding of cultural, social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with exceptionalities.

3.3 Special education specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities.

3.4 Special education specialists use instructional and assistive technologies to improve programs, supports, and services for individuals with exceptionalities.

3.5 Special education specialists evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with exceptionalities.

Student Outcomes:

The successful student will:

Knowledge of:

- SEAIS.3.K1 Full range of general education academic standards and behavior expectations
- SEAIS.3.K2 Domain-specific knowledge of academic content and associated pedagogical practices
- SEAIS.3.K3 Differentiated instructional practices that promote and enhance the learning of all individuals
- SEAIS.3.K4 Theories of behavior and its influence on academic performance
- SEAIS.3.K5 Culturally responsive content and pedagogical practice

Skills to:

- SEAIS.3.S1 Promote the adoption of instructional practices that increase individual growth and achievement in content areas

- SEAIS.3.S2 Promote the implementation of evidence-based practices for programmatic needs of individuals with exceptionalities
- SEAIS.3.S3 Consult with teachers and staff on program planning and classroom management strategies
- SEAIS.3.S4 Develop schoolwide and system-wide intervention programs across behavior and academic skills
- SEAIS.3.S5 Incorporate technology-based academic and behavior strategies
- SEAIS.3.S6 Use effective coaching strategies to improve instruction
- SEAIS.3.S7 Support others in using evidence-based practices in teaching academic content

Course Assignments: (refer to specific rubrics in the course modules)

I. Weekly Discussion Posts

The due date for the initial posting addressing the prompt will be due by midnight every Thursday. The peer posts/responses will be due every Sunday before midnight. Please post to a minimum of 3 peers each week. I will monitor all activity in Discussion projects and when necessary facilitate, intercede, or contribute feedback.

- The postings by the students must include a reference and a discussion using support from academic materials.
- Answers to the discussion questions and responses to peer posts should display substantial thought and preparation including research references and connections to course concepts.
- Students must reply to a minimum of three initial posts by other students for each discussion thread.
- All original postings (not peer postings) for the discussion questions must have at least one APA References.
- Any late posts will receive a reduced point deduction.

Netiquette

- Keep paragraphs and messages short and to the point.
- Focus on one subject per message and always include a pertinent subject title for the message, that way the user can locate the message quickly.
- Use the jargon associated with the course, but otherwise keep your language simple.
- Reply to others by using their name and include your signature at the bottom of messages.

- Capitalize words only to highlight an important point or to distinguish a title or heading. *Asterisks* surrounding a word also can be used to make a stronger point. Capitalizing whole words that are not titles is generally termed as SHOUTING!
- Avoid control (special non-language) characters.
- Be professional and respect the views and opinions of others.
- Be careful what you say about others. Course mail is easily forwarded.
- Cite all quotes, references, and sources and respect copyright and license agreements.
- Be careful when using sarcasm and humor. Without face to face communications your joke may be viewed as criticism.
- Flaming is an often-angry, mean-spirited attack on another person via email. It is a major breach of netiquette to flame someone. It's rather counterproductive and usually the result of either a quick move to judgment or a sadistic temperament. Unfortunately, there is little you can do when you have been flamed. Responding in kind brings only joy to the flamer and provides you with only momentary satisfaction. My advice is to contact the instructor and register a complaint.

II. Reflective Journals

The student will develop and write an academic reflective journal with educational citations to support their preparation, reactions to class material, and contributions from their instructor and classmates. The student should investigate his/her practice, react to class material and the contributions from instructor and fellow classmates, share willingly, and examine how the class is changing their practice.

Journals must include APA format, must contain a minimum of 500 words, and must contain 3 or more educational citations to support their reflections.

Due Weeks 2, 4, 6, 8, 10, and 12.

III. Project: Potential Population & Possible Risk Factor Examination

- Elementary-Age child with severe learning disabilities Self-Advocacy & Self-Esteem
- High School student with depression and eating disorder and self-harm by cutting Range includes dropping-out to suicidal actions
- Children who avoid alphabet and reading activities Literacy Skill Development
- Students with developmental delay Prosocial Skill Development including independence
- Young children in foster care Resiliency Factors and Academic Achievement

This assignment will be comprised of FOUR parts.

1. Problem Identification:

- CHOOSE ONE major problem/risk factor that impacts the assigned groups' ability to meet with success in a specific arena.
- EXPLAIN how the problem impacts the group by identifying a minimum of three factors that their personhood and/or condition create that limit opportunities for success.
- IDENTIFY at least TWO peer reviewed journal articles that support the existence of the problem you have identified.

2. Educational Supports and Interventions

- What are three goals you plan to address?
- What interventions/strategies will be rendered to reach these goals?
- Identify FOUR professionals across different disciplines to be members of your Multi-Disciplinary Team and EXPLAIN why their role is important to success for the program
- and the child.
- What cultural considerations were made to determine which interventions/services to use?
- IDENTIFY at least ONE peer reviewed journal article that supports the existence of at least one intervention/service you have identified.

3. Program Evaluation

- How will you determine that your intervention/strategy was successful?
- Describe what success looks like and how you know it has occurred.
- Explain how this success will be documented.
- Identify the THREE factors most likely capable of negatively impacting success

4. Presentation

- Put your content into a PowerPoint presentation that will demonstrate all the points identified above.
- Include a slide that contains your references.

IV. Standards Exploration Research and Teach Paired Task

You will be assigned research partners for this work.

Prepare a presentation with no less than 5 educational citations and references to research and teach your peers what you have learned about one of these topics related to curriculum standards:

- The Standards-Based IEP in Elementary School: Pros and Cons

- The Standards-Based IEP in Middle School: Pros and Cons
- The Standards-Based IEP in High School: Pros and Cons
- An Examination of Literacy Standards from Elementary through High School
- An Examination of Mathematical Standards from Elementary through High School

Prepare an 18 slide presentation including a cover page and a reference page. Include 3 images in your presentation that illustrate your work. Cite using APA format. The assessment rubric for this task will be provided in the course syllabus and in the course module.

V. Final Paper

Students will prepare a cumulative page paper reflecting on the outcomes and standards of our course, keeping evidence-based practices and considerations in mind for students with mild disabilities.

This paper should reflect research to support and guide student behavior in the classroom i.e. Collaborative Problem Solving (CPS), Positive Behavior Support (PBS), Positive Behavioral Interventions and Supports (PBIS), Response to Intervention, and other student-centered interventions and strategies.

The conclusion of your paper should reflect how your practices and pedagogy have changed as a result of your class experience and how you plan to apply this knowledge to the real world.

Prepare a no less than 12 page paper using APA format with no less than five citations and five references.

Grade Scale:

Grade	Percent
A	92-100
B	84-91
C	76-83
F	<76

Course Policies:

Communication Requirements

The instructor will respond to course communications within 48 hours. Students are expected to meet the same standard. Please use the course email to contact the instructor and/or submit assignments.

Library

You will be involved in extensive writing and editing processes, and will be required to access many literature resources, both in the MSU library and on the Internet. If you are not familiar with how to do so, please contact the instructor.

Technology Requirements

To successfully complete this online course, students must have Adobe Reader, and Microsoft Office Word. Assignments will be submitted using the Assignments Tool found in the Lesson pages. Students must submit all assignments using Microsoft Word unless otherwise indicated. Remember, it is the student's responsibility to back-up all assignments on their personal computer. Plug-ins (PDF, PowerPoint Reader, etc.) necessary for the operation of software in this course can be downloaded for free by selecting the Software Downloads link under the Web Links on the Home Page.

Help Desk

Direct your inquiries about course operations to the instructor. MSU Online students have access to help with their Online technology related questions or problems. The number you call is based on the time of day you need assistance. Use the information below to determine which Help Desk to contact.

MSU Help Desk hours of operation: (All times are CST.)

- Monday - Thursday: 7:30 am to 7:30 pm
- Friday: 7:30 am to 4:30 pm
- Saturday: 10:00 am to 2:00 pm

For assistance during these times, call the MSU Online Help Desk at 858-4444 or 1-800-777-0750 extension 4444 or E-mail us your questions at helpdesk@minotstateu.edu The university switchboard is closed on Saturdays and students must dial 1-701-858-4444 or send an E-mail for assistance.

- For additional help desk coverage call the [North Dakota University System Help Desk](#) at: 1-866-HLP-NDUS (457-6387)
- Available 8 AM to Midnight (CST), 7 days a week

Academic Honesty

Academic honesty is at the core of pre-professional and professional programs. Any behavior deemed as academically dishonest by the Special Education department will result in disciplinary action including, but not limited to, a failing grade for the assignment and/or course, and/or

dismissal from the program. Academic dishonesty includes, but is not limited to, the following types of behaviors:

- A. Misrepresenting another individual's work as one's own, e.g. plagiarism.
- B. Copying from another student during an exam.
- C. Altering one's exam after grading for the purpose of enhancing one's grade.
- D. Submitting the same paper to more than one class.
- E. Use of any material not approved by the instructor during an exam.
- F. Turning in reports intended to be based on field collected data but, in fact, is not.
- G. Failure to respect the confidentiality of students/persons served or studied.
- H. Failure to uphold the professional standards for ethical conduct as set forth by the Council for Exceptional Children.

ADA Accommodation Statement:

In coordination with the Disability Support Service, reasonable accommodations will be provided for qualified students with disabilities (LD, Orthopedic, Hearing, Visual, Speech, Psychological, ADD/ADHD, Health Related & Other). Please contact the instructor during the first week of class to make arrangements. Accommodations and alternative format print materials (large print, audio, disk or Braille) are available through the Disability Support Service, located in the basement of Lura Manor, phone number 701-858-3371 or evelyn.klimpel@minotstateu.edu.

Title IX Statement:

Minot State University is committed to a safe and violence free campus. If you experience any form of violence or sexual harassment. Please don't hesitate to reach out or contact one of the resources available at <http://www.minotstateu.edu/keepusafe/>.

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to accountability and support. If you or someone you know has been harassed or assaulted, you can find the appropriate resources off/on Minot State University's campus. These resources include:

Lisa Dooley
Title IX Coordinator
Memorial Hall, 4th floor, Room 412
701-858-3447
lisa.dooley@minotstateu.edu

Minot State University does not discriminate on the basis of sex, religion, creed, national origin, race, age, disability, or any other basis prohibited by law. If you believe you have been discriminated against unlawfully, please bring this matter to the attention of your instructor or the MSU's Human Resource Office at 701-858-3352

Tentative Class Schedule:

Event/Task	Due Date	Points
Discussion 1	1/15	10
Quiz 1	1/15	5
Discussion 2	1/22	10
Self Assessment	1/22	5
Journal Essay Mod. 2	1/22	15
Discussion: Large Group, first option	1/26	20
Discussion 3	1/29	10
Standards Based Paired Task	1/29	50
Discussion 4	2/5	10
Response to Reading Quiz Module 4	2/5	20
Journal Essay Mod. 4	2/5	15
Discussion 5	2/12	10
Response to Reading Task Module 5	2/12	20
Discussion 6	2/19	10
Journal Essay Mod. 6	2/19	15
Discussion: Large Group, second option	2/23	20
Research Work: Special Populations	2/26	50
Discussion 7	2/26	10
Journal Essay Mod. 8	3/5	15
Discussion 8	3/5	10
Self Assessment	3/5	5
Discussion 9	3/12	10
Response to Reading Task Module 9	3/12	40
Discussion 10	3/26	10
Case Study Work	3/26	50
Journal Essay Mod. 10	3/26	15
Discussion 11	4/2	10
Response to Reading Task Module 11	4/2	20
Discussion 12	4/9	10
Journal Essay Mod. 12	4/9	15
Discussion 13	4/18	10
Self Assessment	4/18	5
Final Paper	5/8	150