

Remediation of Disabilities
15:293:527:01
Fall, 2011

Syllabus may be subject to minor changes.

Instructor: Dr. Edith Ferris
Phone: 732-932-7496 x 8316
E-mail: edith.ferris@gse.rutgers.edu

Class Meeting: Place:
Time: 4:50-7:30
Office hours: 3:45-4:45

Textbook: Teaching Students with Learning Problems
Mercer, Mercer & Pullen
Eighth Edition, PEARSON - 2011

Course Description:

This course will provide an in-depth analysis of instructional strategies for teaching diverse students in inclusive classrooms. It will focus on assessment, methods, materials, management procedures and adaptations of the classroom and educational process.

Course Objectives:

Upon completion of this course the participants will be able to:

Establish individualized programming that is based on the scope and sequence of the regular classroom curriculum by differentiating instruction to meet individual student needs,

Identify individual student needs thorough proper assessment;

Develop instructional strategies based on identified individual student needs;

Monitor individual student progress through data-managed instruction;

Design instruction that moves students through the appropriate “Stages of Learning;”

Use practices that create a balance between teacher-directed and learner-directed instruction to foster independent learning;

Use strategies and techniques to facilitate the social, emotional and behavioral functioning of exceptional students in various settings;

Interpret and incorporate information from assessment and instruction into Individual Education Plans (IEP) objectives or 504 plans.

Assignments and Grading:

1. Case Study	25 points
2. Mini Unit	25 points
3. Informal Reading Inventory	10 points
4. Research Project	20 points
5. Current Topic	5 points
6. Class participation (Given for specific class projects)	15 points
Total	100 points

Course assignments have been assigned a point value and the total number of points will be used to calculate the final grade. Late assignments will only be accepted with the permission of the instructor and will lose 2% of the grade for each day they are late. Included in the class participation component is the score received on group assignments completed in class. Group work is based on assigned readings; as a result it is important that students keep up-to-date on their reading in order to be good group members. Because of the hands-on-approach attendance is imperative. Therefore, 1 point will be deducted from the class work score for each absence. Students should notify the instructor by e-mail or in writing when they are absent.

Final Grades

A	90 – 100 points	C+	77 – 79 points
B+	87 – 89 points	C	70 – 76 points
B	80 – 86 points	F	below 70 points

Assignment Submission Policy:

- Additional assignments will be given out at the beginning of class. If late to class students will be responsible for checking with other students.
- Late assignments are accepted only at the discretion of the instructor and will, if accepted, be penalized 2% of their total worth for each day they are late. There will be no exceptions. If you are absent the day an assignment is due, you must email the instructor or the assignment will be counted as late and points will be deducted.
- Students should review and be familiar with the Policy on Academic Integrity. Violations of academic integrity will be handled according to the procedures and guidelines outlined in the catalog and could result in course failure and/or expulsion. Plagiarism, handing in someone else's work, work obtained on the

internet, or work written for another professor's course are all reasons for failure of this course and dismissal from this university.

- **Terminology:** Under no circumstances should terms such as *retarded* or *learning disabled* be used as a noun. Prepositional constructions such as “students with learning disabilities” or “individuals who have mental retardation” are preferred over adjectival constructions such as “mentally retarded people.” Because *normal* has multiple meanings and may inappropriately imply abnormal where it is not applied, this word should not be used. Instead, more operationally descriptive terms such as “intellectually average students” or “students without learning disabilities” should be used. See the APA Manual for more information on person-first terminology.
- All assignments should be typed, double spaced, and neat. *Edit your work before handing it in*, as attention to grammar, spelling, and organization count. Please use 12-point font in a traditional/professional font (e.g., Times New Roman). All assignments must be completed using APA Format (5th Edition). In particular, references should be noted in the body of your work.
- You must demonstrate better than satisfactory writing skill. If you are planning to teach students with disabilities (or any students) you must model mastery of the subjects you teach.
- Page recommendations refer to the *actual text* of the paper (not including title page, references, or attachments).
- Papers will be graded within 14 days of their due date.

Assignments

Current Topic Assignment

Due – student choice

Points - 5

We will begin each class with a short discussion about a topic of interest in special education. When it is your day to present select a recent article – an online source is fine. Try to keep the discussion article related to course content. A copy of the article can be distributed – a brief outline would be better. A question or two regarding the article would give the class a basis for discussion.

An e-mail account has been set up with weekly articles from:

CEC Smart Brief & Education Week. LD on line is also a good source.

The account name is remediation1@hotmail.com and the password is Rutgers.

Case Study

Due –

Points - 25

Select a student you will teach and monitor on a one-to-one basis using the process described in class. Meet with the student no less than 7 times. You will monitor (and chart) this student's progress in one academic area from 9/23/10 until 11/18/10. This

chart should be shared with the student during the process. Describe this student's current educational status and current learning environment. State his/her goals and objectives in the subject you are teaching. Do his/her goals and objectives differ from other students in the class and if so how? Describe how you arrived at a starting point for your instruction. What instruction techniques did you use and why. Include a daily log of your activities and work samples that demonstrate progress (or lack of it). In conclusion, write an evaluation of your student's progress, program and placement. Also include a personal statement in terms of the practicality of using this method. Would you do it again?

Mini Unit

Due – student choice

Points –25

Written:

Develop a mini unit for an included class that will last a short time. Select one of the state core content objectives as a basis for your unit. Do not include in your report a break down of what you will be teaching day-to-day. As a basis, use a unit that you have taught or are going to teach. The objective of this assignment is to put into practice the information taught in class. Describe how your overall objectives and assignments could be modified for students with learning problems. How will you organize your lessons to meet the stages of learning discussed in class? How will students be evaluated and how will grading be modified for learning impaired students? How will students monitor their progress? How will you adapt the textbook and handouts, activities and/or group activities? Will you use computer software to supplement or reinforce your lesson? Use at least two outside reference sources for your project and cite in your report.

Oral

Present a 15-minute overview of your unit and a sample 15-minute lesson – total 30 minutes. In place of the lesson you can bring in and demonstrate a particular technique, supplemental material(s), etc. that have worked well for you or others.

Outside Research Instructional Programs for At-Risk Students

Due – Student Choice

Points - 20

The No Child Left Behind Act requires that instruction be “researched based.” The Response to Intervention (RTI) model for diagnosing learning disabilities also is founded on scientifically based instruction. There are a number of well researched programs that have been developed for students with learning needs. Research an instructional program and present the findings in the form of a written critique and in a short class presentation (10 minutes) to include a one page handout. The instructor should approve the program selected. The critique should include the pedagogical basis for the program, the targeted population, materials, strategies and implementation procedures and research that either

supports or negates the efficacy of the program. The research should come from peer review journals, which should be cited in your report..

The presentation should include a summary of the critique and a demonstration of the program. Examples include:

- Wilson Reading Program
- Distar Reading Program
- Simple Math
- Everyday Math, Connected Mathematics or other math programs
- Lindamood-Bell
- Differentiated Instruction
- Universal Design for Learning
- Assessments for early identification of reading-based learning disabilities – DIBELS
- Words Their Way
- Programs from the University of Kansas Center for Research on Learning
- Reading fluency programs
- Programs from the What Works Web site.
- Read 180

*Course Outline:

Date	Topic	Reading
1	Course Introduction-background and history of Special education, laws, overview of disabilities	
2	Assessing Students for Instruction Inclusion	Chapter 3 (79 to 110) Chapter 1(omit 6 - 10)
3	Assessing and teaching reading	Chapter 7 Chapter 8
4	Assessing and teaching math	Chapter 11 Chapter 12
5	Teaching learning strategies content & study skills, motivation	Chapter 13
6	Managing behavior, grading, testing and alternative assessments.	Pages 110-114
7	Managing instruction and curriculum Adaptations and classroom arrangement and centers	Chapter 4 Pages 36-56
8	Assessing and teaching spelling and written language	Chapter 9 Chapter 10
9	Assessing and teaching language	Chapter 6
10	Promoting social, emotional & behavioral development	Chapter 5
11	IEP and 504 plan development and instructional programs and technology for students with disabilities and Response to Intervention	Page 6-10 Sakai
12	Adapting activities for science, & social studies and teaching inclusive students with low incidence disabilities – autism, cognitive impairment, etc.	
13	Teaching students with low incidence disabilities cont. and working with a classroom assistant	
14	Creating a successful inclusive setting Teacher collaboration for included classes Planning & organizing instruction	Chapter 1 Chapter 2
15	Presentation of case studies	
16	Final Exam	

*This course outline may be amended depending on the requests of the participants based on their past experiences and present needs.

Due Date for Assignments:

Case Study –

All other assignments - determined by registration