

Remediation of Disabilities
15:293:527:01
Fall, 2013

Syllabus may be subject to minor changes.

Instructor: Dr. Edith Ferris
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Class Meeting: Place: GSE 347
Time: Thursdays 4:50-7:30 pm
Office hours: 3:45-4:45 – Tuesday & Thursday

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	100 points
2. Mini Unit	100 points
3. Informal Reading Inventory	25 points
4. Research Project	75 points
5. Technology Assignment	25 points
6. Class participation (Given for specific class projects)	75 points
Total	400 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 4% 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 or class participation 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, 10 points 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

Technology Assignment - 25 points

Due date – sign up

There are two components to the technology assignment: 1.) A presentation/ demonstration with a one page handout for each class member (total time 10 – 15 minutes) and 2.) A written report of 2 to 3 pages. The technology report can be based on your personal experience with a web site or equipment you have used or you can research something new. **Make your selection something the entire class will benefit from knowing.** For example, it can be a classroom adaption that you will demonstrate to the class such as using specific internet sites or software to supplement a lesson. Include in your discussion and paper how this technology/site can be adapted to meet the needs of at-risk students. You will sign up for a topic the second week of class and presentations will start the 3rd week of class. Follow the rubric on Sakai. You will work in pairs for this assignment.

Case Study

Due –11/26/13

Points - 100

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 (more would be better). You will monitor (and chart) this student's progress in one academic area from 9/17 until 11/16/10. 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 – 100

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. To start describe the setting for your unit – grade level, type of class, disabilities present, etc. Describe how your overall objectives and assignments could be modified for students with learning problems. How and when will you assess for prior knowledge and what will you do if students don't have the necessary prior knowledge. 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 four outside reference sources for your project and cite in your report.

Oral

Present a quick overview of your unit (power point) and explain one aspect of your unit that you feel the class could adapt to their teaching. Total time – 10 minutes

Outside Research Instructional Programs for At-Risk Students

Due – Student Choice

Points - 75

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 - 15 minutes) to include a one page handout. **(Using a program from your school will be beneficial since you can access the program and share it with the class.)** 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
- Semple 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
9/5	Course Introduction-background and history of Special education, laws, overview of disabilities	
9/12	Assessing Students for Instruction Inclusion	Chapter 3 (79 to 110) Chapter 1(omit 6 - 10) Sakai – Acting on Data – “what benefits come from using data”
9/19	Assessing and teaching reading	Chapter 7 Chapter 8 Sakai – Standards Special ED
9/26	Assessing and teaching math	Chapter 11 Chapter 12 Sakai–“Math Wars” RTI math, Teaching Secrets Math
10/3	Managing instruction and curriculum Differentiation	Chapter 4 Sakai – all articles on differentiation
10/10	Grading, testing and alternative assessments Co-teaching	Pages 110-114 Reading Sakai
10/17	Teaching learning strategies content & study skills, motivation. Co-operative learning	Chapter 13 Sakai – Cooperative learning & race, Co-teaching
10/24	Assessing and teaching spelling and written Language, Behavior	Chapter 9 Chapter 10 Whatworks Clearinghouse website – writing guide p. 6-42
10/31	Assessing and teaching language	Chapter 6
11/7	Promoting social, emotional & behavioral Development, Adaptations and classroom Arrangement and centers	Chapter 5 Pages 36-56
11/14	IEP and 504 plan development and instructional programs and technology for students with disabilities and Response to Intervention	Page 6-10 Reading Sakai
11/21	Adapting activities for science, & social studies and teaching inclusive students with low incidence disabilities – autism, cognitive impairment, etc.	

11/26	Teaching students with low incidence disabilities	
Tuesday	cont. and working with a classroom assistant	
12/5	Creating a successful inclusive setting	Chapter 1
	Teacher collaboration for included classes	Chapter 2
	Planning & organizing instruction	
	Presentation of case studies	
12/19	Final Exam	

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