

**K-306 Teaching Students with Special Needs in Secondary Classrooms
Section Number - 5807**

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Office Hours: From 8:00 a.m. - 9:00 a.m. on Mondays and Wednesdays or by appointment
Course Time: Mondays 4:00 p.m. - 6:45 p.m.

Course Framework:

This course is designed to help secondary education pre-service teachers work effectively with students with mild disabilities when they are in their general education classrooms. Although this course focuses on students with mild disabilities, the information and instructional methods you will learn can be just as effective with students who do not have disabilities. Since the Individuals with Disabilities Education Act of 1997 mandates that students with disabilities be placed in their “least restricted environment,” you will have students with MILD disabilities (e.g., learning disabilities, mild mentally handicapped, and behavior disorders) in your classes. This course will be divided into three sections: introduction to special education, issues related to special education, and instructional strategies.

Class Structure:

- Discussions
- Videos
- Activities
- Projects
- Guest speakers (when applicable)

Class Standards:

- Serious, professional, thoughtful, and enthusiastic participation is expected.
- Students are expected to respect others in all areas of diversity (e.g., gender, race, ethnicity, religion, social economic status, language, age, and exceptionality)
- Students are expected to attend all classes.
- It is expected that you act professionally *at all times* with your peers and instructor

Course Objectives:

- By the end of this course, you will have the ability to apply your knowledge of special education laws and policies in your school and community.
- By the end of this course, you will be able to contribute to your students' achievement difficulties by using various research-based learning strategies that have been effective in secondary education classrooms.
- By the end of this course, you will be able to demonstrate your ability to adapt your discipline's curriculum to meet the unique needs of students with mild disabilities.
- By the end of this course, you will be able to structure your classrooms into a safe, positive, and efficient learning environment for ALL students (including those with disabilities).

Grading Procedures:

- Quizzes 20pts (using various forms of questions – fill in the blanks, multiple choice, true/false, short essay, and matching). Quizzes will be given at the instructor's discretion. **Note:** there will be no make-ups for missed quizzes if you do not have a doctor's excuse for that day.

- Project Each project that you will be required to complete for this course will be graded using a grading rubric. All projects will be worth 20pts. A special handout will be given to you before the project is due outlining all the procedures for proper completion. **Note:** group members will be assigned according to subject areas. If there is a student from a subject area in which a group cannot be formed, either this student will be assigned to a group that is close to his/her subject area, or he/she may choose a group of his/her choice. ALL projects are due on the due date. There will be NO exception for late submissions unless ALL group members have a doctor's excuse. Group projects are expected to be handed in in spite of a group member not holding his/her weight. DO NOT put his/her name on the finished project

- Activities In-class activities and out of class activities will be required throughout this course. Some will be graded (not more than five points) and others will not be graded. By completing and/or participating in the various activities that I will assign to you, I will be able to judge your level of understanding of the course content.

- Article Critiques While in this course, you will be required to critique three articles on strategies/interventions that might be helpful to you in the classroom. You will be given an article critique form that will direct you on how to appropriately critique the articles. Each critique will be worth 5 points.

Grading Scale:

A+ = 100% or above

A = 96% -99%

A- = 92% - 95%

B+ = 88% - 91%

B = 85% - 87%

B- = 81% - 84%

C+ = 78% - 80%

C = 75% - 77%

C- = 74% - 71%

D+ = 68% - 70%

D = 65% - 67%

D- = 62% - 64%

F = 61% and below

Course Text:

Anderson, S.L. & Yilmaz, O. (2002). A Resource Guide for Teaching Students with Disabilities in Secondary Education Classrooms.


Pelzer, D. (1995). A Child Called "it." Deerfield Beach, FL: Health Communications, Inc.


Course Schedule:

An Introduction to Special Education


Monday Getting to know you

9/ 2/ 2002

 Activity 1: Qualifications of a good teacher

 Activity 2: Reflection paper 1- Share your feelings

Administration of Pre-Class Surveys

 *Reading for next class period:*

The Legal History of the Special Education - Yell, M., Rogers, D., & Rogers, E.L. (1998)

Section 504, the ADA, and Public Schools - Smith, T.E.C. (2001)

Due Process Rights of High School Students – Chandler, G. L. (1992)

Monday Discussion: The Legal History of the Special Education

9/ 9/ 2002

Section 504, the ADA, and Public Schools - Smith, T.E.C. (2001)

Due Process Rights of High School Students – Chandler, G. L. (1992)

 *Readings for next class period:*

Labeling People with Differences - Hardman, M. L., Drew, C. J., & Egan, M. W. (2002)

Monday Discussion: Labels

9/ 16/ 2002 Discussion: MILD disabilities

- Learning Disabilities (Video: How Difficult Can This Be?)
- Behavior disorders
- Mild mental retardation
- Autism

Discussion: Special Education Forms (i.e., IEPs and ITPs)

 Activity 3: An Opportunity for you to Demonstrate what you know by taking the

JEOPARDY CHALLENGE

First Place: A free pass to retake a quiz

Second Place: A 2 point pass for any one of your quizzes




Reading for next class period:


Inclusion: what it is, what it is not, and why it matters - Lipsky, D.K., & Gartner, A. (2000)

What type of motivation is truly related to school achievement? A look at 1428 high school students – Karsenti, T. P. & Thibert, G. (1995).

Issues Related Special Education

Monday Discussion: Inclusion and Motivation

9/ 23/ 2002  Activity 4: Inclusion debate

 Activity 5: A walk down memory lane (students experiences of the past – how were they motivated by their high school teacher?)

A talk about your responsibility concerning the completion of Activity 6




Readings for next class period:

African American students' perceptions of their treatment by Caucasian teachers – Casteel, C. A. (2000)

Case Reflections on Cultural Diversity in the Classrooms – Redman, G. L. (1999).

Monday
9/ 30/ 2002

 Activity 6: A new perspective – let’s break bread together (bring something that helps us to understand you better from a cultural perspective)

Discussion: Cultural Diversity and its role in the Teaching Profession and Case Reflections



Readings for next class period:

Discipline and IDEA 1997: Instituting a new balance - Zurkowski, J.K., Kelly, P.S., & Griswold, D.E. (1998)

Re-examining the relationship between school poverty and school achievement - Anderson, J. et al. (1993)

Case Reflections on Socioeconomic Status - Redman, G. L. (1999).

Monday
10/ 7/ 2002

Discussion: Discipline and IDEA 1997

Relationship between school poverty and school achievement

Socioeconomic status and education – Share personal experiences where you have seen SES play a vital role in the education of students



Reading for next class period:

Nutshell reading on inquiry based teaching




Turning activities into inquiry lessons - Howe, A.C. (1998). (Article Critique, due by next class period)

Increasing active student responding and improving academic performance through classwide peer tutoring - Mayer-Arreaga, C. (1998)

Instructional Methods

Monday
10/ 14/ 2002

Discussion: Inquiry Based Teaching (Guest Speaker – Ozgul Yilmaz) & Classwide Peer Tutoring

 Activity 7: Mystery Box

 Activity 8: Find the Area of a Geometric Shape



Reading for next class period:

Nutshell reading on concept maps



How a qualitative approach to concept map analysis can be used to aid learning by illustrating - Kinchin, I.M., & Hay, D.B. (2000). (Article Critique, due by next class period)

Monday
10/ 21/ 2002

Discussion: Concept Maps (Guest Speaker - Ozgul Yilmaz)



Activity 9: Make Your Concept Map

Project 1: Concept map - Group Project

5 min. group presentations on concept maps

Grab Bag Methods: Positive Points



Reading for next class period:

Nutshell reading on guided notes



Using guided notes to improve the academic achievement of incarcerated adolescents with learning and behavior problems - Hamilton, S.L., Seibert, M.A. Gardner, R., & Talbert-Johnson, C. (2000) (Article Critique, due by next class period)

Monday
10/ 28/ 2002

Discussion - Guided Notes and Service Learning

Project 2: Guided notes – Group project

5 min. group presentations on guided notes

Grab Bag Methods: Games (e.g., STOMP the Teacher)



Reading for next class period:

Nutshell reading on service learning

Service learning, diversity, and teacher preparation - Hamilton, S.L. (1999)

Nutshell reading on case dilemma

Case Competition as a Catalyst to Restructure the Teaching and Learning of Educational Psychology - Sudzina, M.R. (1995).

Monday
11/ 4/ 2002

Discussion – Service Learning and Case Dilemma (Team Teach – Anderson & Yilmaz)



Activity 10: Pick, Choose, and Teach



Activity 11: Role Playing



Reading for next class period:

Nutshell Reading on Coached Elaboration

The Effects of Coached Elaboration on the Academic Performance of African American High School Students with Learning Disabilities – Anderson, S. L. & Yilmaz, O. (2002)

Monday
11/ 11/ 2002

Discussion: Coached Elaboration

☺ Group Rap Session: How can you use coached elaboration in your subject area?

Project 3: Coached elaboration – Group project

5 min. presentations on coached elaboration



Reading for next class period:

Nutshell reading on response cards

Everyone participates in this class - Heward, W.L., Gardner III, R., Cananaugh, R.A., Courson, F.H., Grossi, T.A., Barbetta, P.M. (1996).

Monday
11/ 18/ 2002

Discussion: Response Cards, Study Skills, and Homework

Project 4: Response Cards – Individual project



Reading for next class period:

Nutshell reading on assessment techniques

Monday
11/ 25/ 2002

Discussion: Assessment Techniques (Team Teach - Anderson & Yilmaz)



Reading for next class period:

Zero tolerance of sex abuse proves elusive - Hendrie, C. (1998).

Monday
12/ 2/ 2002

Administration of Post-Class Surveys

Teacher Behaviors: let me give you something to think about



Reading for next class period:

Book: A Child Called It by Dave Pelzer (1995)

Monday
12/ 9/ 2002

Discussion: A Child Called It

Video: Dave Pelzer on the Oprah Show

Teacher Behaviors: let me give you something to think about

Last day of Class – Lets wrap it up!