

**University of North Carolina Wilmington
Watson School of Education**

**EDN 320
MEETING NEEDS OF SPECIAL STUDENTS
IN MIDDLE GRADES**

FALL, 2005

Instructor: Ms. P.J. Bolduc Phone: 962-3366 (O)
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Meeting Place/Time: ED 232 TR 3:30-4:45

Office Hours: Upon Request

Course Description:

This course focuses on strategies for meeting needs of individuals in the middle school classrooms. Students will study alternative methods for dealing with pupil differences that have an impact on academic and social behaviors. Characteristics of children with academic, intellectual, social-emotional, physical, cultural, and language differences will be examined. Classroom management and behavioral development techniques which apply to all children, those with disabilities and those without, will be examined. Ten hours of field experience are required.

Rationale:

Effective teachers must understand the cognitive, affective and psychomotor needs of each child they teach in order to reflect carefully on the functional relationship between teacher-made conditions and student behaviors. Responding correctly to the diversity of needs of each student allows for proper decisions to be made.

Texts:

*Lewis, R.B., & Doorlag, D.H. (2006). Teaching special students in general education classrooms (7th ed.). Upper Saddle River, NJ: Prentice-Hall, Inc.

* Emmer, E.T., Evertson, C., & Worsham, M.E.(2006). Classroom management for middle and high school teachers (7th ed.). Needham Heights, MA: Allyn & Bacon.

*Course Packet

Course Objectives:

Upon successful completion of this course, the student will be able to:

1. Develop an appreciation for special needs in the areas of academic, social and motor skills.
2. Describe characteristics of students with special needs and identify selected teaching strategies for addressing these needs.
3. Delineate appropriate communication strategies for consulting and collaborating with parents and other educators who are interacting with students with special needs or multicultural students.
4. Generate examples of considerations which allow for reflective teaching of learners with diverse multicultural backgrounds.
5. Describe and differentiate between key elements of various recognized models of managing student behavior in the classroom.
6. Generate examples of effective behavior management techniques used for teaching, increasing,

restricting, decreasing, maintaining and transferring social behaviors in the classroom and school.

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7. Utilize computer based technology for communication with instructor and classmates. Research the uses for computers and technology in the areas of teacher resources, classroom instruction, student motivation and reinforcement, and assistive technology for students with special needs

Course Requirements

	Point Value:
A. Midterm	75
B. Exceptional Students Plan	100
C. Beh. Mgmt. Plan	100
D. Field Experience Report	100
E. Field Experience evaluation (from teacher)	25
F. Final	75
G. Online discussion postings (5 discussions total)	<u>25</u>
Total Possible	500

Grading Scale

- A = 500-450 points
- B = 449-400 points
- C = 399-350 points
- D = 349-300 points
- F = below 300 points

Participation

As future educators you are held to a high standard of professional behavior. What you are learning now is important to your future and the future of the many children you will teach. Individuals who choose teaching as a profession will be expected to work cooperatively and collaboratively. The expectation of this course is that you will be an active participant in every class.

Attendance Policy

1. You are expected to attend all class meetings. If you have a major life or family crisis that precludes your attendance, contact me as soon as can be reasonably expected. I recommend that you leave a message on my home or cell phone, or with the curricular studies main office (962-3366), If you must leave campus for an extended period of time to deal with family issues, contact the Dean of Students office as soon as possible so that your professors may be notified (962-3119).
2. You may miss two (2) classes without penalty.
3. Every two instances of arriving late or leaving early will count as one absence.
4. The third and fourth absences will each result in the automatic deduction of a one-half letter grade in your final course grade (A to A-, A- to B+, etc.)
5. Each absence beyond four will result in an additional full letter grade deduction in your overall course grade.

6. Exceptions to the attendance policy may be made for extreme circumstances if those circumstances are handled responsibly. Responsible handling of those situations will include, but is not limited to, communicating with me as soon as possible, communicating with your group if applicable, making arrangements to make up work in a timely manner, and the like. Such efforts may not result in removal of that absence, but are essential if an exception is to be made.

7. You may call me at home until 9:00 P.M.

SCHEDULE OF TOPICS

(The instructor reserves the right to modify this schedule based upon the needs of the class)

<u>DAY/DATE</u>	<u>TOPICS</u>	<u>READINGS DUE</u>	<u>ASSIGNMENTS</u>
R 8/18	Course Overview		
T 8/23	Special Students, Special Ed.	Lewis Ch. 1, 2	Course Packet 48-58
R 8/25	Adapting Instruction/CMC	Lewis Ch. 3, 4	CP 61-64
T 8/30	Co-Teaching/Acceptance	Lewis Ch. 6	CP 59-60
R 9/1	Learning Disabilities/ADHD	Lewis Ch. 9	CP 65-69
T 9/6	MR/Severe Disabilities	Lewis Ch. 8, 10	CP 70
R 9/8	Behavior Disorders/At Risk	Lewis Ch. 11, 18	
T 9/13	Communication Disorders	Lewis Ch. 12	
R 9/15	Autism Spectrum	Lewis Ch. 13	CP 71-75
T 9/20	Physical/Health Impairments	Lewis Ch. 14	
R 9/22	Visual/Hearing Impairments	Lewis Ch. 15	
T 9/27	Gifted/Talented	Lewis Ch. 16	
R 9/29	Cultural Diversity	Lewis Ch. 17	
T 10/4	MIDTERM EXAM		
R 10/6	No Class – Fall Break		
T 10/11	Causal Factors	Lewis Ch. 5	CP 1-15
R 10/13	Affective Education	Emmer Ch. 1	Exceptional Students Plan Due
T 10/18	Antecedent Interventions	Lewis Ch. 7, Emmer Ch. 2	CP 16-22
T 10/25	Procedures/TPAI	Emmer Ch. 4	CP 23-28
R 10/27	FBA/Data Collection	Emmer Ch. 3	
T 11/1	Data Collection	Emmer Ch. 5, 6	CP 29-36
R 11/3	Increasing Behaviors	Emmer Ch. 7	CP 37-40; 44-47
T 11/8	Problem Behaviors	Emmer Ch. 8	
R 11/10	Reducing Behaviors	Emmer Ch. 9	CP 41-43
T 11/15	Gen. Mgmt. Techniques	Emmer Ch. 10	
R 11/17	Gen. Mgmt. Techniques		
T 11/22	Gen. Mgmt. Techniques		Classroom Mgmt. Plan Due
R 11/24	NO CLASS THANKSGIVING BREAK		
T 11/29	Case Studies		
R 12/1	Case Studies		Field Experience Report Due
F 12/9	FINAL EXAM 8-11 A.M.		

DESCRIPTIONS OF ASSIGNMENTS

Exceptional Students Plan (100)

Specific Requirements for the Exceptional Students Plan are provided in an individual assignment sheet found on **page 6** of the syllabus.

Classroom/Behavior Management Plan (100)

Specific Requirements for the Classroom/Behavior Management Plan are provided in an individual assignment sheet found on **page 7** of the syllabus.

Online Discussion Postings (25)

Throughout the semester, students will be asked to respond to an online discussion question. Five postings will be required. Further explanation is found on **page 10** of the syllabus.

Field Experience and Report (100 + 25)

A minimum of 10 hours of participation and observation in a middle school inclusive classroom are required. This field experience **MUST** be completed in order to receive credit for the class. The evaluation form that your cooperating teacher will fill out regarding your performance is worth 25 points. The specific requirements for the report are provided on **pages 8 & 9**.

Examinations (75 each)

Midterm - will cover exceptional children

Final -will cover behavior management

The exams will contain a combination of objective and essay questions.

ADDITIONAL INFORMATION

Writing expectations

Organization, clarity, punctuation, spelling, grammar, and neatness are very important in any type of professional writing, and adequate performance in all of these areas is expected in the written products required for this course. Students who make a D or an F on a writing assignment may (but are not required to) redo and resubmit a paper. The grade will be determined by averaging the first and second scores together.

All written assignments should be word processed and stapled.

Due Dates

All readings should be completed by the date listed on the schedule. Assignments are due on the indicated date at the beginning of class, and those submitted late (after the start of class on the due date) will be penalized 10% per day. Absolutely no papers will be accepted after the last day of class.

Undergraduate Academic Honor Code and Watson School of Education Standards of Professional Conduct

Students are expected to adhere to the Honor Code as described in the *UNCW Student Handbook and Code of Student Life*. Violation of the Honor Code may result in a failing grade in the course. Students are also expected to follow the Standards of Professional Conduct of the Watson School of Education. These standards will be available on the course website and will be discussed in class prior to the field experience placements.

TaskStream Requirement

Beginning with the fall 2005 semester, the Watson School of Education requires that all education majors enrolled in methods courses maintain an active account on TaskStream, a web-based curriculum builder and portfolio toolset. You are asked to maintain that account for the duration of your program with the Watson School of Education (www.taskstream.com). Students in these courses will use TaskStream to maintain a Professional Development Portfolio. This portfolio includes evidence of your work to demonstrate progress toward meeting exit requirements and professional standards. Your instructor will advise you on how to obtain this account.

Disability Accommodation

If you are a person with a disability and anticipate needing accommodations of any type in order to participate in this class, you must notify Disability Services (Westside Hall, 962-7555), provide the necessary documentation of the disability, and arrange for the appropriate authorized accommodations. Once these accommodations are approved, please identify yourself to me so that I can implement these accommodations.

Classroom/Behavior Management Plan

The following task is to be based largely on your Emmer et al text, although other readings and experiences may be used.

You have just received your first teaching job and you are very excited yet apprehensive. You want to design and implement an excellent classroom and behavior management plan. It is now August 1, and the students will arrive on August 15. You have two weeks. Your assignment is to design a proposal stating exactly what you will do to prepare for the year. Please detail what you will do during the first two weeks before school begins, then what you will do to manage your individual students and classroom throughout the year.

For this task, reference your Emmer readings. At least two ideas from each chapter in Emmer’s text should be cited in your plan. Cite each idea as (Emmer, p. ____). Your plan should be detailed regarding the first two weeks of preparation, then more general as to how you will manage the rest of the year. You may use any other resources you would like, including your field experiences, as references.

Please include an introductory and a concluding paragraph. Approximate length of your plan should be six to eight (6-8) pages. The use of a word processor is expected.

Remember that at least two citations per Emmer chapter are expected to appear in your paper.

Grading Rubric for Task I

Coverage	35 points	Organization	20 points
Interpretation of task		Structure	
Depth of response		Paragraph transitions	
Breadth of response		Cohesion	
Relevance			
Validity	30 points	Quality of Expression	15 points
Correctness of definitions and explanations		Word choice	
Appropriateness of examples and generalizations		Sentence structure	
Internal consistency		Grammar & spelling	
		Clarity	

Total Points: 100

Field Experience Report

You are required to participate in a classroom setting for a period of ten (10) hours for the field experience portion of this class. This report is an in-depth examination of your setting. The requirements for the report are outlined below. There will be times when direct observation is required, but when possible, interact with individual students or groups.

You are to keep a daily written log of your observations, interactions, etc. of your classroom. This log will be essential in the preparation of your final report. Please note that this log will not be turned in with the report; however, it is important that your log be complete and ready for review.

Please include an introductory and a concluding paragraph. Your field experience report should follow the organizational structure outlined below:

- I. Identifying Information** – which includes an introductory paragraph 5 pts.
Your name
Observation site
Classroom teacher's name
Type of class and grade level
Dates and times of visits

(The remainder of your report, with the exception of the section on data collection, should be in narrative form describing your observations and thoughts about the following headings. Please use these headings in your paper as an organizational guideline.)

- II. Instructional Environment** 20 pts.
Address items 1-8 of the Classroom Learning Environment. You will need to refer to page 78 of your course packet, and page 158 of your text.
- III. Data Collection** 20 pts.
One hour of continuous recording (narrative or ABC) and one hour of event, duration or time sampling. Please include RAW DATA and a short summary of your findings. Requirements for this section will be described in more detail in class.
- IV. Classroom and Behavior Management Techniques** 20 pts.
The emphasis of this section deals with whatever classroom or individual behavior management techniques you have observed. You should include such elements as classroom organization, physical layout as it relates to classroom management, how each of the six components of TPAI is addressed, and positive and negative behavior interventions the teacher uses. Your personal critique of what you observed is very important. Feel free to be honest, as NO ONE but your instructor will see this. What are the strong and/or weak aspects of the system? Include suggestions how you might add to or change the classroom management system to be more effective. If time permits, talk with the teacher about his/her feelings toward evaluation of teacher performance in this area and how s/he handles conflicts.

Field Experience Report, cont.

V. Teaching Style(s) 10 pts.
Describe the teaching style(s) you have observed being used in the classroom. You may refer to page 78-79 in the course packet.

VI. Learning Style(s) 10 pts.
Discuss the learning style(s) elements you have observed in the student(s) whom you have observed and worked with most often. Consider visual, auditory, tactile/kinesthetic, and verbal. Also refer to p. 159 in your text.

Do you notice a difference in the student(s) styles depending upon the subject area and whether s/he/they is (are) involved in a group compared to when receiving one-to-one instruction? Also discuss whether you think the learning style(s) is/are being effectively addressed or if changes could be made to enhance behavioral or academic performance.

Quality of Expression - which includes closing statements/paragraph. 15 pts.

TOTAL 100 pts.

Headings III and IV should involve approximately five hours of observations, while II, V, and VI combine for the remaining five hours. Approximate length of this report should be six to eight (6-8) pages.

Exceptional Students Plan

This assignment is a narrative report in which you will discuss methods and strategies for integrating exceptional and culturally diverse students into your regular class. In this task, you will reflect upon how collaboration/teaming would work to improve the education of exceptional/culturally diverse students. You will also generate a list of websites that would be helpful in educating exceptional and culturally diverse students.

For this task you will assume the role of a regular classroom teacher. In this hypothetical classroom you will have two students that you will have identified as being exceptional and one culturally diverse student. Using the following format you will describe these students and discuss the best educational plan for each.

- | | | |
|------|---|-----------------|
| I. | Description of your classroom: Grade level, subject, demographics, etc. | 10 pts. |
| II. | Description of your three special needs students' characteristics, academic and behavioral needs. IMPORTANT: One of your exceptional students must be either LD, ADHD, EMR, or BED. | 15 pts. |
| III. | Academic and behavioral strategies you would incorporate into your classroom to meet the academic and behavioral needs of these three students. Include technology. | 15 pts. |
| IV. | A sample lesson plan and how you would adapt that lesson for each of the three students. Lesson does not have to be original, but please site it if not. | 15 pts. |
| IV. | Strategies you would use to promote social acceptance of your exceptional students and appreciation of cultural diversity in your classroom. | 15 pts. |
| V. | Ways you would work with other professionals to meet the needs of these students (Collaboration). What professionals would assist you? What would your role be? | 15 pts. |
| VI. | List two websites per area (six total) that would be good resources to use in determining the best way to meet the needs of these students. | 5 pts. |
| | Quality of Expression
Word choice
Sentence structure
Grammar and spelling
Clarity | 10 pts. |
| | Total points | 100 pts. |

Again, please word process and include an introductory and concluding paragraph. Approximate length should be 8 pages.

Online Discussion

Throughout the semester, topics will be posted on an online discussion board. You will be asked to complete a posting for each topic. Postings may include reactions to readings, discussing the topic/issue of the week, sharing information and resources with classmates, or responding to a problem or question posted by peers or your instructor. Postings you complete will not have a “right or wrong” answer; rather, evaluation will be based on the amount of your participation in Web-based class discussions and evidence of thoughtful discussion. Please be a positive contributor - do not make insulting or inflammatory statements to other members of the discussion group, be respectful of other’s ideas, and be patient and read the comments of other group members thoroughly before entering your remarks. Each posting will be evaluated on a 5-3-1 scale:

Exemplary/Excellent (5)

- Discussion postings make it clear you have read the required readings or completed the assignment.
- Postings exceed the minimum number required, are to the point, clearly stated, and respond constructively to others' ideas.
- Discussion postings are completed during the time scheduled for the activity and discussion. (If technical difficulties or other circumstances make this difficult please contact the instructor immediately.)
- Discussion postings respond to comments/questions of other participants and enhance the class discussion.

Average (3)

- Discussion postings respond to the module activities and include responses to others' comments in the class discussions.
- Discussion postings respond to the questions and assignments.
- Participation is within the time frame for the activity.

Incomplete/Below average (1)

- Contributions are vague or merely perfunctory. For example, most of the postings are "I think so too" or "I disagree", but lack any argument that adds to the discussion.
- There is excessive quoting from the readings without any real supporting evidence of individual thought or interpretation.
- Postings are completed late and interaction with peers is limited.