



MISSISSIPPI STATE UNIVERSITY™

COLLEGE OF EDUCATION

Department of Curriculum, Instruction, and Special Education Course Syllabus

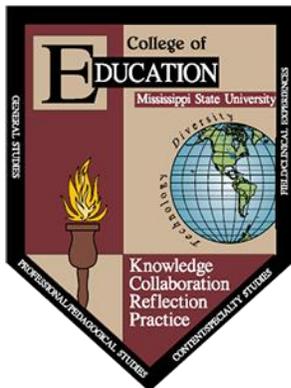
EDX 4103/6103 Introduction to Teaching Students with Intellectual and Developmental Disabilities

Credit Hours: Three (3) credit hours

Method of Instruction: Lecture

Catalog Description: (Prerequisite: EDX 3213 or permission from the instructor). Three hours lecture. Introduction to special education challenges for students with intellectual and developmental disabilities including challenges of providing full educational inclusion and community integration from ages 6-21.

College of Education Conceptual Framework



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development center on the tenets of knowledge, collaboration, reflection, and practice. For additional information, please visit <https://www.educ.msstate.edu/about/framework/>.

Course Objectives

1. Understand historical foundations and legislation related to current practice and requirements in middle and high schools. (INTASC 4; CFPO 3; CAEP R1.2; CEC 2; CRT 1.1; ISTE 1)
2. Demonstrate knowledge of state/national standards and school-based assessments including the Mississippi Comprehensive Test, Second Edition, and High School Assessments, Common Core State Standards. (INTASC 8; CFPO 4; CAEP R1.3; CEC 4; CRT 12.1; ISTE 1)
3. Identify strategies that promote effective learning environments and successful transitions for individuals within school and post-school environments using person-centered planning approaches. (INTASC 4; CFPO 9, 10; CAEP R1.2; CEC 2, 5; CRT 14.1; ISTE 5)
4. Identify components of career education, vocational-technical education, and community-based programs with a focus on post-secondary options for student with developmental disabilities. (INTASC 2; CFPO 9, 10, 12; CAEP R1.1; CEC 1; CRT 10.1; ISTE 5)

5. Select and adapt materials in career education, self-determination, and strategy instructions according to the learning needs of secondary students (e.g., creating transition plans, housing options, competitive employment agencies). (INTASC 2; CFPO 9, 10, 12; CAEP R1.1; CEC 3; CRT 10.1; ISTE 6)
6. Identify personal cultural biases and differences that affect one's teaching and practice with the CEC Code of Ethics and other standards of the profession. (INTASC 4; CFPO 6; CAEP R1.2; CEC 6; CRT 1.1; ISTE 1)
7. Discuss difficulties students may experience learning content area instruction within the general education curriculum. (INTASC 5; CFPO 2, 8; CAEP R1.2; CEC 1; CRT 9.1; ISTE 1)
8. Discuss classroom preparation and organization procedures and methods for differentiating instruction of personally relevant functional life skills. (INTASC 5; CFPO 2; CAEP R1.2; CEC 3; CRT 10.1; ISTE 5)
9. Discuss methods of monitoring student progress using various forms of data collection methods within the curriculum and apply the procedures in a classroom setting. (INTASC 4, 8; CFPO 4; CAEP R1.2, R1.3; CEC 4; CRT 12.1; ISTE 5)
10. Review planning and delivering instruction for secondary students with diverse learning needs. (INTASC 3; CFPO 6, 10; CAEP R1.1; CEC 3; CRT 9.1; ISTE 5)
11. Develop an instructional unit that includes content enhancement routines and differentiated instruction or teach a learning strategy and monitor student performance. (INTASC 7; CFPO 7; CAEP R1.3; CEC 3; CRT 9.2; ISTE 5)
12. Work in groups and gather information on the strategy of interest, present the information to the class, and provide a visual display of the information and handouts/resources. (INTASC 7, 8; CFPO 1, 3, 5; CAEP R1.3; CEC 5; CRT 7.1; ISTE 4)
13. Understand co-occurring disabilities and the accommodations/modification required to serve students within these disability populations (e.g., Cerebral Palsy, Autism Spectrum Disorders, Williams Syndrome, Prader Willi Syndrome, Fragile X). (INTASC 7; CFPO 3; CAEP R1.7; CEC 1; CRT 1.1; ISTE 1)

Detailed Course Outline/Topics Covered in the Course

1. Overview of historical foundations and legislation relating to student with intellectual and developmental disabilities (3 hours)
2. Alternate and classroom-based assessments (3 hours)
3. Standards-based individualized education plans and progress monitoring (3 hours)
4. Understanding and identifying evidence-based and research-based practices for teaching students with intellectual and developmental disabilities (3 hours)
5. Considerations and challenges for providing literacy instruction (3 hours)
6. Considerations and challenges for providing comprehension across the curriculum (3 hours)
7. Considerations and challenges for providing mathematics instruction (3 hours)
8. Considerations and challenges for providing science instruction (3 hours)
9. Considerations and challenges for providing social studies instruction (3 hours)
10. Considerations and challenges when addressing sensory, physical, and health care needs (3 hours)
11. Considerations and challenges for providing instruction pertaining to communication skills (3 hours)
12. Considerations and challenges for providing social skills and positive behavior supports (3 hours)
13. Considerations and challenges for providing instruction on personal and daily living skills (3 hours)

14. Considerations and challenges for providing instruction on community and job skills (3 hours)
15. Consideration and challenges for providing instruction pertaining to transition to adult living (3 hours)

Text(s)/Course Materials

Browder, D., & Spooner, F. (2011). *Teaching students with moderate and severe disabilities*. New York, NY: Guilford, Press.

Description of Instruction

Lecture. This class will be taught using an inter-teaching method (Boyce & Hineline, 2002; Saville et al., 2005). Inter-teaching methods are based on common research-based practices in college teaching, including reciprocal problem-based learning, and cooperative learning (Saville, Zinn, Neef, Van Norman, & Ferrari, 2006).

Mississippi State University Honor Code

"As a Mississippi State University student, I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Academic dishonesty will not be tolerated and will be dealt with according to MSU policy. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code.

For additional information visit: <http://students.msstate.edu/honorcode>.

Technology

The specific goal of this course is individualizing instruction for students with disabilities. The course makes use of a variety of technology tools to support students' learning of content. Students will take quizzes on the MyCourses platform after each chapter. Students will also view and respond to/discuss a variety of video clips on the MyCourses platform. Students will also be introduced to some ways to use technology to individualize instruction for students with special needs.

Diversity

Issues of diversity will be inherent in all discussions and activities completed as a part of this course. Young adolescents live and function in a diverse world; as such, students must develop an understanding of diversity as it relates to K-12 environments.

Accommodations for Students with Disabilities

Students with disabilities in need of accommodations to meet the expectations of this course are encouraged to bring this need to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student & Disability Support Services is located in 01 Montgomery Hall and can be reached via telephone at (662) 325-3335. <http://www.sss.msstate.edu>.

Field Component

This course does not have a field component.

Evaluation of Student Progress

Student Activities/Assessments:

1. Quizzes: students will complete chapter quizzes (Obj. 1, 2, 3, 4, 6, 7, 8)
2. Exams- This class will include both a midterm and final comprehensive exam (Obj. 1, 2, 3, 4, 6, 7, 8)
3. In a group, students will be responsible for leading a class discussion on particular comorbid disability or teaching strategy. Each presentation should last approximately 20 minutes and include online resource website designed for both educators and parents (Obj. 5, 8, 10, 12, 13)
4. Research-based paper- (graduate students only) student will write a five page research-based position paper pertaining to a topic in educating students with intellectual and developmental disabilities. This paper will argue the students position on a topic (e.g., the use of communicative partners when teaching communication skills versus traditional pull out therapies) and use empirical research to support your position (Obj. 1, 3, 4, 6)
5. Literature review (graduate students only)- You will complete a 10-page literature review of research pertaining to assigned topics. The literature review must include 10 empirical referred journal articles.
6. Interview with a teacher (graduate students only)- students will meet with and interview a teacher of this population of students using the approved interview list provided by the professor (Obj. 1, 3, 4, 6)
7. Professional presentation (graduate students only)- students will participate in and develop a professional development opportunity for other special or general education teachers (Obj. 6, 7, 8, 9, 10, 12)
8. Person-centered planning- each student will complete a person-centered planning interview with a person with an intellectual or developmental disability including one family member. Students will be required to include specific question in their interview, develop additional questions, and write a two -age reflection following this assignment (Obj. 4, 5, 8, 10)
9. Throughout the semester, the professor will use activities and other assignments (e.g., ecological inventories, general curriculum jigsaw) to assess knowledge of content covered. Students will receive participation points based on their ability to contribute to the class discussion/activity. If students do not contribute meaningful ideas or questions, the student will not receive participation points for that class. In the event students miss a class, they cannot make up participation points for that class. Application days will be implemented once a week for participation points. (Obj., 3, 4, 5, 8, 9, 10, 11)
10. Extra Credit: There will be one extra credit opportunity for the entire semester. If a student would like to earn up to 10 extra credit points, they may create a video promoting the "Spread the Word to End the Word Campaign". The purpose of this campaign is to end the use of offensive words to describe people with disabilities. Points will be assigned based on the creativity and production of the video. Please see the professor for additional guidelines and criteria for completing this extra credit assignment (Obj. 1, 6,12)

Assignment	Undergrad- Total Points	Graduate-Total Points
Quizzes	80	80
Exams	150	150

Disability Presentation	50	15 (individual presentation)
Professional Presentation		15 (PD for teachers)
Application Day Attendance	100	
Online website		20
Research paper		100
Person-centered planning	25	25
Interview	20	20
In-class activities	75	75
Total Points	500	500

Grading Scale

Grades will be based on the following distribution:

Letter Grade	Point Distribution
A	500-450
B	449-400
C	399-350
D	349-300
F	299-0

Attendance Policy

Students are allowed to miss 8% of the class. (3 days) After missing more than 3 unexcused days students will be dropped a letter grade at the end of the semester.

Title IX Policy

MSU is committed to complying with Title IX, a federal law that prohibits discrimination, including violence and harassment, based on sex. This means that MSU's educational programs and activities must be free from sex discrimination, sexual harassment, and other forms of sexual misconduct. If you or someone you know has experienced sex discrimination, sexual violence and/or harassment by any member of the university community, you are encouraged to report the conduct to MSU's Director of Title IX/EEO Programs at 325-8124 or by e-mail to titleix@msstate.edu. Additional resources are available at www.oci.msstate.edu/focus-areas/title-ix-sexual-misconduct.

University Safety Statement

Mississippi State University values the safety of all campus community members. Students are encouraged to register for Maroon Alert texts and to download the Everbridge App. Visit the Personal Information section in Banner on your mystate portal to register. To report suspicious activity or to request a courtesy escort via Safe Walk, call University Police at 662.325.2121, or in case of emergency, call 911. For more information regarding safety and to view available training resources, including helpful videos, ready.msstate.edu.

Mississippi Educator Code of Ethics

This code shall apply to all persons licensed according to the rules established by the Mississippi State Board of Education and protects the health, safety and general welfare of students and educators. Ethical conduct is any conduct which promotes the health, safety, welfare, discipline and morals of students and colleagues. Unethical conduct is conduct that impairs the license holder's ability to

function in his/her employment position or a pattern of behavior that is detrimental to the health, safety, welfare, discipline or morals of students and colleagues. Any educator or administrator license maybe revoked or suspended for engaging in unethical conduct relating to an educator/student relationship (Standard 4). Additional information of the Mississippi Educator Code of Ethics 10 standards is available at <https://www.mdek12.org/sites/default/files/documents/code-of-ethicsfinal.pdf>.

Mississippi College and Career-Ready Standards

Content standards outline the skills and knowledge expected of students from grade to grade and subject to subject. In addition to the Mississippi College and Career-Readiness Standards, the Mississippi Department of Education has developed a wide variety of training materials for educators and administrators across the state.

Students will develop a deep understanding of how to collaborate, engage and model special education concepts. They will learn how to effectively assess students and maintain high expectations as they differentiate instruction for each individual student.

Bibliography

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