



MISSISSIPPI STATE UNIVERSITY™

COLLEGE OF EDUCATION

Department of Curriculum, Instruction, and Special Education Course Syllabus

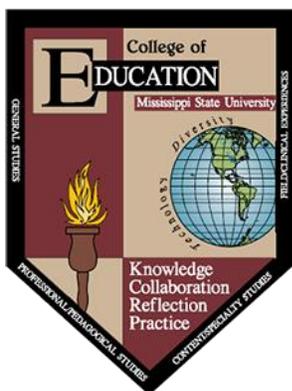
EDX 4133/6133 Methods and Materials for Secondary Students with Disabilities

Credit Hours: Three (3) credit hours

Method of Instruction: Lecture/Lab

Catalog Description: (Pre-requisite: Admission to Teacher Education Phase II; co-requisite: EDX 4123, EPY 3253, & EDF 4243) Three hours of lecture and laboratory work including assessment an individualized programming utilizing methods and materials for EMR and LD secondary school-age children.

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

Students will be able to:

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 6; CRT 1.1; ISTE 1)
2. Demonstrate knowledge of state and national standards and assessments including the Mississippi Comprehensive Test, Second Edition and High School Assessments. (INTASC 8; CFPO 2; CAEP R1.3; CEC 4; CRT 13.1; ISTE 1)
3. Identify strategies that promote effective learning environments and successful transitions for individuals within school and post-school environments. (INTASC 4; CFPO 3; CAEP R1.2; CEC 2; CRT 14.1; ISTE 5)
4. Identify components of career education, vocational-technical education, and community-based programs. (INTASC 2; CFPO 2; CAEP R1.1; CEC 6; CRT 8.1; ISTE 5)
5. Select and adapt materials in career education, self-determination, and strategy instructions according to the learning needs of secondary students. (INTASC 2; CFPO 8; CAEP R1.1; CEC 2; CRT 9.2; ISTE 5)

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 7; ISTE 1; CAEP R1.2; CEC 6; CRT 1.1)
7. Discuss difficulties students may experience learning content area instruction. (INTASC 5; CFPO 7; CAEP R1.2; CEC 3; CRT 9.1; ISTE 1)
8. Discuss classroom preparation and organization procedures and methods for differentiating instruction. (INTASC 5; CFPO 5; CAEP R1.2; CEC 5; CRT 11.1; ISTE 5)
9. Discuss methods of monitoring student progress within the curriculum and apply the procedures in a classroom setting. (INTASC 4, 8; CFPO 7; CAEP R1.2, R1.3; CEC 5; CRT 13.1; ISTE 7)
10. Review planning and delivering instruction for secondary students with diverse learning needs. (INTASC 3; CFPO 5, 6, 7; CAEP R1.1; CEC 5; CRT 5.1; ISTE 6)
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, 5; CRT 12.1; ISTE 6)
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 5; CAEP R1.3; CEC 5, 7; CRT 7.1; ISTE 1)

Detailed Course Outline/Topics Covered in the Course

1. Introduction to Adolescents with HID (3 hours)
2. Theoretical Perspectives (4 hours)
3. Co-teaching and collaboration at the secondary level (6 hours)
4. Effective instruction and Behavior Management Techniques (6 hours)
5. Reading Instruction (6 hours)
6. Written Language Instruction (3 hours)
7. Teaching Mathematics to Adolescents with HID (4 hours)
8. Study Skills Instruction (4 hours)
9. Social Skills Instruction (3 hours)
10. Post-Secondary Programs (3 hours)
11. Transition to Independent Living (3 hours)

Text(s)/Course Materials

Carter, N., Prater, M. A., & Dyches, T. T. (2009). *Making accommodations and adaptations for students with mild to moderate disabilities*. Upper Saddle River, NJ: Pearson.

Kichhar-Bryant, C. A., Shaw, S., & Izzo, M. (2009). *What every teacher should know about transition and IDEA 2004*. Upper Saddle River, NJ: Pearson.

Levin, J., & Nolan, F. F. (2003). *What every teacher should know about classroom management*. Boston, MA: Pearson Education Inc.

*additional readings will be required

Description of Instruction

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 peer tutoring, problem-based learning, and cooperative learning (Saville, Zinn, Neef, Van Norman, & Ferrari, 2006).

Descriptions of the inter-teaching processes that will guide class structure are described below:

1. **Review:** Each class will begin with a short review of the previous week's material. Each review session will be based on student feedback concerning areas of interest and/or concepts and skills that require clarification. (Approximately 15 minutes)
2. **Assessment:** Following the review session, students will complete a short quiz to assess their understanding of the previous week's readings and activities. (Approximately 15 minutes)
3. **Discussion:** Students will discuss the current week's readings with one or more colleagues. Weekly discussion guides created by each student will be used to prompt and guide discussion. See attached format for discussion guides. The instructor will move around the room taking notes on the topic and quality of discussions, engage students in dialogue, and help students to clarify any questions, concerns, or areas of interest that arise. Small group discussions will culminate with the entire class contributing to a summary of big ideas, and a list of areas for potential clarification. (Approximately 15 minutes)
4. **Lecture:** The instructor will present a brief lecture and/or activity covering additional information not covered in assigned readings and/or will expand on the topics covered in the assigned readings. (Approximately 15-30 minutes)
5. **Practice:** Following the lecture, there will be time for the hands on practice of assessment and intervention practices, which might include individual work or group work with video modeling, role-play, and instructor feedback. (Approximately 45-60 minutes)
6. **Student Self-evaluation and Feedback to Instructor:** At the end of each class, students will be asked to provide feedback on the quality of their discussions and to describe concepts or skills that require further clarification or practice. The instructor will use the feedback guides to structure a review for the following week. A sample feedback guide is attached. (Approximately 5 minutes)

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

Students will be required to use Canvas for detailed instructions for assignments and projects. This course requires a subscription to *Watermark*, an electronic portfolio and storage system for teacher candidates that is used as a repository for course assignments, assessments, and field experiences. Data collected from the database is used for accreditation purposes and program improvements. Assignments required in *Watermark* must be submitted for successful completion of the course. If you do not have a subscription, please call the OCFBI office to obtain a key code.

The professor will use email to contact individual students regarding appointments, feedback, and grades and the entire class regarding assignments and any changes to the class schedule.

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 young adolescents and their worlds.

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 O1 Montgomery Hall and can be reached via telephone at (662) 325-3335. <http://www.sss.msstate.edu>.

Field Component

This course requires students to spend six hours per week in their practicum setting for a total of 12 weeks. In weeks where six hours are not attained the hours must be made up prior to the last day of practicum.

Evaluation of Student Progress

Student Activities

1. *Differentiation Project* - Develop/create differentiation strategies for provided lesson plans. Please see Canvas for details. (Obj. 2, 3, 7, 8, 9, 10, 11)
2. *Lesson Plans* - Develop, implement, and reflect on three lesson plans throughout the semester. Please see Canvas for details. (Obj. 2, 3, 7, 8, 9, 10, 11)
3. *Evaluations* - Host practicum teacher and university supervisor will complete both a mid-term and final evaluation of your performance within the practicum setting. (Obj. 2, 3, 7, 8, 9, 10, 11)
4. *Inclusion Project* - Co-plan and implement one lesson plan or 30-45 minute activity within a general education setting. Please see Canvas for details. (Obj. 3, 6, 8, 9, 10, 11).
5. *Transition Module* - Complete a module about transition using Merrill (2009) and *Transition and IDEA 2004*. Please see Canvas for details. (Obj. 1, 2, 3, 4, 5, 6, 12)
6. *Transition Plan* - Complete a full transition plan (including relevant parts of their IEP) for one student. Please see Canvas for details. (Obj. 1, 2, 3, 4, 5, 6, 12)
7. *Evaluating Learning Plan Part 1* - Develop a lesson plan that will be repeated at least three times for a group of at least 3 students. Please see Canvas for details. (Obj. 2, 3, 7, 8, 9, 10, 11)
8. *Functional Behavior Analysis Project* - Collect data, develop, and implement a 3- 4 week FBA with one student in the practicum setting. Please see Canvas for details. (Obj. 2, 3, 7, 8, 9, 10, 11)
9. Throughout the semester, the professor will use activities and other assignments 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 the class. (Obj. 2, 3, 7, 8, 9, 10, 11)

Assignment	Total Points
Differentiation Project	30 points (10 points each)
Lesson Plans	40 points (20 points each)

Dispositions from teacher	160 points (80 each)
Dispositions from professor	84 (42 points each)
Functional Behavior Analysis	55 points
Transitions Module	15 points
Transition Plan	40 points
Inclusion Project	50 points
Class Participation	99 points (3 per class)
Total	573 points

Grading Scale

<i>Grade</i>	<i>Percentage</i>	<i>Point Distribution</i>
A	100-92%	573-527
B	91-84%	526-481
C	83-76%	480-435
D	75-68%	434-389
F	67-0%	388-0

Attendance Policy

Students are allowed to miss 8% (3 days) of the class with no excuse. After the 4th unexcused absence students will be dropped a letter grade at the end of the semester. If a student is absent, that student cannot make up any in-class assignments and he/she must submit any assignments due. Attendance is required and critical to student success. It is the student's professional responsibility to attend classes, produce quality work, and adhere to the ethics of the profession. Failure to attend all classes may result in lowered grade.

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

The 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 any 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 may be revoked or suspended for engaging in unethical conduct relating to an educator/student relationship (Standard 4). Additional information on the Mississippi Educator Code of Ethics 10 Standards is available at https://www.mdek12.org/sites/default/files/documents/code-of-ethics_final.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. They will spend 75 hours in the public-school setting applying the critical concepts, principles and practices taught throughout the course.

Bibliography

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