University of Washington, College of Education EDSPE 545: Instructional Modifications for the Education of Children with Mild Disabilities Winter 2008 3 credits

Course Instructor: Roxanne Hudson, Ph.D. Office: 102J Miller Hall Phone: 206-616-1945 Email: rhudson@u.washington.edu **Class Meeting:** Tuesdays 4:30 to 6:50 **Location:** 115 Smith Hall **Office hours:** Tuesdays 1:00 to 4:00 and by appointment

A class website can be found at <u>http://courses.washington.edu/edspe545/index.htm</u>. There you will find a copy of this syllabus, assignment descriptions, readings, and helpful resources. All students are encouraged to access the website at their earliest convenience and bring any difficulties to the attention of the instructor.

It is important that all students check their official UW email and the class website at least once a week since the instructor will communicate important course information through both media and all students are responsible for the information.

Course Description

EDSPE 545 is a graduate-level course that focuses on effective adaptations to evidence-based instructional practices for elementary and middle school students with high-incidence disabilities. Students completing the course will possess a working knowledge of current techniques for children with special needs and be able to identify and plan appropriate adaptations in the general education curriculum.

Course Objectives/Knowledge and Skills

By the end of the course, students will demonstrate knowledge of...

- lesson planning and universal design principles that lead to differentiated instruction for all types of students;
- different models of co-teaching;
- design principles and uses of instructional technology;
- adaptations and modifications in environment, presentation, materials, response demands, and assessment for reading, writing, mathematics, and content area instruction, including learning strategies, graphic organizers, and grouping strategies.

Students will demonstrate the ability to:

- critically evaluate types of instructional technology for use with students with disabilities;
- analyze and apply course content to case studies of teaching and learning;
- propose adaptations and modifications to meet the specific needs of learners with disabilities from diverse cultural and linguistic backgrounds, and
- connect and apply course content to their teaching practice.

Required Readings and Materials

The following textbook is required for this class and specific chapters to be read are identified in the course schedule (e.g., R & L Ch. 1):

Reid, R., & Lienemann, T. (2006). *Strategy Instruction for Students with Learning Disabilities*. New York, NY: Guilford Press.

Additional required readings are listed below and available electronically on the class website.

- 1. Tomlinson, C.A. (2001). *How to differentiate instruction in mixed-ability classrooms.* (2nd ed.). Merrill.
- 2. Hitchcock, C., Meyer, A., Rose, D., & Jackson, R. (2002). Providing new access to the general curriculum: Universal design for learning. *TEACHING Exceptional Children*, 35(2), 8-17.
- 3. Stahl, S. A. (1999). Different strokes for different folks? A critique of learning styles. *American Educator*, 23(3), 27-31.
- 4. Boudah, D.J., Lenz, B. K., Bulgren, J. A., Schumaker, J. B., & Deshler, D. D. (2000). Don't water down! Enhance content learning through the unit organizer routine. *Teaching Exceptional Children*, 32(3), 48-56.
- 5. Vaughn, S., Bos, C. S., & Schumm, J. S. (2007). *Teaching Students who are Exceptional, Diverse, and At Risk in the General Classroom* (4th ed.) Boston: Pearson Education. Ch. 9
- 6. King-Sears, M. E. (2001). Three steps for gaining access to the general education curriculum for learners with disabilities. *Intervention in School and Clinic*, *37*(2), 67-76.
- 7. Walsh, J.M., & Jones, B. (2004). New models of cooperative teaching. *TEACHING Exceptional Children*, *36*(5), 14-20.
- 8. King-Sears, M.E., & Evmenova, A.S. (2007). Premises, principles, and processes for integration of TECHnology into instruction. *TEACHING Exceptional Children*, 40(1), 6-14.
- 9. Elder-Hinshaw, R., Manset-Williamson, G., Nelson, J.M., & Dunn, M.W. (2006). Engaging older students with reading disabilities: Multimedia inquiry projects supported by reading assistive technology. *TEACHING Exceptional Children*, 39(1), 6-11.
- 10. De La Paz, S., Owen, B., Harris, K.R., & Graham, S. (2000). Riding Elvis' motorcycle: Using selfregulated strategy development to PLAN and WRITE for a state writing exam. *Learning Disabilities Research & Practice*, *15*(2), 101-109.
- 11. Ellis, E. & Howard, P. (2007). Graphic Organizers: DLD Alert # 13. Council for Exceptional Children.
- 12. Lazarus, B.D. (1996). Flexible skeletons: Guided notes for adolescents with learning disabilities. *TEACHING Exceptional Children.*
- 13. Jitendra, A. (2002). Teaching students math problem-solving through graphic representations. *TEACHING Exceptional Children*, 34(4), 34-38.
- 14. Vaughn, S., Bos, C. S., & Schumm, J. S. (2007). *Teaching Students who are Exceptional, Diverse, and At Risk in the General Classroom* (4th ed.) Boston: Pearson Education. Ch. 16
- 15. Yell, M.L., Katsiyannas, A., & Shiner, J.G. (2006). The No Child Left Behind Act, adequate yearly progress, and students with disabilities. *TEACHING Exceptional Children*, *38*(4), 32-39.
- 16. Guidelines for Participation and Testing Accommodations for Special Populations in State Assessment Programs (February, 2006). OSPI.

Course Requirements and Assignments

- **Reading Activities.** Students will complete an activity for each class session's reading assignment that is designed to increase engagement with the text, promote reflection and critical analysis, and increase reading comprehension. These activities are designed to model a variety of ways to support reading comprehension in content-area text and will be handed in at the beginning of each class session or completed online. Late reading assignments will not be accepted and lost points due to missing assignments may not be made up. These activities will be worth 5 points each.
- **In-Class Activities.** During some unannounced class sessions, students will complete a variety of short in-class assignments to provide more opportunity for reflection and thought about the course content (e.g., case study, application exercise, etc.) either individually or as part of a small group. Lost points due to missing in-class assignments may not be made up. These activities will be worth 5 points each.
- **Application Assignments**. Students will complete a variety of short out-of-class assignments to provide more opportunity for reflection and thought about the course content. These will be worth up to 75 points.

Sample activities include:

- Universal design analysis and planning
- Unit and lesson planning
- Video and print case study analyses
- Development of a learning strategy for a particular content area and group of students
- Assessment of own teaching and student learning
- Other activities as assigned
- **Instructional Technology Assignment.** Each student will choose and research a commonly- or easily-used form of assistive technology that would be appropriate for teachers to use with students with high-incidence disabilities. Each student will present information about the technology and provide a 1-2 page handout to share with other students. More details will be provided in class. This assignment is worth 50 points.
- **Exams**. Two short exams to measure skills and knowledge will be given. Content will be taken from assigned readings, lecture material, videos, class discussions, activities, and reading activities. They will consist of multiple choice, short answer, matching, and essay questions. Each exam is worth 100 points.

Extra Credit Option. Because I hope that you will find what you learn in this class to be useful to you in the future, I would like to see you organize course materials in a way that will make them easily accessible to you later. To encourage this, I am offering up to 10 extra credit points to you to make an effort to organize your class materials. These points will be awarded according to the following rubric:

1-3 points	•	All course materials, readings, reading logs, and handouts are kept in a binder or file in some recognizable order.		
4-7 points	•	All of the above plus:		
	•	Dividers or file labels identify categories and subcategories.		
	•	Particularly important items are identified clearly, including margin notes, highlighting, tabs.		
8-10 points	•	All of the above plus:		
	•	Appropriate, independently selected additional resources are included and filed according to topic.		

Course Policies

- Students will receive the most prompt reply if **you contact me through email** (rhudson@u.washington.edu). I check my email frequently, and will respond to student email as soon as possible although usually not on the weekend. Please put the course title on the email heading (EDSPE 545) so that your email does not get lost in my inbox. I am available to meet with students during office hours and am very happy to meet with students at other times by appointment.
- Students are expected to arrive in time for class and to remain for the entire class period. Tardiness and leaving during breaks or during the class session will be counted as absences.
- All written assignments should be **typed double-spaced with 1" margins and 12 point font** following the APA guidelines established in the 5th edition of the *Publication Manual* unless otherwise indicated by the instructor. **Assignments should be proofread carefully**, because only assignments with minimal or no errors will receive high scores.
- All assigned readings and assignments should be completed and turned in on or before the assigned date. Late work will be penalized one grade level per day that it is late.
- Student mastery of material is expected and **all unacceptable work will be redone until it meets instructor expectations**.
- It is expected that students will **devote a minimum of 90 hours of work to this class**. This consists of 30 in-class and 60 out-of-class hours (2 hours per every contact hour). Some students may need to spend more time in order to meet course objectives.
- The schedule and procedures in this course are subject to change in the event of extenuating circumstances.
- In order to best learn and be able to apply the material, **active participation in class is critical**. All students are expected to attend and participate appropriately in all class sessions. The following rubric will help students evaluate their class participation. Consistent unacceptable levels of participation will negatively affect a student's grade.

Excellent Participation

- 1. Attend every class with readings and assignments completed.
- 2. Active and enthusiastic involvement in class discussion and activities.
- 3. Use research and course materials to explain and support your comments and opinions.
- 4. Ask thoughtful constructive questions regarding course materials and class discussion.
- 5. Promote discussion through engaged listening and encouraging responses from classmates without dominating the conversation.
- 6. Contribute to small group discussions and activities constructively, thoughtfully, and stay focused on course goals.

Unacceptable Participation

- 1. Fail to attend class sessions.
- 2. Attend class but not being physically or cognitively engaged. This includes not listening, not participating in class discussions or small group activities, reading newspapers or other non-course related materials.
- 3. Engage in discussion and class, but make inappropriate comments that undermine the explicit goals of the course. This includes making irrelevant comments that side-track discussions, going off-task, dominating discussions, attacking other students personally, or attacking other students' comments without good command of the research and course materials underscoring your own comments and opinions.

Academic Integrity

All students are expected to uphold the UW Student Conduct Code and fulfill their responsibility to (1) uphold the highest standards of academic integrity in the student's own work, (2) refuse to tolerate violations of academic integrity in the university community, and (3) foster a high sense of integrity and social responsibility on the part of the university community.

Cases of suspected plagiarism and/or academic misconduct such as copying assignments, using unauthorized notes or information, and/or cheating on an exam will be referred to the COE Associate Dean for Academic Programs for adjudication. Possible penalties range from disciplinary warnings to dismissal from the university. For more information on this issue, including a useful definition of plagiarism, read the UW article on Academic Honesty: Cheating and Plagiarism (<u>http://depts.washington.edu/grading/issue1/honesty.htm</u>).

Accommodations

Reasonable accommodations are available for students who have a documented disability. Please notify the instructor during the first week of class of any accommodations needed for the course. Late notification may cause the requested accommodations to be unavailable. For more information about services available to students with disabilities, contact Disability Resource Center in 448 Schmitz Hall. Phone them at 206-543-8924 (V) and 206-543-8925 (V/TTY) or email them at *uwdss@u.washington.edu*.

Grading

Assignment	Points Possible	Your Score(s)
Reading Activities	5 pts. ea, up to 45	
In-Class Activities	5 pts. ea, up to 50	
Application Activities	Up to 75	
Assistive Technology Assignment	50	
Exam 1	100	
Exam 2	100	
TOTAL	Up to 420	

Grade Assignments:

94 to 100% of points = 4.0 90 to 93% of points = 3.8 85 to 89% of points = 3.4 80 to 84% of points = 3.0 75 to 79% of points = 2.4 70 to 74% of points = 2.0 Below 70% = 0.0

EDSPE 545 Tentative Course Schedule					
Date	Торіс	Reading/Assignment Due			
Week 1 Jan. 8	Course Overview and Introduction Instructional Planning: Differentiated Instruction				
Week 2 Jan. 15	Instructional Planning: Differentiated Instruction, cont. & Universal Design	Tomlinson (2001) Hitchcock et al. (2002) Stahl (1999)			
Week 3 Jan. 22	Instructional Planning: Unit and Lesson Planning Grouping	King-Sears (2001) Vaughn et al., Ch. 9 (2007) Boudah et al. (2000)			
Week 4 Jan. 29	Co-Teaching Instructional Technology Sign up for instructional technology choice	Walsh & Jones (2004) King-Sears & Evmenova (2007)			
Week 5 Feb. 5	Adaptations and Modifications: Learning Strategies Introduction	R & L Ch. 3 & 4			
	Exam 1	Exam 1			
Week 6 Feb. 12	Adaptations and Modifications: Learning Strategies for Self- Regulation and Study Skills	R & L Ch. 5, 6, & 11 Instructional Tech. Presentations			
Week 7 Feb. 19	Adaptations and Modifications: Learning Strategies for Academics	R & L Ch. 8, 9, & 10 De La Paz et al. (2000) Instructional Tech Presentations			
Week 8 Feb. 26	Adaptations and Modifications: Graphic Organizers and Manipulatives	Ellis, E. & Howard, P. (2007) Lazarus (1996) Jitendra (2002) Instructional Tech. Presentations			
Week 9 March 4	Adaptations and Modifications: Content Area Instruction	Vaughn et al. (2007) Ch. 16 & 17 Instructional Tech. Presentations			
Week 10 March 11	Adaptations and Modifications: Assessment	Yell et al. (2006) OSPI Assessment Guidelines Instructional Tech. Presentations			
Finals Week	Final Exam March 18				

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