

USU MILD/MODERATE ALTERNATIVE TEACHER PREPARATION PROGRAM

Course Syllabus

**Orientation to Teaching Students with Mild/Moderate Disabilities
Fall Semester
SPED 5300 (2 credits)**

**Program Director: Marilyn Likins, Ph.D. (801-599-8708)
marilyn@nrcpara.org**

Course Overview

There are many challenges associated with being a first-year teacher working with children and youth with disabilities. One of the biggest challenges teachers face is providing effective instruction while managing the behavior of individual students and small groups of students in ways that promote student growth and an orderly and safe learning environment for all. Thus, the primary purpose of this course is to provide you with an overview of information and resources, examples, and practice in applying effective instructional and behavioral strategies in your classroom. Things to know and do on your first day(s) and first week of school will be emphasized.

Text: Alternative Teacher Preparation Program Workshop Manual

Attendance

1. Running Start (Orientation) is taught from 8:30 to 4:00 for 4-5 days. You are expected to attend ALL classes and to be ON TIME. Students will NOT be excused early for other commitments unless previously approved by the instructor.
2. Submit all assignments on date/time indicated by course instructor.
3. Behave in an ethical and professional manner in class.

Course Requirements

The following schedule is organized by topics. Specific content readings from the Orientation Manual will be identified across the training period.

<u>Date</u>	<u>Topic</u>
Tuesday-Wednesday	Effective Instructive Practices Getting Started Selecting Curriculum Providing Accommodations Monitoring Progress Instructional Strategies & Special Education
Thursday-Friday	Effective Management Practices Positive Behavior Supports Rules and Expectations Motivational Strategies that Work Basic Management Strategies Tips for Increasing Compliance Understanding the ABC's of Behavior Coercion Cycle Precision Commands
Friday	Reductive Consequences & Hierarchies What If Charts Questions to Ask your Instructional Coach

Assignments and Grading

The assignments for this course involve a combination of application projects. They were designed to provide you with start-up tools that will assist you on your first days of school.

The assignments you will be expected to complete are:

1. A set of classroom expectations following the guidelines discussed in class.
2. A "What If " Chart outlining your hierarchy of consequences for appropriate/inappropriate behavior.
3. Course disclosure statement (to be handed in by 3rd week of school)

Detailed instructions for each of these projects will be provided as the topic is introduced.

<u>Task/Activity</u>	<u>Points</u>
Class Room Rules	30
What If Chart	30
Course Disclosure Statement & Procedures	30
Professional Points (attendance, participation)	<u>10</u>
TOTAL POINTS	100

Grades will be calculated as follows:

A	100-95%
A-	94-90%
B+	89-87%
B	86-84%
B-	83-80%
C+	79-77%
C	76-74%
C-	73-70%
D+	69-67%
D	66-64%
D-	63-60%
F	below 60%

CEC Common Core of Knowledge and Skills Essential for All Beginning Special Education Teachers	
Common Core (ICC)	Knowledge and Skill Standards
<p>ICC1 Foundations</p> <ul style="list-style-type: none"> • K1 • K2 • K3 • K4 	<p>K1 Models, theories, philosophies and research methods that form the basis for special education practice.</p> <p>K2 Laws, policies, and ethical principles regarding behavior management planning and implementation.</p> <p>K3 Relationship of special education to the organization and function of educational agencies.</p> <p>K4 Rights and responsibilities of individuals with exceptional learning needs , parents, teachers, and other professionals, and schools related to exceptional learning needs .</p>
<p>ICC2 Development and Characteristics of Learners</p> <ul style="list-style-type: none"> • K2 • K5 • K6 	<p>K2 Education implications of characteristics of various exceptionalities</p> <p>K5 Similarities and differences of individuals with and without exceptional learning needs</p> <p>K6 Similarities and differences among individuals with exceptional learning needs</p>

ICC4/IIC4/IGC4 Instructional Strategies

- **K1 ICC, K1 IIC**
- **K2 IIC**
- **K3 IGC**
- **K5 IGC**
- **S1 IIC**
- **S3 IIC, S3 ICC**
- **S4 IGC**
- **S5 IGC**
- **S6 IGC**

K1 Evidence-based practices validated for specific characteristics of learners and settings

K1 Specialized materials for individuals exceptional learning needs.

K2 Prevention and intervention strategies for individuals with exceptional learning needs

K3 Advantages and limitations of instructional strategies and practices for teaching individuals with exceptional learning needs

K5 Strategies for integrating student initiated learning experiences into ongoing instruction

S1 Use research-supported instructional strategies and practices

S3 Use a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals with exceptional learning needs

S3 Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.

S4 Use reading methods appropriate to individuals with exceptional learning needs

S5 Use methods to teach math appropriate to individuals with exceptional learning needs

S6 Modify pace of instruction and provide organizational cues

<p>ICC5 Learning Environments/ Social Interactions</p> <ul style="list-style-type: none"> • K1 ICC • K2 ICC • K3 ICC • K4 ICC • S1 ICC • S2 ICC • S5 ICC • S 12 	<p>K1 Demands of learning environments</p> <p>K2 Basic classroom management theories, and strategies for individuals with exceptional needs</p> <p>K3 Effective management of teaching and learning</p> <p>K4 Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs</p> <p>S1 Create a safe, equitable, positive and supportive learning environment in which diversities are valued</p> <p>S2 Identify realistic expectations for personal and social behavior in various settings</p> <p>S5 Modify the learning environment to manage behaviors</p> <p>S12 Design and manage daily routines</p>
<p>ICC/IGC 6: Language</p> <ul style="list-style-type: none"> • S1 ICC • S1 IGC • S2 IGC 	<p>S1 Use strategies to support and enhance communication skills of individuals with exceptional learning needs</p> <p>S1 Enhance vocabulary development</p> <p>S2 Teach strategies for spelling accuracy an generalization</p>

<p>ICC/IGC 7: Instructional Planning</p> <ul style="list-style-type: none"> • K1 IGC • K2 ICC • K4 IGC • S2 IGC • S5 ICC • S10 ICC • S12 	<p>K1 Integrate academic instruction and behavior management for individuals and groups with exceptional needs</p> <p>K2 Scope and sequences of general and special curricula</p> <p>K4 Relationships among exceptional learning needs and reading instruction</p> <p>S2 Select and use specialized instructional strategies appropriate to the abilities and needs of the individual</p> <p>S5 Use task analysis</p> <p>S10 Prepare lesson plans</p> <p>S12 Use instructional time effectively</p>
<p>ICC/IGC 8: Assessment</p> <ul style="list-style-type: none"> • S8 ICC • S9 ICC 	<p>S8 Evaluate instruction and monitor progress of individuals with exceptional learning needs</p> <p>S9 Create and maintain records</p>
<p>ICC9 Professional and Ethical Practices</p> <ul style="list-style-type: none"> • K1 ICC • K2 ICC • S4 ICC • S7 ICC • S8 ICC • S11 ICC 	<p>K1 Personal cultural biases and differences that affect one's teaching</p> <p>K2 Importance of the teacher serving as a model for individuals with exceptional learning needs</p> <p>S4 Conduct professional activities in compliance with applicable laws and policies.</p> <p>S7 Practice within one's skill limits and obtain assistance as needed</p> <p>S8 Use verbal, nonverbal and written language effectively</p> <p>S11 Reflect on one's practice to improve instruction and guide professional growth</p>