

## COURSE SYLLABUS

### SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Elementary, Early & Special Education Course No. EX273

Course: Introduction to Mild/Moderate Cross-Categorical Revision: FA '00



### “The Teacher as Professional Educator”

#### I. Catalog Description and Credit Hours of Course:

An overview of the field of cross-categorical special education, and k-12 students who are placed in cross-categorical settings. (3)

#### II. Prerequisite(s):

Permission of instructor.

#### III. Purposes or Objectives of the Course:

By the end of the course, the student will have demonstrated acquisition of the knowledge base and skills necessary to:

- A. write or orally state the prevalent definitions used for children with Mild/Moderate Disabilities (MMD) including learning disabilities (LD), mental retardation (MR), behavior disorders (BD), physical/other health impairments (POHI).
- B. identify common etiological factors that may result in a mild/moderate disability.
- C. describe the effects of medical, psychosocial, genetic, and other factors, on the educational, cognitive, physical, social, behavioral, and emotional needs of students in cross-categorical settings.
- D. describe the effects of cultural or linguistic diversity on identification and intervention process.
- E. describe current legal and ethical issues facing the student with special needs and their families.
- F. articulate orally or in writing assurances and Due Process rights related to assessment, eligibility, and placement of students in cross-categorical settings.
- G. describe “Rights and Responsibilities” of parents, students, teachers, and schools as they relate to students with exceptional learning needs.
- H. describe the sequence and interrelationship of each step of the special education process from screening to placement.
- I. describe the similarities and differences between the cognitive, physical, cultural, social, and emotional needs of students with mild/moderate disabilities.
- J. interpret and utilize assessment data and information regarding chronological age, mental, age, academic growth and development, and social history of students in cross-categorical settings in planning appropriate individual educational programs.

- K. articulate effective communication techniques with parents/families of children in cross-categorical settings, and advocate, where appropriate, the child's and family's rights.
- L. describe the role of observation, positive behavior techniques, teaching and organizational strategies in cross-categorical settings.
- M. identify ways to communicate and work with other professional personnel as a member of an interdisciplinary or transdisciplinary team, including collaboration and consultation with general education teachers.
- N. identify various types of assistive and adaptive technologies, including augmentative and facilitative communication devices.

**IV. Expectations of Students:**

Students will:

- A. complete all assigned readings in the textbook, handouts, and selected professional journals.
- B. participate in classroom discussion and activities.
- C. use instructional technology to develop class-assigned projects.
- D. demonstrate achievement of the course objectives by their performance on examinations, projects, article reviews, and case studies.
- E. Write reflective statements for MoSTEP Quality Indicators 1, 2, 4, 5, 6, 7, 9.

**V. Course Content or Outline:**

**Hours**

- |    |   |   |
|----|---|---|
| A. | Overview of Inclusive Education               | 4 |
|    | 1. Foundations of Special Education           |   |
|    | 2. Current Legal, Cultural and Ethical Issues |   |
|    | 3. Least Restrictive Environment              |   |
|    | 4. Principles of P.L. 94-142                  |   |
| B. | Special Education Process                     | 4 |
|    | 1. Screening to Placement                     |   |
|    | 2. Assessment                                 |   |
|    | 3. Individualized Educational Programs        |   |
|    | 4. Service Delivery Models                    |   |
|    | 5. Cultural and Linguistic Considerations     |   |
| C. | Building Partnerships with Parents/Families   | 4 |
|    | 1. Teacher/parent Conference                  |   |
|    | 2. Communication Techniques                   |   |
|    | 3. Parent's Role and Rights                   |   |
| D. | Inclusion Models                              | 3 |
|    | 1. Team Teaching                              |   |
|    | 2. Consultant                                 |   |
|    | 3. Class within a Class                       |   |
| E. | Classroom Organization and Management         | 4 |
|    | 1. Scheduling                                 |   |
|    | 2. Individual and Group Instruction           |   |

3.	Seating Arrangements	
F.	Curricular and Instructional Accommodations	4
1.	Elementary Level	
2.	Middle School Level	
3.	Secondary Level	
G.	Teaching students with learning disabilities	4
1.	Etiology	
2.	Characteristics	
H.	Teaching students with mental retardation	3
1.	Etiology	
2.	Characteristics	
I.	Teaching students with behavior disorders	4
1.	Etiology	
2.	Characteristics	
J.	Teaching students with physical disabilities	3
1.	Etiology	
2.	Characteristics	
K.	Teaching students with Other Health Impairments	3
1.	Etiology	
2.	Characteristics	
L.	Learning and Teaching Variables	5
1.	Learning Styles	
2.	Cultural Diversity	
3.	Accommodations and Modifications	
4.	Assistive and Adaptive Technologies	

**VI. Textbook(s) and/or Other Required Materials or Equipment:**

Henley, M., Ramsey, R.S., and Algozzine, R. (1999). *Characteristics of and strategies for teaching students with mild disabilities* (3<sup>rd</sup> ed). Boston: Allyn and Bacon.

**VII. Basis for Student Evaluation:**

Grades will be determined by:

- A. Participation in classroom discussions and activities.
- B. Performance on case studies, projects, article reviews and written assignments.
- C. Performance on examinations.
- D. Quality of reflection statements for MoSTEP Quality Indicators 1, 2, 4, 5, 6, 7, 9.

## VIII. Knowledge Base:

Forness, S.R., Ramsey, C.T., Hsu, C., Brezaussek, C.M., MacMillan, D.L., Kavale, K.a., & Zima, B.T. (1998). Head start children finishing first grade: Preliminary data on school identification of children at risk for special education. *Behavioral Disorders, 23*, 111-124.

Fuchs, L.S., & Fuchs, D. (1998). Treatment validity: A unifying concept for reconceptualizing the identification of learning disabilities. *Learning Disabilities Research & Practice, 13*, 204-219.

Gersten, R. (1999). The changing face of bilingual education. *Educational Leadership, 56*(7), 41-45.

Glassberg, L.A., Hooper, S.R., & Mattison, R.E. (1999). Prevalence of learning disabilities at enrollment in special education students with behavioral disorders. *Behavioral Disorders, 25*(1), 9-21.

Henley, M., Ramsey, R.S., and Algozzine, R. (1999). *Characteristics of and strategies for teaching students with mild disabilities* (3<sup>rd</sup> ed.). Boston: Allyn & Bacon.

Kroeger, S.D., Leibold, C.K., & Ryan, B. (1999). Creating a sense of ownership in the IEP process. *Teaching Exceptional Children, 32*(1), 4-9.

Meese, R.L. (2001). *Teaching learners with mild disabilities: Integrating research and practice* (2<sup>nd</sup> ed.). Belmont, CA: Wadsworth.

Raskind, M.H., Goldberg, R.J., Higgins, E.L., & Herman, K.L. (1999). Patterns of change and predictors of success in individuals with learning disabilities: Results from a twenty-year longitudinal study. *Learning Disabilities Research & Practice, 14*(1), 35-49.

Sitlington, P.L., Clark, G.M., & Kolstoe, O.P. (2000). *Transition education and service for adolescents with disabilities* (3<sup>rd</sup> ed.). Boston: Allyn & Bacon.