

COURSE SYLLABUS

SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Elementary, Early & Special Education Course No. EX373
Course: Techniques of Teaching the Mild/Moderate Cross-Categorical Revision: FA '00



“The Teacher as Professional Educator”

I. Catalog Description and Credit Hours of Course:

Methods and materials needed in teaching students with mild/moderate disabilities k-12 in cross-categorical settings will be studied. Academic, perceptual, cognitive, pre-vocational, and social skills will be emphasized. (3)

II. Prerequisite(s):

EX273

III. Purposes or Objectives of the Course:

Upon completion of this course the student will have exhibited the knowledge base and skills necessary to:

- A. analyze and define the implications that current research and theory have for the instruction of students in cross-categorical settings within a culturally diverse society.
- B. interpret and utilize assessment data and information regarding chronological age, mental age, academic growth and development, and social history of the student in cross-categorical settings in planning appropriate individual educational programs.
- C. utilize evaluative information in selecting appropriate instructional goals and objectives for students identified for cross-categorical services.
- D. plan appropriate classroom and social activities for the student with LD, MR, BD, and P/OHI.
- E. develop an individual educational plan to provide for the instruction, psychological, communicative, social, emotional, vocational, physical, and medical needs of students with special needs.
- F. demonstrate effective communication techniques with families of students in cross-categorical settings, and advocate, where appropriate, the child's and family's rights.
- G. develop a planned sequence of culturally sensitive learning activities using instructional technologies for teaching students identified for cross-categorical services.
- H. develop and utilize appropriate materials, instructional technologies, and collaborative teaching strategies for teaching the basic curriculum content areas to students identified for cross-categorical services.
- I. communicate and work with other professional personnel as a member of an interdisciplinary or transdisciplinary team, including collaboration and consultation with general education teachers.

IV. Expectations of Students:

Students will:

- A. participate in class discussions and activities
- B. complete all assigned readings in the textbook and selected professional journals.
- C. prepare lesson plans using appropriate instructional materials/technology and strategies for students identified for cross-categorical services.
- D. demonstrate achievement of course objectives by performance on examinations, class projects, and written assignments.
- E. prepare functional behavioral assessment and plans for students in cross-categorical settings.
- F. write reflective statements for MoSTEP quality Indicators 1, 2, 4, 5, 6, 7, 9.

V. Course Content or Outline:	Hours
A. Assessment	5
1. Observations	
2. Interviews	
3. Record reviews	
4. Informal and formal testing	
B. Educational Services	5
1. Support services	
2. Related services	
C. Creating a culturally diverse curriculum	7
1. Thematic units/projects	
2. Lesson plans with culture sensitive activities	
D. Instructional methods and technologies/materials for curriculum content	15
1. Communication arts	
2. Mathematics	
3. Social Studies	
4. Science	
5. Fine arts: dance, music, drama, and art	
6. Career education programs	
7. Community involvement	
8. Physical education and health	
E. Classroom Environment/Management	5
1. Theories, methods, and techniques	
2. Schedules	
3. Role/responsibilities of paraprofessional	
4. Developing classroom rules	
F. Social skills and positive behavior plans	8
1. Character education	
2. Behavior Functional Analysis	
3. Hypothesis	
4. Positive Behavior Support Plans	

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

Bos, C.S., & Vaughen, S. (1998). *Strategies for teaching students with learning and behavior problems*. (4th ed.). Boston: Allyn & Bacon.

VII. Basis for Student Evaluation:

Grades will be determined by:

- A. participation in class discussions and activities
- B. performance on examinations, class projects and written assignments.
- C. development of instructional materials and plans based on current research and theory.
- D. utilization of instructional technology to develop class-assigned projects and in lesson plans.
- E. completion of Quality Indicators 1, 2, 4, 5, 6, 7, 9 at the “meets” level.

VIII. Knowledge Base:

Alberto, P.A., & Troutman, A.C. (1999). *Applied behavior analysis for teachers* (5th ed.). Columbus, OH: Merrill/Prentice Hall.

Armstrong, S.W., & Kauffman, J.M. (1999). Functional behavior assessment: Introduction to the series. *Behavioral Disorders*, 24, 167-168.

Bursuck, W.D., Munk, D.D., & Olson, M.M. (1999). The fairness of report card grading adaptations: What do students with and without learning disabilities think? *Remedial and Special Education*, 20(2), 84-92, 105.

Craig, S., Hull, K., Haggart, A.G., & Perez-Selles, M. (2000). Promoting cultural competence through teacher assistance teams. *Teaching Exceptional Children*, 32(3), 6-12.

Espin, C.A., Deno, S.L., & Albayrak-Kaymak, D. (1998). Individualized education programs in resource and inclusive settings: How “individualized” are they? *The Journal of Special Education*, 32, 164-174.

Gersten, R., & Chard, D. (1999). Number sense: Rethinking arithmetic instruction for students with mathematical disabilities. *The Journal of Special Education*, 33(1), 18-19.

Heller, K.W., Forney, P.E., Alberto, P.A., Schwartzman, M.N., & Goeckel, T.M. (2000). *Meeting physical and health needs of children with disabilities*. Belmont, CA: Wadsworth.

Henley, M., Ramsey, R.S., & Algozzine, R.F. (1999). *Teaching students with mild disabilities* (3rd ed). Boston: Allyn & Bacon.

King-Sears, M.E., Burgess, M., & Lawson, T.L. (1999). Curriculum-based assessment in inclusive settings. *Teaching Exceptional Children*, 32(1), 30-38.

Mastropieri, M.A., & Scruggs, T.E. (2000). *The inclusive classroom: Strategies for effective instruction*. Upper Saddle River, NJ: Merrill

McConnell, M.E. (1999). Self-monitoring, cueing, recording, and managing: Teaching students to manage their own behavior. *Teaching Exceptional Children*, 32(2), 14-21.

Sands, D.J., Kozeleski, E.B., & French, N.K. (2000). *Inclusive education for the 21st century*. Belmont, CA: Wadsworth.

Santos, K.E., & Rettig, M.D. (1999). Going on the block: Meeting the needs of students with disabilities in high schools with block scheduling. *Teaching Exceptional Children, 31*(3), 54-59.

Shure, A., Morocco, C.C., DiGisi, L.L., & Yenkin, L. (1999). Pathways to planning: Improving student achievement in inclusive classrooms. *Teaching Exceptional Children, 32*(1), 48-54.

Siperstein, G.N., & Leffert, J.S. (1999). Managing limited resources: Do children with learning problems share? *Exceptional Children, 65*, 187-199.

Taylor, S.V. (2000). Multicultural is who we are: Literature as a reflection of ourselves. *Teaching Exceptional Children, 32*(3), 24-29.

Websites:

ASC ERIC Lesson Plans: <http://ericece.org/askeric.html>

Center for Innovations in Special Education: <http://tiger.coe.missouri.edu/~mocise>

Council for Exceptional Children: <http://www.cec.sped.org>

LD Online: www.ldonline.org

Nichy: www.nichcy.org

Online Culture and Language Learning: <http://edweb.sdsy.edu/CSP/ocll.html>

Trace Research and Development Center (HyperAbledata): <http://trace.wisc.edu/>