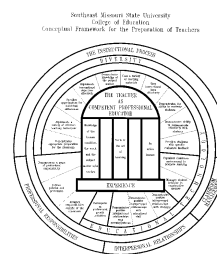


COURSE SYLLABUS

SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Elementary, Early & Special Education
Course: Methods of Teaching Students Receiving
Cross-Categorical Services

Course No. EX652
New: Sp 99



“The Teacher As Competent Professional Educator”

I. Catalog Description and Credit Hours:

Presentation of appropriate instructional procedures and methods for teaching individuals identified for cross-categorical services within least restrictive settings. (3)

II. Prerequisite(s):

EX 390 and EX 628

III. Purposes or Objectives of the Course:

Upon conclusion of the 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 individuals identified for cross-categorical services within a culturally diverse society.
- B. select appropriate instructional goals and objectives for individuals identified for cross-categorical services.
- C. master the essentials of developing direct instructional objectives appropriate for the education of individuals identified for cross-categorical services.
- D. develop a planned sequence of culturally sensitive learning activities using appropriate instructional technologies for teaching individuals identified for cross-categorical services.
- E. demonstrate knowledge of appropriate materials, appropriate instructional technologies and collaborative teaching strategies for the basic curriculum content areas.
- F. define and interpret placement practices and inclusive delivery alternatives.
- G. analyze and describe ways to assist individuals identified for cross-categorical services in personal, social and community adjustment skills.

IV. Expectations of Students:

Students will:

- A. complete all assigned readings in the textbook and selected professional journals.
- B. participate in all class discussions.
- C. demonstrate achievement of the course objectives by their performance on appropriate classroom examinations, class projects, and/or written assignments.

- D. prepare instructional materials and strategies appropriate for use when working with individuals identified for cross-categorical services.
- E. prepare functional behavioral assessment and plans for improving appropriate behaviors and decreasing inappropriate behaviors of individuals with cross-categorical disabilities.

V. Course Content or Outline:	Hours:
A. Assessment	3
1. Purpose of assessment	
2. Testing guidelines	
3. Initial assessment for instruction	
4. Assessing students from diverse cultures	
B. Educational Services	2
1. Educational service provisions and related services	
2. Program factors and least restrictive environment	
3. Movement from Mainstreaming to Inclusion	
C. Creating a culturally diverse curriculum	5
1. Instructional objectives	
2. Long term-and short-term objectives	
3. Cognitive taxonomy	
4. Planning a long-term unit	
D. Instructional and technological methods and materials for basic curriculum content	25
1. Communication arts	
2. Mathematics	
3. Social studies	
4. Science	
5. Dance, music, theater, visual arts, and creativity	
6. Career education programs	
7. Community involvement	
8. Health and physical education	
E. Structuring the classroom environment	5
1. Scheduling	
2. Physical arrangement	
F. Psychological environment	5
1. Discipline in the classroom	
2. Increasing appropriate behaviors	
3. Decreasing inappropriate behaviors	

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

Bos, C.S., & Vaughn, S. (1998). *Teaching students with learning and behavior problems*. Boston: Allyn and Bacon

VII. Basis for Student Evaluation:

Grades will be determined by:

- A. performance on classroom examinations, class projects and/or written assignments.

- B. participation in class discussions
- C. development of instructional materials and plans based on current research and theory.

VIII. Knowledge Base:

Adamson, D.R., Cox, J., & Schuller, J. (1989). Collaboration/consultation: Bridging the gap from resource room to regular education. *Teacher Education and Special Education, 12*, 52-55.

Agar, A.K. (1996). The role of microcomputers in teaching mentally retarded individuals. In J. Berg (ed.), *Science and service in mental retardation* (pp. 224-231). IASSMD, London: Methuen.

Algozzine, B., & Ysseldyke, J.E. (1986). The future of the LD field: Screening and diagnosis. *Journal of Learning Disabilities, 19*, 394-398.

American Association of Mental Retardation. (1992). *Mental retardation: Definition, classification, and systems of support* (4th ed.). Washington, DC.: Author

Archer, J.L., & Isaacson, S.L. (1990). Teaching others how to teach strategies. *Teacher Education and Special Education, 13* (2), 63-72.

Ariel, A. (1992). *Education of Children and adolescents with learning disabilities*. New York: Merrill.

Bauwens, J., & Hourcade, J.J. (1995). *Cooperative teaching: Rebuilding the school for all students*. Austin: PRO-ED.

Bos, C.S., & Vaught, S. (1994). *Strategies for teaching students with learning and behavior disorders*. Boston: Allyn & Bacon.

Brett, A., & Provenzo, E.F. (1995). *Adaptive technology for special needs*. Albany: State University of New York Press.

Brophy, J. (1987). Synthesis of research on strategies for motivating students to learn *Educational Leadership, 45* (2), 40-48.

Bryan, T., Bay, M., & Donahue, M. (1988). Identification of the learning disabilities definition for the regular education initiative. *Journal of Learning Disabilities, 21*, 23-28.

Bryan, T.H. (1986). Self-concept and attributions of the learning disabled. *Learning Disabilities Focus, 1*, 82-89.

Cartledge, G., & Kleefeld, J. (1991). Teaching social communication skills to elementary school students with handicaps. *Teaching Exceptional children, 22*, 14-17.

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Chalfant, J.C. (1985). Identifying learning disabled students: A summary of the National Task Force report. *Learning Disabilities Focus, 1* (1), 9-20.

Choate, J.S., & Rakes, T.A. (1989). *Reading: Detecting and correcting special needs*. Boston, MA: Allyn & Bacon.

- Callahan, W. P. (1984). The development of a computer-assisted leisure time decision-making system. *Career Development for Exceptional Individuals*, 7 (2) 58-68.
- Church, G., & Bender, M. (1989). *Teaching with computers: A curriculum for special educators*. Boston, MA: Little, Brown and Company.
- Clark, G.M., & Kolstoe, O.P. (1995). *Career development and transition education for adolescents with disabilities*. Needham Heights: Allyn and Bacon
- Clark, F.L., Deshler, D.D., Schumaker, J.B., Alley, G.R., & Warner, M.M. (1984). Visual imagery and self-questioning: Strategies to improve comprehension of written material. *Journal of Learning Disabilities*, 17, 145-149.
- Clandinin, J. (Eds). (1993). *Learning to teach, teaching to learn: Stories of collaboration in teacher education*. New York: Teacher's College Press.
- Davidman, P.T. (1990). Multicultural teacher education and supervision: A new approach to professional development. *Teacher Education Quarterly*, 17, 37-52.
- Deshler, D., Ellis, E.S., & Lenz, B.K. (1996). *Teaching adolescents with learning disabilities: Strategies and methods*. Denver: Love.
- Deshler, D.D., & Schumaker, J.B. (1986). Learning strategies: An instructional alternative for low-achieving adolescents. *Exceptional Children*, 52 (6), 583-590.
- Ekwall, E.E. (1989). *Locating and correcting reading difficulties* (5th ed.). Columbus, OH: Merrill.
- Ellis, E.S., & Lenz, B.K. (1987). A component analysis of effective learning strategies for LD students. *Learning Disabilities Focus*, 2 (2), 94-107.
- Ellis, E.S., Lenz, B.K., & Sabornie, E.J. (1987). Generalization and adaptation of learning strategies to natural environments: Part I: Critical agents. *Remedial and Special Education*. 8 (1), 6-20.
- Felton, R.H., & Wood, F.B. (1989). Cognitive deficits in reading disability and attention deficit disorder. *Journal of Learning Disabilities*, 22, 3-13.
- Foster, H., & Innaccone, C. (1994). Multicultural content in special education: Introductory textbooks. *Journal of Special education*, 28 (1), 77-92.
- Fuchs, D., Fuchs, L.S., Benowitz, S., & Barringer, K. (1987). Norm-referenced tests: Are they valid for use with handicapped students? *Exceptional Children*, 54, 263-271.
- Fuchs, L.S., & Fuchs, D. (1986). Curriculum-based assessment of progress toward long-term and short-term goals. *The Journal of Special Education*, 29, 69-80.
- Gallagher, P.A. (1995). *Teaching students with behavior disorders: Techniques and activities for classroom instruction*. (2nd ed.). Denver: Love.
- Garcia, S.B., & Malkin, D.H. (1993). Toward defining programs and services for culturally and linguistically diverse learners in special education. *Teaching Exceptional Children*, 32 , (1), 52-58.
- Gersten, R., Brengelman, S., and Jimenez, R. (1994). Effective instruction for culturally and linguistically diverse students: A reconceptualization. *Focus on Exceptional Children*, 27, (1), 1-16.

- Gersten, R., Woodward, J. (1994). The language-minority student and special education: Issues, trends, and paradoxes. *Exceptional Children*, 60, (4), 310-322.
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- Gordon, S.B., & Asher, M.J. (1994). *Meeting the ADD challenge: A practical guide for teachers*. Champaign, IL: Research Press.
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- Greenbaum, C.R., (1987). *Spellmaster: The Spellmaster Assessment and Teaching System*. Austin, TX: Pro-Ed.
- Hammill, D.D., & Bartel, N.R. (1995). *Teaching students with learning and behavior problems* (6th ed.). Austin, TX: PRO-ED.
- Hammill, D.D. (1986). Problems in written composition. In D.D. Hammill and N.R. Bartel, *Teaching students with learning and behavior problems* (4th ed., pp. 91-121). Boston: Allyn & Bacon.
- Harry, B., Allen, N., & McLaughlin, M. (1995). Communication versus compliance: African-American parents; involvement in special education. *Exceptional Children*, 61 (4), 364-377.
- Harry, B., Gernot-Scheyer, M., Smith-Lewis, M., Park, H., Xin, F., & Schwartz, I. (1995). Developing culturally inclusive services for individuals with severe disabilities. *Exceptional Children*, 61 (2), 99-109.
- Henk, W.A., J.P., & Platt, J.M. (1986). Developing reading fluency in learning disabled students. *Teaching Exceptional Children*, 18, 202-206.
- Holm, G., & Johnson, L.N. (1994). Shaping cultural partnerships: the readiness of preservice teachers to teach in culturally diverse classrooms. In M. O'Hair & S. Odel (Eds.). *Partnerships in education*. Fort Worth: Harcourt Brace & Company.
- Howell, K.W., & Morehead, M.K. (1987). *Curriculum-based evaluation for special and remedial education*. Columbus, OH: Merrill.
- Howell, R.D., Sidorenko, E., & Jurica, J. (1987). The effects of computer use on the acquisition of multiplication facts by a student with learning disabilities. *Journal of Learning Disabilities*, 20, 336-341.
- Lambert, N.M. (1988). Perspectives on eligibility for and placement in special education programs. *Exceptional Children*, 54, 297-301.
- Lerner, J. (1997). *Learning disabilities: Theories, diagnosis, and teaching strategies* (7th ed.). Boston: Houghton Mifflin.
- Lewis, R.B. (1993). *Special education technology: Classroom applications*. Pacific Grove, CA: Brooks/Cole Publishing Company.
- Lindsey, J.D. (Ed.). (1993). *Computers and exceptional individuals*. Austin, TX: PRO-ED.
- Lynch, E.W., & Stein, R. (1992). Developing cross-cultural competence: *A guide for working with young children and their families*. Baltimore: Brookes.
- Male, M. (1994). *Technology for inclusion: Meeting the special needs of all students*. Boston, MA: Allyn & Bacon.

Marshal, C.A., Martin, W.E., Thomason, T.C., & Johnson, M.J. (1991). Multiculturalism and rehabilitation counselor training: Recommendations for providing culturally appropriate counseling services to American Indians with disabilities. *Journal of Counseling and Development*, 70, 1), 225-243.

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Nelson, R.B., Cummings, J.A., & Boltman, H. (1991). Teaching basic concepts to students who are educable mentally handicapped. *Teaching Exceptional Children*, 23, 12-15.

Ornstein, A.C. (1995). *Teaching: Theory into Practice*. Boston: Allyn & Bacon.

Ortiz, A.A., Maldonado-Colon, E. (1986). Recognizing learning disabilities in bilingual children: How to lessen inappropriate referrals of language minority students to special education. *Journal of Reading, Writing, and Learning Disabilities International*, 2, 43-56.

Parette, H.P., Hourcade, J.J., & Jackson, L.B. (1993). Selection of appropriate technology for children with disabilities. *Teaching Exceptional Children*, 53, 18-22.

Peters, J., Templeman, T.P. & Brostrom, G. (1987). The school and community partnership: Planning transition for students with severe handicaps. *Exceptional Children*, 53, 531-536.

Rakes, T.A., & Choate, J.S. (1989). *Language arts: Detecting and correcting special needs*. Boston: Allyn & Bacon.

Ray, J., & Warden, M.K. (1995). *Technology, computers and the special needs learner*. Delmar Publishers.

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Walker, S. (1991). Building bridges to employment for minority students with disabilities. *OSERS News in Print*, 6.

Yates, J.R., & Ortiz, A.A. (1991). Professional development needs of teachers who serve exceptional language minorities in today's schools. *Teacher Education and Special Education*, 14 (1), 11-18.

York, J., & Vandercook, T. (1991). Designing an integrated program for learners with severe disabilities. *Teaching Exceptional Children*, 23 (2), 22-28.

Young, M., Baker, J., & Parker, R. (1991). Teaching basic number skills to students with a moderate intellectual disability. *Education and Training in Mental Retardation*, 21 (1), 83-93.

WEBSITES:

ASC ERIC Lesson Plans: <http://@ricir.syr.edu/Virtual/Lessons>

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/>