

## **Methods & Materials for Teaching People with Intellectual disabilities (AEDX 415)**

Instructor: Windy Schweder, Ph.D.

Semester: Fall 2008

Office: B&E 204

Time: MW, 10:50 a.m.-12:05 p.m.

Telephone: 803/641-3689

Place: 130 B & E

FAX: 803/641-3698

E-mail: windys@usca.edu

Office Hours: A sign-up sheet is posted on my office door.

Online content for this course is located at <http://blackboard.sc.edu>. It is your responsibility to check Blackboard on at least a **weekly** basis for assignments, updates, and supplemental materials.

Additionally, the instructor will use candidates' USCA email accounts for correspondence. Candidates must know how to access their university email account and frequently check this account (i.e., at least **weekly**)

**It is imperative that you contact me by Friday, August 29th if you have any difficulties accessing Blackboard or your USCA email. Your success in this class depends on your ability to access Blackboard and communicate via your USCA email.**

### **I. Descriptive Information**

**A.** *Methods & Materials for Teaching People with Intellectual Disabilities* (AEDX 415) focuses on the methods and materials related to the development and establishment of satisfactory adaptive behaviors and academic skills for people with intellectual disabilities, including the development of Individualized Education Programs.

**B.** The objectives of this course are designed to facilitate the candidate's development as a Dynamic Educator as noted in the USCA School of Education Conceptual Framework. This course will focus specifically on the development of the Dynamic Educator as a Planner, Instructor, and Manager.

### **II. Course Goals and Objectives**

#### **A. General Goals**

The USCA candidate in Teacher Education will grow professionally and personally as demonstrated by examinations, written and non-written assignments, and active participation in the acquisition of beginning competencies for assisting the learner with exceptionalities, including surveying and applying current research findings.

#### **B. Instructional Objectives**

Each candidate will:

1. Develop and demonstrate strategies to teach students with intellectual disabilities how to use self-assessment, problem solving, and other strategies to meet their needs;
2. Select, adapt, and use instructional strategies and materials according to the characteristics of the student with intellectual disabilities;
3. Describe teacher attitudes and behaviors that influence behavior of students with intellectual disabilities;
4. Identify supports needed for integration into various program placements;
5. Use performance data and information from all stakeholders to make or suggest modifications in learning environments;
6. Identify theories and research that form the basis of curriculum development and instructional practice;
7. Discuss the scope and sequences of general and special curricula;
8. Identify national, state, and local curricula standards;
9. Select technology for planning and managing the teaching and learning environment;
10. Identify and prioritize areas of the general curriculum and accommodations for students with intellectual disabilities;
11. Prepare appropriate instruction, including writing lesson plans;
12. Use technology to conduct assessments;
13. Use verbal, nonverbal, and written language effectively;
14. Access information on students with intellectual disabilities;
15. Select specialized materials for students with intellectual disabilities;
16. State advantages and limitations of instructional strategies and practices for teaching students with intellectual disabilities;
17. Synthesize strategies for integrating student-initiated learning experiences into ongoing instruction;
18. Select methods for guiding individuals in identifying and organizing critical content;
19. Plan instruction in a variety of educational settings; and
20. Select co-planning and co-teaching methods to strengthen content acquisition of students with intellectual disabilities.

### **III. Course Readings**

Wehmeyer, M. L., & Agran, M. (2006). *Mental retardation and intellectual disabilities: Teaching students using innovative and research-based strategies* (5th ed.). Upper Saddle River, NJ: Prentice Hall.

Additional readings may be assigned. Candidates will be expected to read and understand all materials distributed in class and via e-mail (USCA account).

### **IV. Instructional Procedures**

This course includes the use of lecture, group discussions and activities, and technology. Be prepared to participate fully, regardless of the format used.

## V. Course Requirements

### A. Administrative Requirements

1. It is the responsibility of all members of the USCA academic community to promote, maintain, and enforce academic honesty as noted in the **Academic Code of Conduct** published in the *USCA Student Handbook*. You have the right to expect that the provisions of this Code will be enforced. I will do so. The following statement is to be included at the end of every assignment at the bottom of the cover page:

On my honor as a University of South Carolina Aiken student, I have completed my work according to the principle of Academic Integrity. I have neither given nor received any unauthorized aid on the assignment/examination.

SS# (No name; last 4 digits only)

For electronically submitted assignments, the typed last four digits of the SS# will be accepted in lieu of a handwritten SS#. **Points will be deducted** for assignments turned in without the Academic Code of Conduct.

2. If you have a physical, psychological, and/or learning disability which might affect your performance in this class, please contact the Office of Disability Services, 126A B & E, (803) 641-3609, as soon as possible. The Disability Services Office will determine appropriate accommodations based on medical documentation. It is highly encouraged that official documentation (i.e., from Disability Services) be given to instructors during the first week of the semester in order for a student to receive accommodations and/or modifications. Accommodations and/or modifications take effect from the time the instructors are notified with proper documentation and are not retroactive. Therefore grades received before the instructors are notified of a student's special needs stand as graded.

3. **Attendance** at all class sessions is expected. You are obligated to do all of the work assigned. Punctual attendance is vital to the discharge of this obligation. Absence from a class, excused or not, does not alter this responsibility of completing all assigned work. Any combination of two instances of being tardy for class or leaving class early will be counted as an absence. Although an email explaining an absence is always welcomed as a courtesy, it does not constitute an excused absence.

- a. Two (2) absences will result in a lowered grade.
- b. Candidates who have four (4) absences will be failed for this course.
- c. It is your responsibility to sign the attendance sheet on a class-by-class basis to verify your attendance. Failure to do so will result in an absence being recorded.

### B. Assignments

Mali Teacher Work Sample (TWS) Project (25 points)

Individual Transition Plan (50 points) (20 points for first draft, 30 points for final copy)

Unit Plan (100 points) (25 points for each draft, 50 for final draft)  
Make and Take Activity (25 points)  
Instructional Support Products (3 @ 25 points each)  
Social Studies Podcasts (3 @ 25 points each)  
Total Points= 325

## **VI. Evaluation and Grading Scale**

### **A. Grades**

- A (93% - 100% of the total points available in the course)
- B+ (90% - 92%)
- B (83% - 89%)
- C+ (79% - 82%)
- C (70% - 78%)
- D+ (66% - 69%)
- D (60% - 65%)
- F (59% and below)

### **B. Incompletes**

This course was designed so that you can successfully meet your responsibilities within this semester. However, given extenuating circumstances, an Incomplete may be assigned at the discretion of the Instructor. Valid evidence must be presented that you were unable to complete all the required work for the course due to circumstances beyond your control. Prior arrangements must be made with the Instructor for such a grade to be assigned and the appropriate form submitted and approved. Review USCA policy for additional information.

**NOTE:** Falling in or out of love may very well be a circumstance beyond your control, it is not considered to be sufficient for receiving an Incomplete grade.

### **C. Evaluation Criteria**

Grading in this course will be determined by examinations; critical reading, writing, and other activities regarding the course material; and by contributing to whole class, small group, and individually assigned activities. Evaluation will focus on the ability to identify important ideas, articulate the complexity of issues, recognize different points of view, and apply content in meaningful ways. Completing assigned readings and coming to class prepared to engage in focused discussions are necessary for making the course a meaningful experience. It is expected that general rules regarding APA format, grammar, and appropriate language regarding people with disabilities will be used in written and oral language.

### **D. Word Processing**

All out-of-class writing must be completed on a computer. Use a program that checks spelling and grammar. Papers must be double spaced using a 12 point font (Arial or Times New Roman) with one inch margins all the way around using APA format.

### **E. Regrades**

Regrade requests must be submitted in writing, stapled to the back of the exam or assignment to be regraded. The request should contain a rationale as to why the information you originally wrote is correct and a reference to the material

that supports the rationale must be provided. Regrades must be submitted to the Instructor by the start of the class immediately following the session in which the exam or assignment was returned to you.

#### **F. Extra Credit**

This course is designed so that candidates who attend class and engage in active participation, read and comprehend assigned readings and handouts, adequately prepare required and optional assignments, and study for exams will be successful. In addition, you may take the initiative at any time to discuss with the course instructor strategies that might improve your performance in this course. Completing your contractual obligations on time and according to the parameters explained in this syllabus and clarified in class therefore eliminates the need for extra credit assignments. Note: There will not be opportunities to revise and resubmit assignments after they have been evaluated and a grade recorded.

### **VII. Other Requirements**

#### **A. Class Preparation**

1. You are responsible for reading and comprehending the text and any additional materials distributed or assigned (see Tentative Schedule). Although all material presented in the text may not be discussed in class, you are responsible for all assigned material for examination purposes.

2. You are expected to participate in activities and discussions. Be prepared to ask questions and to state your viewpoints and opinions. If you are unable to attend a class, it is your responsibility to acquire the information covered in that session. This includes all information from media used in class, such as handouts, films, video and audiotapes, presentations, and discussions.

#### **B. Assignments**

1. All assignments must be submitted **by the beginning of the class** period on the day they are due. Losing your paper in the computer or difficulties with the printer will not be accepted as an excuse for a late assignment. Assignments are due on the dates specified. There will be a substantial penalty, with a loss of points, for all late assignments. The penalty for late assignments will be assessed prior to the assignment being evaluated.

Late up to 24 hours = 25% loss of points

Late from 24 to 48 hours = 50% loss of points

Late from 48 to 72 hours = 75% loss of points

More than 72 hours late = no points awarded for the assignment

#### **C. Access to the Internet**

1. All candidates must use their USCA **email** account to correspond with the instructor. All candidates must have access to the Internet. Candidates are required to check their USCA account throughout the week. Additionally, candidates must access the Blackboard website at <http://blackboard.sc.edu> on a weekly basis to receive announcements and download handouts.

#### **D. Labeling attachments**

1. Labeling is extremely important so that your assignment does not overwrite someone else's assignment or one of your previous assignments AND

so that I can easily track all the assignments that have been received. For example, my film review would be labeled: Schweder film review.doc. **Points will be deducted** for assignments that are incorrectly labeled. If you have problems sending a MS Word document, please ask for instructions on how to convert a file to Rich Text Format (.rtf).

#### **E. Cell Phones**

1. Switch all cell phones and pagers to a non-audio mode before class.

#### **F. Writing Quality**

1. The instructor of this course values good writing. The following general standards are used as a general referent for written materials:

*Excellent writing:* The writing is clearly articulated, organized, developed, and accurate ideas that convey reflective insight. The language reads fluidly, with few if any errors in vocabulary, syntax, grammar, and usage.

Good writing: Ideas are accurate and organized, usually clear, and adequately developed. Minor errors in vocabulary, syntax, grammar, or usage exist.

*Fair writing:* Ideas are mostly accurate and organized, but some lack of development creates ambiguity. Some errors in vocabulary, syntax, grammar, or usage, but not enough to be distracting, exist.

Poor writing: Written or oral work that has enough accuracy to indicate the candidate has made an effort at the assignment, but has failed to account for the complexity of the ideas. A moderate quantity of grammatical errors is present.

*Unacceptable writing:* The assignment has inaccuracy replete with various vocabulary, syntax, grammar, or usage errors.

2. If a comment such as, but not limited to, "Please seek assistance in the Writing Room" is written on your assignment it is expected that you will seek such assistance. Compliance will be noted via the form sent to me by the Writing Room assistant.

3. Written work for this course may be used as a part of the required Writing Portfolio. For additional information regarding the portfolio requirements, consult your USCA Undergraduate Bulletin or visit Dr. Lynn Rhodes, Director of Writing Assessment, or Mr. Karl Fornes, Director of the Writing Room.

4. It is expected that appropriate language regarding people with disabilities will be used at all times. Failure to use appropriate language will result in a reduction in the number of points awarded for the assignment of up to 10%.

#### **G. Policy on Written Work and Research**

1. The Publication Manual of the American Psychological Association (5th ed.) is the style guide to be used in this course. All assignments submitted must adhere to the requirements set forth in this manual. All assignments must have a title page, be double-spaced with 1" to 1.5" margins on all four sides, and reflect proper documentation of references. Copies of the APA Manual are available in our library. Information on the APA format also may be accessed through the Internet at several sites, including

<http://www.wisc.edu/writetest/Handbook/DocAPAFformatting.html> and  
<http://www.crk.umn.edu/library/links/apa5th.htm>.

2. Candidates are encouraged to use all appropriate sources (e.g., books, audio and videotapes, interviews, lectures, and articles) as references. In every

paper that includes outside sources, documentation of references is necessary to give value to the originality of your own contribution to the assignment and to avoid charges of plagiarism.

3. Plagiarism occurs when a writer takes any other person's ideas and/or language and uses the materials as his own without proper acknowledgment through some form of referencing. Plagiarism may be the result of carelessness, ignorance, or premeditation, but any form of it in any assignment is inappropriate. Papers that contain plagiarized material will result in the student receiving a failing grade on the assignment and a disciplinary report being sent to the appropriate administrative officer. The following are some examples of plagiarism:

- a. Word by word copying without mentioning the author's name or without using quotation marks.
  - b. Copying many words or phrases without mentioning the author's name or without using quotation marks.
  - c. Copying an occasional key word or phrase without mentioning the author's name or without using quotation marks.
  - d. Paraphrasing without mentioning the author's name.
  - e. Taking another's ideas without acknowledging the source.
5. That candidate for that particular course must write all papers, projects, or other assignments. Cite your source(s) when using information obtained from the Internet. No paper, project, or assignment may be submitted to fulfill the requirements of more than one course. Failure to adhere to this policy will result in disciplinary action being taken. If you have any question at all regarding this Policy on Written Work and Research, contact the Instructor immediately.

### **VIII. Progress in Course**

Candidates are encouraged to meet with the Instructor regarding their progress in the course, completion of any assignment, or preparation for an exam. I look forward to assisting you as you work to be successful in this course.

### **XI. Description of Assignments**

**Make and Take Activity:** The purpose of this activity is for candidates to share an effective teaching tool with their classmates. The teaching tool can be anything that might be used with students with disabilities. Candidates need to be prepared to demonstrate how their teaching tool would be used in a classroom in a presentation. Candidates will need to bring enough "samples" to share with their classmates. If it is simple, candidates can have their classmates actually make the teaching tool used – if not, they will need to be prepared ahead of time. Along with each "sample" tool, candidates will need to have a one page written description of the teaching tool, materials needed to duplicate the teaching tool, what types of students would benefit from using it, variations, and/or a sample lesson plan where they might see this tool used. The written portion of this

assignment needs to be directed toward teachers who might want to use this teaching tool in their classroom.

**Due Date: Sep. 29**

**Individual Transition Plan (ITP):** Candidates will develop a transition plan for an individual (real or fictitious) with an intellectual disability.

**Draft One Due: Oct. 13**

**Final Draft Due: Oct. 27**

**Unit Plan:** Candidates will develop a teaching unit consisting of a minimum of 10 sequenced lessons. The unit must meet content in the *SC DOE Standard Course of Study* appropriate for students with intellectual disabilities, with a focus on functional academics.

**Due date for unit draft one: Sep. 22**

**Due date for unit draft two: Oct 20**

**Due date for final copy of unit: Nov. 10**

**Mali TWS Project:** Candidates will grade an example of a candidate TWS provided by the instructor using the TWS rubric provided by the Renaissance Partnership. Candidates will then write a justification for their decisions in each of the seven areas of the rubric. The instructor will grade the quality of the candidates' justification.

**Due: Dec. 1**

**Instructional Support Products:** Candidates will incorporate the fundamental principles of Differentiated Instruction and Universal Design for Learning to develop three types of support products for use in the general education setting. These support products must relate directly instructional goals based on a student's strengths and weaknesses. Examples of support products may include, but are not limited to: visual aids, study guides, lecture outlines, chapter outlines, organizational support, electronic text/screen readers, AlphaSmart, etc.

**Due Date: A sign up sheet will be provided.**

**Social Studies Podcasts:** Candidates will view three podcasts about the general social studies curriculum for students in grades P-12. For each podcast, candidates will write a 1-2 page reflection paper identifying the content of the podcast, what they learned from the podcast, and how they can use this information to teach individuals with intellectual disabilities.

**Due Date: TBA**

#### **X. Tentative Schedule\***

Date	Topic	Readings/Assignments Due
Aug. 25	Course Overview	
Aug. 27	Course Overview Alternative Assessments and Standards-Based Instruction	Ch. 1

Sep. 1	<b>LABOR DAY NO CLASSES</b>	
Sep. 8	Making the Most of Student Performance Data	Ch. 2
Sep. 15	Teaching Students with ID in Inclusive Settings	Ch. 3
Sep. 22	Community-Based Instructional Support	Ch. 4 <b>Unit Plan Draft One</b>
Sep. 29	Comparison of Curricula for Individuals with ID Implementing Computer-Mediated Supports & AT	Ch. 5 <b>Make and Take Activity</b>
Oct. 6	Individual Transition Plans Career Pathways	
Oct. 13	Individual Transition Plans Assessing Problem Behaviors	Ch. 6 <b>Draft One ITP</b>
Oct. 20	Designing Positive Behavior Support Plans	Ch. 7 <b>Draft Two Unit Plan</b>
Oct. 27	Teaching Buddy Skills to Preschoolers	Ch. 8 <b>Final Draft ITP</b>
Nov. 3	Teaching Practical Communication Skills	Ch. 9
Nov. 10	Opportunities for Daily Choice Making	Ch. 10 <b>Final Draft Unit Plan</b>
Nov. 17	Teaching Self-Management Skills	Ch. 11
Nov. 24	Teaching Problem Solving Skills <b>THANKSGIVING WEEK</b>	Ch. 12
Dec. 1	Teaching Goal Setting and Decision Making Skills Wrap Up/Future of Teaching Those with ID	Ch. 13 <b>Mali TWS Project</b>
Dec. 8	Presentation of Unit Plan	

**\* The schedule may change at the instructor's discretion.**