



**Professional Education Program Proposal
COVER SHEET**

Institution: _____ **Date Submitted:** _____

Program Contact Person: _____

Position/Title: _____ **Phone:** _____ **Email:** _____

Name of program: _____ **CIP Code:** _____

Degree or award level (B.S., M.A.T., graduate non-degree, etc.): _____

Indicate the title and grade range of the license for which candidates will be prepared:

Title: _____ **Grade Range:** _____

Proposal is for:

- ____ **New First-Time Licensure Program** (Complete Section A)
- ____ **New Educator Licensure Endorsement Program** (Complete Section B)
- ____ **Major Revision(s) to Approved Licensure Program** (Complete Section C)
- ____ **Minor Revision(s) to Approved Licensure Program** (Complete Section C)
- ____ **Deletion of Approved Licensure Program** (Complete Section D)

Indicate the portion of the proposed program to be delivered via Distance Learning Technology (online): _____ %

Proposed program starting date: _____

Will this program be offered at more than one site? Yes No

If yes, list the sites where the program will be offered:

Prior approval by AHECB is required for Arkansas public institutions and institutions certified under Ark. Code Ann. §6-61-301 to offer programs at off-campus sites.

UA-F Revision to an Existing Program
Add on Endorsement in Special Education

Rationale

This non-degree, add on program leads to an endorsement in K-12 Special Education. This program of study has been previously approved by the Arkansas Department of Education/ DESE. The purpose of the program is to address the severe teacher shortage in special education. This revision is to submit our alignment of coursework across the special educator competencies for the sequences of courses leading to **non-degree add-on license in K-12 special education**. In addition, we are changing the name of SPED 5763 (currently *Teaching Students with Severe Disabilities*) to *Teaching Students with Extensive Support Needs* to reflect philosophical and language evolution in our field.

Institutional Approval – not a major revision, please see revised alignment as described in matrix attached. Institutional approval will be sought across levels prior to submission to DESE.

Documentation of Revisions –

Please see changes in course in syllabi and in program of study below. Please see the attached matrix for alignment with ADE Content Competencies for K-12 Special Education – first time license.

Program of Study – 27 Credit Hours

Non-Degree Add On in K-12 Special Education	Change
SPED 5763: Teaching Students with Extensive Support Needs	Changed Name of SPED 5763 from Teaching Students with Severe Disabilities
SPED 5783: Professional and Family Partnerships	
SPED 5733: Inclusive Practices for Diverse Populations	
SPED 5673: Teaching Students in the Content Areas	
SPED 5683: Teaching Literacy Skills to Students with Disabilities	
SPED 5413: ABA & Classroom Management for Teachers	
SPED 5873: Assessment and Programming for Students with Disabilities	
SPED 532V: Practicum, K-6	
SPED 532V: Practicum, 7-12	

Arkansas Educator Competencies –

Revised Curriculum Matrix aligned with Arkansas Education Competencies Attached
 Courses aligned with Arkansas Teaching Standards – attached
 Courses aligned with TESS for classroom teachers – attached
 Courses aligned with Science of Reading proficiencies – no change

Syllabi - attached

Special Education K-12 (Add on)	Course Alignment with ADE Content Competencies														
	5733 Inclusive	5763 Severe Disabil ities (Rena me "Exten sive Suppo rt Needs"	5673 Conte nt	5413 ABA in Class	5873 Assess ment	5783 Prof and Family	5683 Literac y	532 v practic um							
1. Engaging in Professional Learning and Practice within Ethical Guidelines															
1.1						x		x							
1.2	x	x	x	x	x	x	x	x							
1.3				x	x			x							
2. Understanding and Addressing Each Individual's Developmental and Learning															
2.1	x	x	x	x	x	x	x	x							
2.2	x	x	x	x	x	x	x	x							
3. Demonstrating Subject Matter Content and Specialized															
3.1	x	x	x					x	x						
3.2	x	x	x					x	x						
4. Using Assessment to Understand the Learner and the Learning Environment for Data-based Decision Making															

		5763 Severe Disabil ities (Rena me "Exten sive Support Needs"	5673 Conte nt	5413 ABA in Class	5873 Assess ment	5783 Prof and Family	5683 Literac y	532 v practic um							
4.1	x		x				x	x							
4.2				x	x			x							
4.3				x	x			x							
5. Supporting Learning Using Effective Instruction															
5.1	x		x	x	x	x	x	x							
5.2			x	x	x			x							
5.3	x	x		x				x							
5.4	x	x	x	x			x	x							
5.5			x					x							
5.6	x	x	x	x				x							
6. Supporting Social , Emotional and Behavioral Growth															
6.1	x	x		x			x	x							
6.2	x	x		x	x	x		x							
6.3	x	x		x				x							
6.4				x	x			x							
7. Collaborating with Team Members															
7.1	x							x							
7.2	x					x		x							
7.3	x					x		x							

		5763 Severe Disabil ities (Rena me "Exten sive Suppo rt Needs"														
	5733 Inclusi ve	5673 Conte nt	5413 ABA in Class	5873 Assess ment	5783 Prof and Family	5683 Literac y	532 v practic um									
7.4	x				x		x									
	x				x		x									

All Licensure Areas UAF MEd K-12 Endorsement Special Education														
	5783 Prof & Fam	5763 Severe Disabil ities (Rena me "Exten sive Suppo rt Needs"	5873 Assess ment	5413 ABA in Classro om	5673 Conte nt Areas	5683 Literac y	5733 Inclusi ve	532V Pactic um						
Standard #1 Learner Development	x	x	x	x	x	x	x	x						
Standard #2 Learning Differences	x	x	x	x	x	x	x	x						
Standard #3 Learning Environments	x	x	x	x	x	x	x	x						
Standard #4 Content Knowledge	x	x		x	x		x	x						
Standard #5 Application of Content	x	x	x	x	x	x	x	x						
Standard #6 Assessment	x	x	x	x	x	x	x	x						
Standard #7 Planning for Instruction	x	x	x	x	x	x	x	x						
Standard #8 Instructional Strategies	x	x	x	x	x	x	x	x						

Standard #9 Professional Learning and Ethical Practice	x	x	x	x	x	x	x	x					
Standard #10: Leadership and Collaboration	x	x	x	x	x	x	x	x					
Competencies for Teacher Excellence and Support	x	x	x	x	x	x	x	x					
Domain 1: Planning and Preparation	x	x	x	x	x	x	x	x					
Domain 2: Classroom Environment	x	x	x	x	x	x	x	x					
Domain 3: Instruction	x	x	x		x	x	x	x					
Domain 4: Professional Responsibilities	x	x	x	x	x	x	x	x					
TESS Objectives								x					
TESS Teacher Requirements								x					
Framework for Teaching Design								x					
TESS Evidence Collection								x					
TESS Rubric usage								x					
Professional Growth Plan								x					
Novice Teacher Mentor Process								x					

University of Arkansas
College of Education and Health Professions
Department of Curriculum and Instruction
Special Education Program

Course Number: SPED 5733
Course Title: Inclusive Practices for Diverse Populations

Catalog Description: This course is an advanced course at the master's level in the specialty studies. The Scholar Practitioner model at this level will pursue an in-depth study of characteristics of individuals with severe disabilities while emphasizing advance learning in assessment, instruction, and emerging issues specific to students with significant needs.

Prerequisite: Admission to Graduate School

Instructors: Dr. Suzanne Kucharczyk
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Office tel - 479.575.6210
Email – suzannek@uark.edu

Karen Lange
Office hours – by appointment virtually or in person
410 Arkansas Ave, Room 302
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I. Relationship to Knowledge Base:

ADVANCED LEVEL (M.Ed.)

This course is an advanced course at the graduate level in the specialty studies. The Scholar Practitioner model at this level will pursue an in-depth study of knowledge, skills, and dispositions needed to provide services to individuals with disabilities within the context of their family, culture, community, and interdisciplinary teaming.

II. Course Goals

The goal of this course is to prepare students who will be knowledgeable concerning the identification and needs of individuals with exceptional learning needs. The students will demonstrate knowledge of the characteristics of individuals with exceptionalities and implications in terms of service provision within the general education classroom.

III. Course and skill objectives:

1. Students understand and use general and specialized knowledge for teaching across

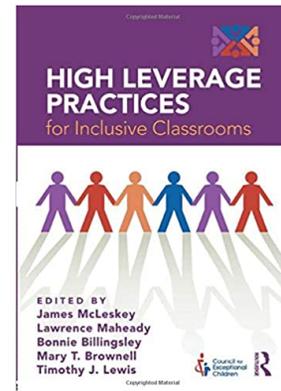
curricular content areas to individualize learning for students with exceptionalities by using research based practices that support inclusion. *Related to CEC Initial Preparation Standard 2, 3*

2. Students will discuss the history of exclusion of people with disabilities, its ramifications, educational laws which support access to a least restrictive environment, and develop a personal philosophy of inclusion based on this knowledge. *Related to CEC Initial Preparation Standard 1, 6, 7*
3. Students identify the key roles and responsibilities of effective inclusion stakeholders and apply communication and collaboration supports to ensure active engagement across these groups. *Related to CEC Initial Preparation Standard 1, 7*
4. Students link the specific needs of learners based on disability with effective inclusion practices to better ensure learner progress. *Related to CEC Initial Preparation Standard 2, 5*
5. Students will plan inclusive classrooms and opportunities which employ differentiated, multicultural, culturally responsive, research-based, and universally designed practices to address unique learning needs of students from diverse backgrounds. *Related to CEC Initial Preparation Standard 2, 5*
6. Students will identify and demonstrate application of Universal Design for Learning Guidelines within their settings. *Related to CEC Initial Preparation Standard 2, 5*
7. Students will modify general and specialized curricula to make them accessible to individuals with exceptionalities. *Related to CEC Initial Preparation Standard 3, 5*
8. Students will identify, plan for, and apply opportunities for inclusion beyond the classroom. *Related to CEC Initial Preparation Standard 1, 2, 5, 6, 7*
9. Students will design teacher- and student-based progress monitoring processes to evaluate the effectiveness of inclusive practices and student learning through the use of the practices. *Related to CEC Initial Preparation Standard 4*

IV. Required Texts

The following text is required and used throughout the course. In addition, there will be a number of web-based lectures, online learning activities, journal articles and other resources assigned for each lesson. Those who will be completing a practicum will be using this text again during that time. This is a resource being used by many districts.

McLeskey, J., Maheady, L, Billingsley, B., Brownell, M. T., and Lewis, T. J. (2019). High leverage practices for inclusive classrooms. New York: Rothledge.



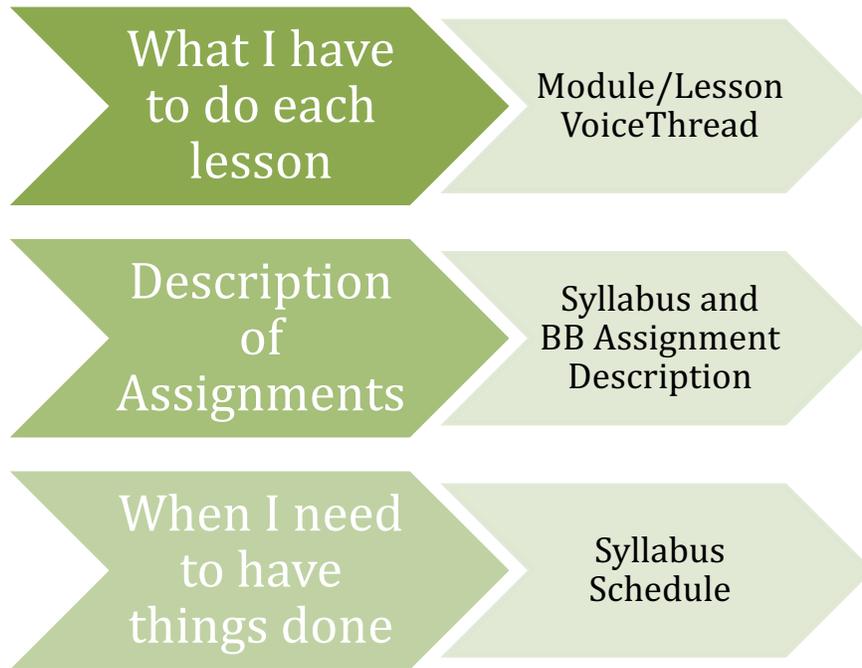
V. Philosophy Grounding Course

1. Inclusion is NOT a place - it is an attitude, which demands we create opportunities and design supports to include students with disabilities in various ways in various settings.
2. We as a society, we as schools, and we as teachers have a history of excluding as a default, which requires us to consciously consider inclusion and identify when we are unwittingly continuing exclusion
3. That appropriate, effective inclusive practices are good for all students.

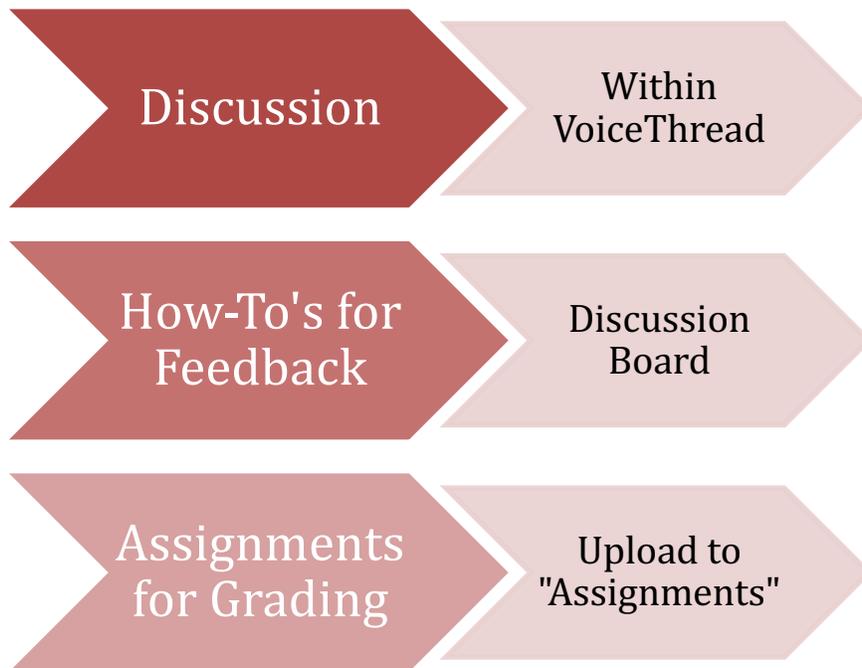
VI. Course Structure

This course is structured in an online format across 4 learning modules. Within each module are 3-5 lessons. Each module is threaded by a VoiceThread to introduce the topics and provide space for discussion. Each lesson is organized into 3 tasks: read, explore, and do. These will be your course activities for each week and may include some of the following activities. Begin each week by first reading, then exploring, and finally doing unless your instructor specifies another order to your activity within the lesson.

Where do I find?



What do I put where?



VII. Modules and Lessons

The course is divided into 4 content modules which each include 3-5 lessons. These modules are:

1. Foundations and Fundamentals of Inclusion
2. Creating Inclusive Environments
3. Differentiating Instruction
4. Evaluating Student, School, and Classroom Progress Behavioral Support

Class Schedule Summer 2020:

<i>Module</i>	<i>Date to Complete</i>	<i>Lesson</i>	<i>Content</i>	<i>Chapter in Text</i>	<i>Assignment (Blogs & Disc listed in each lesson)</i>
Foundations and Fundamentals of Inclusion	By June 30	1	Introduction to Course Introduction to Self Introduction to Inclusion	Introduction	
	By July 5	2	Understanding Special Education Process related to inclusion		Position Paper on Inclusion
		3	Diverse Needs of Students with Disabilities	4	
		4	Cultural Competence and Inclusion		Movie Review
Creating Inclusive Environments	By July 12	5	Collaborative Relationships	1, 2, 3	How To - Collaboration How To - Positive Behavior
		6	Fostering Transition, Self-Determination, Acceptance and Friendship	7, 9	
		7	Supporting Positive Behavior	8, 10	
Differentiating Instruction	By July 19	8	Differentiating Instruction	12, 13, 15	How To – Social Support
		9	Large and Small Group Instruction	17,18	
		10	Academics	14, 16, 20	How To: Assessment
	By July 26	11	Functional Skills in Inclusive Settings	11	How To – Instruction
		12	Inclusion beyond the classroom	19, 21, 22	
Evaluating Student, School, and Classroom Progress	By July 30	13	Evaluating Student Progress	5, 8	Due – COMPLETE & Edited - How Tos Assessment
		14	Evaluating Programmatic Progress	6	
		15	Supporting inclusion – big and small	23	

VIII. Assignments

Please note:

This course includes a series of mini-assignments with the intention of ensuring you are engaging in the content of the course, applying the concepts, and reflecting on your work and the work of others. Feedback is a critical aspect of this course. Review thoroughly assignment and discussion rubrics to ensure you are providing feedback that is critical, supportive, and specific.

All assignments are due by 11:59pm on the due date indicated on the Class Schedule above. There are a number of assignments due on one day. Given the structure of the summer course, you may choose how to use your time to complete these. You may submit these earlier and stagger uploads as you wish. The due date reflects the last day that the assignment will be accepted. Assignments should be uploaded through BlackBoard. Rubrics for many assignments are provided online to guide your development.

The due dates also reflect the date by which the previous grouping of lessons must be completed by to ensure you receive credit for your thinking and work. The points for these add up – please ensure you stay engaged.

All written assignments are to be prepared on a computer. Typos, misspellings, and grammar errors will result in a lower grade. APA (6th ed.) format is to be used when preparing and citing materials. For more information concerning the APA format refer to the APA manual 6th edition or use the APA format navigation link on the left menu.

Avoid language that is sexist, culturally biased, reinforcing of stereotypes, or offensive to persons with disabilities (ableist). The instructor will assess the content of each chapter and its assigned readings through products and examinations. Products must be submitted by the due date published in the syllabus. Assignments will be completed; otherwise, the student will earn an "F" in the course.

Assignments	Possible Points
1. Position Paper on Inclusion	45
2. Movie Review	35
3. How To – Assessment	15
4. How To – Collaboration	15
5. How To – Social Support	15
6. How To – Positive Behavior	15
7. How To – Instruction	15
8. Reflection on Inclusion	45
total	200

Assignment 1: Position Paper on inclusion

Purpose of Assignment:

- To gather your early thoughts on inclusion and how these were developed.
- To gather your current knowledge of effective inclusive practices.
- To consider questions you have about inclusion and effective implementation of inclusive practices and how you will use this course to engage your learning on these.

Instructions:

Write a 3 page, double spaced paper with 12 pt font which includes the following.

- Introduction to your paper which prepares the reader for what you will discuss
- A statement which answers the following:
 - o "I believe that inclusion means..."
 - o "I believe that inclusion is for (whom)..."
 - o "I believe that well implemented inclusion has the possibility to ..."
- Support your position statements with...
 - o A paragraph or two on how your current understanding/position on inclusion developed (e.g., experience, study, teaching)
 - o A paragraph or two on practices which you believe are essential to effective inclusion
 - o A paragraph or two on school, teacher, or other issues which challenge effective inclusion.
 - o A paragraph on how you would like to expand your understanding of inclusion with specific questions you hope to answer through this course.

Criteria Checklist:

- My paper is well structured with clear introduction, description of what the paper will cover, expansion on each of these areas, and conclusion.
- When I cite other people's work I use APA citation and referencing.
- I have checked my grammar, punctuation, and spelling.
- I have included all elements as described in the instructions.

Assignment 2: Movie/Media Review

Purpose of Assignment:

- To reflect on cultural perspectives of people with disabilities in schools and communities
- Describe how popular media portrays the segregation and inclusion of people with disabilities

Instructions:

Consume a form of popular media (e.g., watch a popular media film, TV series YouTube series, listen to a Podcast, follow a TikToker) which depicts the lives of children or adults with disabilities. There are possible movies or TV series listed at end of syllabus. If you choose a movie or TV series other than one of these please check in with your professor to ensure it's

appropriate for the assignment. When discussing media that is in parts (e.g., TV series, podcast, newspaper/magazine write up of person or group) make sure to describe it as a whole (at least one season rather than specific episodes. Specific episodes can be used to make specific points but the series should be considered across multiple episodes. Write a 3-4 page paper reflection on the media by including the following:

- Brief description of how the character with disabilities is depicted in the movie. What is the archetype of the character (e.g., hero, victim, magical, typical experience). Does the movie stereotype disability by reducing the individual to false social constructs (<https://attitudes2disability.wordpress.com/category/stereotypes/>)? Which ones? Describe how?
- Describe ways in which the character is portrayed as included within their home, community, school, work, etc. How would you characterize their inclusion (full, false, token).
- Describe supports provided to the character throughout the movie that supports their inclusion.
- Describe missed opportunities that might have positively impacted the character's inclusion.
- Describe how supportive of the character's inclusion other characters in the film are or are not.
- Describe how the time when the media was created (if not contemporary) or if depicting the past informs the story.

Criteria Checklist:

- My paper is well structured with clear introduction, description of what the paper will cover, expansion on each of these areas, and conclusion.
- When I cite other people's work I use APA citation and referencing.
- I have checked my grammar, punctuation, and spelling.
- I have included all elements as described in the instructions.
- The paper focuses on my reflection of the film, rather than a description of the film

Assignment 3-7: How Tos

Due:

Post to Discussion - Various, See Schedule (25 points total/5 each)

Upload ALL to Assignment edited based on feedback BY July 30 (50 points)

Points: 15 each – 75 total

Purpose:

1. To identify core components of key instructional practices which support effective implementation of inclusion.
2. To apply these practices by designing How-To snapshots prepared for implementation.
3. To gather a library of effective inclusive practices to use in own setting and support the work of other educators.

Instructions:

1. You are expected to create How-Tos for the following High Leverage Practices:
 - a. Collaboration High Leverage Practices
 - b. Social/Emotional High Leverage Practices
 - c. Behavioral High Leverage Practices
 - d. Instruction High Leverage Practices
 - e. Assessment High Leverage Practices

2. For each of these, choose a SPECIFIC research-based practice and/or high leverage practice identified in the text and complete the How-To Worksheet relevant for each practice area. *For example, collaboration is NOT a specific strategy. A specific collaboration strategy could be family/school partnerships, professional learning communities, weekly meetings, shared binders, and so on.* See assignment section in Blackboard. If you wish to choose a practice not identified in the text you must include evidence of its effectiveness through referencing at least 1 peer reviewed journal articles of the study of the practice in schools and/or description in the High Leverage Practices text.

3. Post each DRAFT to the appropriate discussion by the due date.
 - a. This will give you a chance to get feedback from peers
 - b. Please review practices posted by other students and respond to at least 2 students for each practice
 - c. You may wish to revise any of these based on peer and instructor before uploading them to the assignment section. All revisions MUST be marked in whichever way is best for you (e.g., highlight, underline, bold, use built in revision function of word) but so it is clear the changes you made to your instructor. The final grade will be based on the final version with expectations for revision based on feedback from peers and instructors

4. All 5 MUST be revised and uploaded under Assignments for a final grade by last day of course.

Assignment 8: Position Paper Reflection

Purpose: This position paper provides an opportunity for you to merge and synthesize your experiences in this course and to consider in what ways if any your position on inclusion has changed, expanded, become more complex.

Write a 3 page position paper which expands on your first position paper, which includes the following:

- Introduction to your paper which prepares the reader for what you will discuss
- A statement which answers the following:

- At the beginning of the course, I believed effective inclusion meant...
 - At this point in the course, my position has...(e.g., changed, solidified, expanded, become more complex, simplified)
- Provide explanations by identifying:
 - Course content (e.g., readings, explorations, assignments, discussions, blogs) which have further formed your position
 - How these have further formed your position
- High Leverage Practices:
 - How would you define high leverage practices to a general education teacher, newly hired paraprofessional, or to a parent?
 - What resource would you provide to support them?
- Conclude with reflections which include:
 - 2 ways in which your engagement in the course will support your current and/or future work
 - 3 inclusive practices which you believe you will be eager to implement in your work. If you will teach in a non-inclusive classroom, how might you apply these?
 - One question that remains for you related to inclusion.

Criteria Checklist:

- My paper is well structured with clear introduction, description of what the paper will cover, expansion on each of these areas, and conclusion.
- When I cite other people's work I use APA citation and referencing.
- I have checked my grammar, punctuation, and spelling.
- I have included all elements as described in the instructions.

Lesson Participation

Points: 10 per lesson (150 Total)

Each lesson's participation is worth 10 points embedded into a VoiceThread. To earn full credit, you must provide a thorough answer to the discussion question as described in VoiceThread for that module's lesson, post these in appropriate location, and reply to at least two of your colleague's posts across each question. It is your responsibility to keep up on these posts. Do not attempt to complete all posts for a week on one day. All posts and replies MUST be posted by the due date for that set of lessons. Since this is an intensively spaced summer class we are responsible for ensuring we plan our time to complete our work. Please make sure to seek out support from professor and peers if you need help.

Feedback is a critical element of discussion. *Your responses to peers should evidence helpful reflection on your peer's post, consideration of critical feedback, support in their growth, and specific ideas. Why did you appreciate their statement? What did you connect with? How might they expand their thinking? What elements may they be missing?*

Your engagement in VoiceThread discussions and feedback is essential to the learning we co-create in this course. Please remember to keep the information we share confidential and only share what you are comfortable with others knowing. Please remember to treat each other and your ideas with care. To that end, please be mindful to ensure your language is respectful of people with disabilities, people from cultures and family structures different from your own, and so forth. *Being respectful doesn't mean we cannot challenge each other's thinking. We will learn best when we can respectfully question each other and offer alternate perspectives. Building a safe, supportive learning community will be essential to our work together.*

Here's a rubric to check your own participation.

Participation & Engagement Rubric	Incomplete	Almost there	Complete	COMPLETEST!
Peer Engagement - Response	You did not share any thoughts with the group.	You replied to someone else's post.	You replied at least 2 posts from others and added a unique perspective on their thoughts.	You replied to at least 2 posts from others and added a unique perspective on their thoughts and responded to the replies others left on your thread.
Peer Engagement – Reflection	You did not ask any questions and did not reply to questions left for you.	You did not ask anyone a follow up question or join a threaded conversation, but you responded to any question asked of you.	You asked at least closed ended questions of anyone who left a comment for and replied to all questions left for you.	You asked open ended questions meant to support reflect or seek clarification and replied to all questions left of you.

Points Per Assignment:

Assignments 200
 Weekly Discussions/Blogs 150

Total Points: 350

A (90 – 100%) 315-350
 B (80 – 89%) 280-314
 C (70– 79%) 245-279
 D (60 – 69%) 210-244
 F (0-59%) below 209

IX. Writing Expectations

All assignments should be completed in a **grammatically correct and well organized manner**. If there are numerous grammatical and spelling errors, 5 points will be automatically deleted from the project grade. All assignments should be typed in a 12 pt. font and double-spaced. Students are **expected** to proofread their papers and use the editing function on their word processing programs. Other helpful sources for clear and professional writing standards are listed below:

1. American Psychological Association (APA): www.apa.org
2. Purdue OWL (great exemplar for APA): <https://owl.english.purdue.edu/owl/>
3. U of A Library <http://libinfo.uark.edu>
4. Online Writing Center Supports <https://class.uark.edu/writing-support.php>

X. Academic Honesty

The application of the University of Arkansas Academic Honesty Policy, as stated in the Student Handbook will be fully adhered to in this course. Grades and degrees earned by dishonest means devalue those earned by all students; therefore, it is important that students are aware of the University of Arkansas Academic Honesty Policy. Academic dishonesty involves acts that may subvert or compromise the integrity of the educational process.

XI. UA Counseling and Psychological Services (CAPS)

Academic problems are often related to the non-academic events in your lives. You are welcome to visit with the capable staff at the UA Counseling and Psychological Services (with offices in the North Quadrangle). You can telephone them at 479-575-CAPS. The fact that you telephone is also entirely confidential. Each semester they conduct a variety of support groups dealing with stressful issues.

XII. Accommodations

Students with disabilities requesting reasonable accommodations must first register with the Center for Students with Disabilities. The CSD is located in the Arkansas Union, room 104 and on the web at: <http://www.uark.edu/ua/csd/applications.htm>. The CSD provides documentation to students with disabilities who must then provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CSD is approximately one to two weeks.

XIII. Classroom Behavior

Appropriate online classroom behavior is expected of the instructor and all students. Inappropriate and disruptive classroom behavior (inappropriate language and gestures, class disruptions, disrespect to other students or instructor, and other behavior as determined by the instructor) will not be tolerated and will result in possible removal from the class and /or

disciplinary action as per the student handbook. In online classes, the posting of inappropriate communications or inappropriate materials will be considered disruptive behavior.

XIV. Inclement Weather Policy

This section is not applicable for online classes. However, weather can disrupt communications so information concerning Fayetteville “bad weather” can be useful in understanding lapses in online access.

Students in special education classes should use discretion in making the decisions concerning their personal safety. In general, if the Fayetteville School District has closed the schools, classes will not meet. For further information, please call the Special Education Office (479-575-3548) or contact your professor directly. University closing announcements are also made on KAUF Radio, 91.3 as well as local radio and television stations. The University’s inclement weather site is updated frequently on both UARKINFO and University Online at <http://pigtrail.uark.edu/info/weather.nclk>.

XV. Course Resources

University of Arkansas Mullins Library
Computer Laboratories-Graduate Education Building
See Blackboard for other resources for each week’s lesson

XVI. Graduate School Soft Skills

Soft skills are those skills that we take for granted yet deeply impact our relationships with peers, professors, and other professionals in our field. Below are some resources (some serious, some tongue-in-cheek) that might help you reflect on yours. The core content of this course and others is critical, though if your soft skills are not well developed your deep knowledge may be overlooked.

Emailing your professor (or any professional):

<https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087#.i0mse083b>

General soft skills to focus on:

<http://www.usnews.com/education/blogs/college-admissions-playbook/2014/05/12/hone-the-top-5-soft-skills-every-college-student-needs>

Strategies for participating in on-line discussion:

<https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/blended-learning/online-discussions-tips-students>

Graduate school strategies (focus on learning!):

<http://psychcentral.com/lib/12-tips-for-surviving-and-thriving-in-grad-school/>

XVII.

XVIII. Syllabus Change

The Instructor reserves the right to make changes as necessary to this syllabus. If changes are made, advance notification will be given to the class.

Movie/Media Possibilities



Podcasts:



YouTube Series:



**University of Arkansas
College of Education and Health
Professions Department of Curriculum and
Instruction Special Education Program**

Course Number: SPED 5763
Course Title: Teaching Individuals with Extensive Support Needs

Catalog Description: This course is an advanced course at the master's level in the specialty studies. The Scholar Practitioner model at this level will pursue an in-depth study of characteristics of individuals with severe disabilities while emphasizing advance learning in assessment, instruction, and emerging issues specific to students with significant needs.

Prerequisite: Admission to Graduate School

Instructor: Dr. Keith Vire
Office hours – by appointment virtually or in person
Tel 479.957.6939
Email – kvire@uark.edu

I. Relationship to Knowledge Base:

ADVANCED LEVEL (M.Ed.)

This course is an advanced course at the graduate level in the specialty studies. The Scholar Practitioner model at this level will pursue an in-depth study of knowledge, skills, and dispositions needed to provide services to individuals with disabilities within the context of their family, culture, community, and interdisciplinary teaming.

II. Course Goals

This course prepares students to be knowledgeable concerning the identification, needs, and learning supports of individuals with severe disabilities. Students will understand how to assess the educational needs of students with significant support needs, choose appropriate evidence-based practices, and implement these practices within a collaborative team approach. Further, focus will be paid to inclusion of children with severe disabilities along the continuum of least-restrictive environments and promoting effective and positive relationships with families.

III. Course and skill objectives:

1. Students will demonstrate knowledge of core and associated characteristics of individuals with significant disabilities and consider how these impact needs across the life span and especially in school settings. *Related to CEC Initial Practice Based Professional Preparation Standards for Special Educators 1, 6; Related to High Leverage Practice HLP3;*

2. Students will demonstrate knowledge of diagnosis, evaluation, and progress monitoring of students with severe disabilities across settings. *Related to CEC Initial Practice Based Professional Preparation Standards for Special Educators 4, 5; Related to High Leverage Practice HLP 3,4,5 6, 8, 9, 11, 12, 13, 14, 16, 17, 20; Related to CEC Advanced Preparation Standard 1; Related to IDEA Tenet Connection between home, school, and transition to adulthood;*
3. Students will assess, develop, and implement educational interventions in inclusive settings. *Related to CEC Initial Practice Based Professional Preparation Standards for Special Educators 2, 3, 5, 6; Related to High Leverage Practice HLP 4, 6, 7, 8,9, 10, 11, 12, 13, 14, 15, 16, 17, 20, 21, 22; Related to CEC Advanced Preparation Standard 3; Related to IDEA Tenets, including families and students in decision making and IEP, inclusion of children with severe disabilities in the LRE continuum;*
4. Students will demonstrate knowledge of environmental supports, assistive technology, communication supports, and other resources to support and individualize student learning and generalization of skills. *Related to Initial Practice Based Professional Preparation Standards for Special Educators 2, 5, 6; Related to High Leverage Practice HLP 4, 6,7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, 21, 22; Related to CEC Advanced Preparation Standard 3; Related to IDEA Tenet inclusion of children with severe disabilities in the LRE continuum;*
5. Students will develop knowledge of strategies for actively including parents in their child's education and as co-equals on interdisciplinary teams. *Related to CEC Initial Practice Based Professional Preparation Standards for Special Educators 7.1, 7.2; Related to CEC Advanced Preparation Standard 5.3, 6.4; Related to High Leverage Practice HLP 1, 2, 3; Related to IDEA Tenet, Connection between home, school, and transition to adulthood;*
6. Students will demonstrate knowledge of the development of IEP goals for students with severe disabilities that are measurable, observable, and functional and allow for progress monitoring using appropriate data collection such as Goal Attainment Scaling. *Related to CEC Initial Practice Based Professional Preparation Standards for Special Educators 2, 3, 5, 6; Related to High Leverage Practice HLP 4, 6, 7, 8,9, 10, 11, 12, 13, 14, 15, 16, 17, 20, 21, 22; Related to CEC Advanced Preparation Standard 1, 3; Related to IDEA Tenet inclusion of children with severe disabilities in the LRE continuum;*
7. Students will demonstrate knowledge of the variables contributing to the effective functioning of teams and supporting the learning of individuals on those interdisciplinary teams. *Related to CEC Initial Practice Based Professional Preparation Standards for Special Educators 6, 7; Related to High Leverage Practice HLP 1, 2, 3, 4, 7, 8, 9, 10, 15, 16, 21, 22; Related to CEC Advanced Preparation Standard 6.5, 6.6, 7.3*

8. Students will demonstrate an awareness of various community resources to support the diverse needs of students and families. *Related to CEC Initial Practice Based Professional Preparation Standards for Special Educators 5, 6, 7; Related to High Leverage Practice HLP 1, 2, 3, 4, 7, 8, 9, 10, 15, 16, 21, 22 ; Related to CEC Advanced Preparation Standard 2; Related to IDEA Tenet, Connection between home, school, and transition to adulthood.*

IV. Field Experience

For students seeking their Masters in Special Education this is a course that includes fieldwork experiences. Students will be required to collaborate with a special educator to obtain 20 hours of observations/volunteer service in settings with children or youth with significant support needs with a preference for high school age. These experiences should be with students who have disabilities similar to those described in the Brown et al book. As always remember to keep identifiable information about school or students anonymous while applying your learning in the course. Please verify with instructor if you have questions.

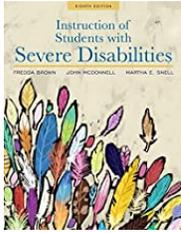
Students will be required to, whenever possible:

- * Observe instruction for students with significant disabilities
- * Design and teach lesson to individual student or small group of students (see Micro-Lesson description)
- * Observe a team meeting with permission from all members
- * Submit reflection of observations
- * Create support – in partnership with teacher(s) and/or other team members (e.g., paraprofessionals, related service providers, family) identify a support you could provide for a student, a class, the team, a family, etc. A support might include – identifying resources, community resource mapping, creating an instructional plan, designing data sheets, etc. Leave the support by the end of your field experience.
- * Submit a time sheet to document field experience hours.

V. Required Texts

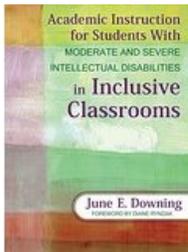
The following texts are required and used throughout the course. In addition, there will be a number of web---based lectures, online learning activities, journal articles and

other resources assigned for each lesson. In assignment #3, Book Review, you are asked to read a book and develop a review of that book. You may choose to borrow this book from your local library, purchase from bookstore, or online source.



Text 1 – Brown, F. E., Snell, M. E., McDonnell, J. J. (2015). Instruction of students with severe disabilities – Pearson eText and Loose-Leaf Version-- access card package (8th edition) Pearson.

There are two versions available of this text – online or looseleaf. You may choose whichever version meets your needs better. This is a foundational text on this topic.

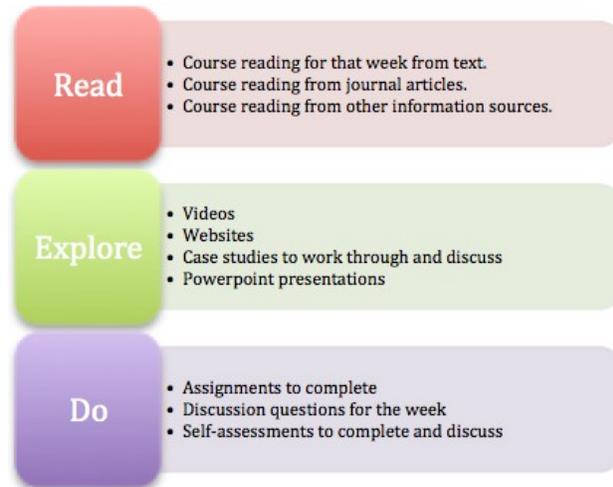


Text 2 – Downing, J. E. (2010). Academic Instruction for Students with Moderate and Intellectual Disabilities in Inclusive Classrooms.

This text provides highly applicable strategies for educating children with significant support needs in inclusive settings.

VI. Course Structure

This course is structured in an online format. Each lesson begins on Wednesday of that week. Each lesson is organized into 3 tasks: ***read, explore, and do***. These will be your course activities for each week and may include some of the following activities. Begin each week by first reading, then exploring, and finally doing unless your instructor specifies another order to your activity. Complete your “do” activities on the discussion board by Sunday night and reply to at least 2 other students’ discussion posts by Tuesday night. This schedule is designed based on student feedback to allow for optimal flexibility for your schedule by giving you weekdays and weekends to complete your work. Please prepare to manage your own needs based on other commitments to ensure you are able to participate fully throughout the lesson week.



VII. Schedule

The course is divided into 5 content modules which each include 2---3 lessons. NOTE: Each week starts on Wednesday. For each lesson's discussions your initial discussion posts should be made by Sunday. Your responses to fellow students should be completed by the following Tuesday.

Lesson	Week of Wednesday	Module	Lesson Topic	Assignment Due Sunday by 11:59pm
1	Jan 18		Introductions & Navigation of Course	
2	Jan 25	Educating Students with Severe Disabilities – Promises & Concerns	Educating Students with Severe Disabilities	
3	Feb 1		Motor and Health Needs	Submit Position Paper Topic
4	Feb 8		Keeping Adulthood in Mind	
5	Feb 15	Teaming	Transdisciplinary Teaming	Due – Media Review Due – Micro-lesson A – Student Identification
6	Feb 22		Family & Professional Partnerships	<i>Guest Speaker</i>
7	Mar 1	Assessment, Instructional Planning & the Learning Environment	Assessment, Goal Development & Progress Monitoring	
8	Mar 8		Evidence Based Interventions	
9	Mar 15		Inclusive Environments	Due – Goal Attainment scaling
10	Mar 22	Spring Break	Catch up week	Spring Break
11	Mar 29	Outcomes	Social Competence & Peer Relationships	Due – Micro Lesson Plan for Peer Feedback
12	Apr 5		Communication Skills	
13	April 12		Academic Skills	
14	April 19		Skills for Home & Community	
15	April 26	Behavioral Support	Understanding Behavior & Proactive Strategies	Due – Micro Lesson Upload and Discussion
16	May 3		Supporting Behavior Change	Position Paper Due (5/10) Position Paper Presentation/ Discussion

VIII. Assignments

Please note:

All assignments are due by 11:59pm Sunday night for that lesson's week. (Example, Media Review is due Sunday, February 19th). Assignments should be uploaded through BlackBoard and discussion board as described in each assignment.

For each lesson's discussions your initial discussion posts should be made by Sunday. Your responses to fellow students should be completed by Tuesday of each lesson.

Assignment 1: Media Review & Reflection

Due: February 19th by 11:59pm

Points: 20

Submission: BlackBoard Assignment

Section Purpose:

1. To consider how people with significant support needs are portrayed in various media (e.g., newspaper, TV, movies).
2. Consider how portrayals of people with significant support needs impact, positively and negatively, the way they may be supported and included in their schools and communities.
3. Reflect on your own perspectives of people with severe disabilities and how these may impact your teaching and support of family members.

Directions:

1. Find a media portrayal of a person or group of people with significant support needs. This may be a newspaper article, book, a movie, a TV show, and so on. It need not be current. Please check with your instructor if you are not sure if your choice is appropriate for this assignment.
2. Prepare a 3---4 page reflection/review which includes the following:
 - a. Description of the media portrayal (include web link, pdf, or other way to access). Include year, source, and description of the person(s) being portrayed.
 - b. Describe the extent to which person---centered language is used and how it might have been used differently.
 - c. Describe the extent to which person(s) with disabilities are described based on capabilities, strengths, needs, deficits, stereotypes, and/or gaps between demands and need for participation. Does this media stereotype disability by reducing the individual to false social constructs (<https://attitudes2disability.wordpress.com/category/stereotypes/>)?
 - d. Consider how the portrayal may impact, positively or negatively, how people with severe disabilities are treated in their schools and communities.
 - e. Consider how the portrayal speaks to the wider societal perspectives on

people with severe disabilities. If current portrayal, how does it speak to current societal norms, bias, and perspectives? If not recent, how does it speak to societal norms, biases, and perspectives at the time of the portrayal? How have these changed, if at all?

- f. Reflect on ways in which your perspectives on people with severe disabilities developed and/or changed over time. How might these support your teaching?

Assignment 2: Goal Attainment

Scaling Due: March 19th by

11:59pm Points: 40

Submission: BlackBoard Assignment Section

Purpose:

1. To demonstrate ability to develop quality IEP goals.
2. To demonstrate ability to use GAS for progress monitoring.
3. To demonstrate ability to create data collection systems consistent with IEP goals.

Directions:

1. Choose 3 IEP goals from the student you are using for your micro-lesson or another student if necessary. You do not need to have access to an IEP. You need 3 goals to use to develop your GAS. Ensure that these goals cover 3 different outcome areas (e.g., academic, leisure, social, self-help, community inclusion, independence, work).
2. Use the GAS criteria (worksheet provided) to evaluate the degree to which each goal is measurable, observable, and functional. You may or may not have enough information about the student to determine if goal is functional. If this is the case, describe the ways in which you would assess whether the goal is functional for the student.
3. Develop the GAS. You may need to make assumptions about the student's present level of functioning. Make these assumptions, if needed, and use these to scale the goal.
4. Develop a data collection system for measuring progress. Develop a data sheet with key, method for data analysis, and plan for using analysis to inform instruction.

Assignment 3: Micro-Lesson Parts A, B, C

Due (all by 11:59pm):

Feb 19, -- Identify a Student and Submit Parent Permission to Assignment Section

March 26 -- Upload Micro-Lesson Plan for Feedback in Discussion Section

April 30 -- Upload Micro--Lesson Implementation and reflection to Discussion Section

Points: 80

Purpose:

To demonstrate ability to:

1. Identify appropriate and write quality goals for students.
2. Develop complete and clear instructional lesson.
3. Implement and reflect on instruction.
4. Provide effective feedback on instruction.

Directions:

Part A – Identify Student

Identify a student with a severe disability who you have access to observe and videotape a mini-lesson. You may complete this assignment at the student's home or school, depending on what you agree to with the family/school. Complete the agreement form (example will be provided) with the student's family regardless of whether you will be observing them at school or home. Observe the student prior to development of the micro-lesson.

Part B – Micro-lesson Plan for Feedback (use provided worksheet Part B)

Develop a micro-lesson incorporating the following:

1. Use one of the student's current goals (must be different than those used for GAS assignment) or develop one based on your observations and any other information you have about the student.
2. Ensure goal is observable, measurable, and functional.
3. Develop a GAS for the goal.
4. Design instruction. Ensure you develop instruction so that it be understood and implemented by a paraprofessional or other team member. Include the following: steps to implement, evidence based practices used, materials to be used, when and who will instruct, how often, how will skills be generalized, and any other pertinent information specific to the goal.

Part C – Implement Micro-Lesson (use provided worksheet Part C)

1. Develop materials needed to use to instruct.
2. Develop learning supports needed to instruct (e.g., visuals, assistive technology)
3. Film yourself providing instruction. Film about a total of 8-10 min – can be 10 min of multiple segments or one 10 min segment or multiple segments of repeated trials of instruction. Ensure that clip shows direct instruction.
4. Develop data collection plan and collection system (datasheet and graph).
5. Consider opportunities to provide instruction in inclusive setting and to generalize student learning to other settings, people, materials.
6. Reflect on your instruction using the Reflective Question Framework. Identify 6 questions across the columns of awareness, analysis, alternatives, and action. Use these to reflect on your instruction.

Part D – Discussion & Feedback

By *April 26* at 11:59 upload your revised lesson and videos to the identified discussion section in Blackboard. Provide feedback on each students' lessons. Ensure your feedback is in support of the use of evidence---based practices using systematic instruction. Respond to feedback you receive.

Assignment 4: Position Paper & Presentation

Due: May 10 by

11:59pm Points: 60

Upload: Discussion (Brief Video) and Assignment (Paper) Sections

Purpose: This position paper & presentation assignment provides an opportunity for you to merge and synthesize your experiences in this course and to consider your viewpoints on emerging issues in the field. As a continuously developing field, it's critical for special educators to stay abreast of emerging issues and viewpoints in order to be an effective, well informed team member and contributor to the field.

Research a controversial practice/issue, emerging issue, or continuously challenging practice/issue. Below are suggestions. Please note you may choose another topic area, but it must be approved. Simply email me the topic area if you choose a topic that is not on the list above for approval. We will have a discussion to ensure there is no overlap in these positions.

Position Paper --- Write a position paper specific to your topic as related to the education of students with severe disabilities worthy of publication in a peer---reviewed journal.

Meaning your paper (6---8 double spaced pages) should be well organized, include headings at 2---3 levels, APA formatting and referencing, and be well edited. Include a historical perspective on the topic, current research (at least 3 peer reviewed journal articles), your position, why you hold that position, and how your position informs your current or future work with students with disabilities.

Position Presentation – Prepare a presentation (about 3 minutes) summarizing your position paper to upload through Kaltura to the discussion board. These are critical issues all educators should be informed about in their work. These presentations give us an opportunity to learn all the information you have gathered. Your presentation should briefly describe the issue/topic, summarize any historical or contextual information to help us understand the issue, your position, and implications of your position on the issue on your current or future teaching of students with significant support needs. As always, reply to your peers' presentation by reflecting on anything new you learned from your peer's presentation, if your position on the issue is same or different and why, and expand on ways in which the issue may have implications to

your work.

Include a handout (1 page/1 PowerPoint slide) that includes specific information about the issue you chose and web resources for further reference.

Suggestions for topics include but are not limited to:

- Assessment in special education as it relates to students with severe disabilities (e.g., alternate assessments, data collection)
- Legal challenges specific to the education of students with severe disabilities
- Addressing the abuse and neglect of people with severe disabilities
- Seclusion as discipline of students with severe disabilities
- Inclusion of students with severe disabilities in schools and communities
- Controversial practices – e.g., Facilitated Communication, Rapid Prompting
- Growth-attenuation therapy
- Self-determination and self-advocacy for students with severe disabilities
- Transition challenges for students with significant support needs

Lesson Participation

Points: 10 per week (150 Total)

Each lesson's discussion is worth 10 points. To earn full credit, you must provide a thorough answer to the discussion question and reply to at least two of your peer's posts across each question/discussion prompt. Your responses and replies must be posted on time. Engaging in discussion with as many peers as possible will only support you and their learning. Please upload your initial reply by Sunday of each week and complete responses to fellow students by Tuesday. Each lesson will begin on Wednesday.

The discussion board and your engagement in it will be essential to the learning we co-create in this course. Please remember to keep the information we share confidential and only share what you are comfortable with others knowing. Please remember to treat each other and your ideas with care. To that end, please be mindful to ensure your language is respectful of people with disabilities, people from cultures and family structures different from your own, religious beliefs, political beliefs, economic backgrounds, ethnic backgrounds, sexual orientations, and so forth.

Being respectful doesn't mean we cannot challenge each other's, and as importantly, our own thinking. We will learn best when we can respectfully question each other and offer alternate perspectives. Building a safe, supportive learning community will be essential to our work together.

Live Lecture Participation

Points: 50

Over the course, we will have up to 3 live Collaborate sessions. **You are required to attend online at least 2 of the lectures to receive full credit.** Some lectures will take place prior to upcoming assignments. This will offer you an opportunity to come with questions about the assignment. All lectures will be taped and posted on Blackboard.

Points Per Assignment:

Media Portrayal	20
GAS	40
Micro-Lesson	80
Position Paper/Presentation	60
Live Lesson	50
Weekly Discussions	150

Total Points: 400

A (90 – 100%)	360-400
B (80 – 89%)	320-359
C (70 – 79%)	280-319
D (60 – 69%)	240-279
F (0-59%)	below 239

IX. Incomplete Grading Guidelines

Per University policy, an incomplete grade for a course may be assigned when a legitimate circumstance has prevented the student from completing all course requirements and the work completed at the time of assigning the incomplete is of passing quality. If a student believes that they have a legitimate circumstance and would benefit from an incomplete grade and extension of time to complete assigned work, they must communicate this request with the instructor as soon as possible. It is the discretion of the instructor that determines what qualifies as a legitimate circumstance and if an incomplete grade is appropriate given their knowledge of the student's work to date. If instructor approves the incomplete they, with the student will create a plan and timeline for submission of work.

X. Writing Expectations

All assignments should be completed in a **grammatically correct and well-organized manner**. If there are numerous grammatical and spelling errors, 5 points will be automatically deleted from the project grade. All assignments should be typed in a 12 pt. font and double-spaced. Students are **expected** to proofread their papers and use the editing function on their word processing programs. Other helpful sources for clear and professional writing standards are listed below:

1. American Psychological Association (APA): www.apa.org

2. Purdue OWL (great exemplar for APA): <https://owl.english.purdue.edu/owl/>
3. U of A Library <http://libinfo.uark.edu>

XI. Technology

If you notice that the course is experiencing technological problems, you should contact Blackboard Support at 479-575-6804 immediately so the issue can be addressed in an expedient manner. Blackboard occasionally schedules "down time"; users will be notified in advance through a system-wide announcement so schedule your online work accordingly. If you are experiencing difficulties with the operation or navigation of Blackboard you can visit the Support tab in Blackboard. Please note that personal technical issues (i.e. computer crashes or lack of knowledge of Blackboard) are considered to be the responsibility of the student and will not excuse the student from assignments or other course responsibilities. While we will do our best to provide technical assistance, it is highly recommended that the student develop a local back-up plan to assist in the event that technical difficulties are experienced during the course.

XII. Academic Honesty

The application of the University of Arkansas Academic Honesty Policy, as stated in the Student Handbook will be fully adhered to in this course. Grades and degrees earned by dishonest means devalue those earned by all students; therefore, it is important that students are aware of the University of Arkansas Academic Honesty Policy. Academic dishonesty involves acts that may subvert or compromise the integrity of the educational process

XIII. Accommodations under the Americans with Disabilities Act University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479-575-3104 or visit cea.uark.edu for more information on registration procedures).

XIV. Academic Appeals

Academic appeals: Students are first encouraged to resolve academic conflicts and complaints informally with the instructor involved, through their department, or through the assistance of the University Ombuds Office, which can provide objective and confidential mediation. Refer to the [Graduate Catalog of Studies](#) (for appeals structures and formal procedures for academic grievances).

XV. UA Counseling and Psychological Services (CAPS)

Academic problems are often related to the non-academic events in your lives. You are welcome to visit with the capable staff at the UA Counseling and Psychological Services (with offices in the North Quadrangle). You can telephone them at 479-575-CAPS. The fact that you telephone is also entirely confidential. Each semester they conduct a variety of support groups dealing with stressful

issues.

XVI. Classroom Behavior

Appropriate online classroom behavior is expected of the instructor and all students. Inappropriate and disruptive classroom behavior (inappropriate language and gestures, class disruptions, disrespect to other students or

instructor, and other behavior as determined by the instructor) will not be tolerated and will result in possible removal from the class and /or disciplinary action as per the student handbook. In online classes, the posting of inappropriate communications or inappropriate materials will be considered disruptive behavior.

XVII. Inclement Weather Policy

This section is not applicable for online classes. However, weather can disrupt communications so information concerning Fayetteville “bad weather” can be useful in understanding lapses in online access.

Students in special education classes should use discretion in making the decisions concerning their personal safety. In general, if the Fayetteville School District has closed the schools, classes will not meet. For further information, please call the Special Education Office (479-575-3548) or contact your professor directly. University closing announcements are also made on KAUF Radio, 91.3 as well as local radio and television stations. The University’s inclement weather site is updated frequently on both UARKINFO and University Online at <http://pigtrail.uark.edu/info/weather.nclk>.

XVIII. Course Resources

University of Arkansas Mullins Library
Computer Laboratories-Graduate Education Building
See Blackboard for other resources for each week’s lesson

XIX. Graduate School Soft Skills

Soft skills are those skills that we take for granted yet deeply impact our relationships with peers, professors, and other professionals in our field. Below are some resources (some serious, some tongue-in-cheek) that might help you reflect on yours. The core content of this course and others is critical, though if your soft skills are not well developed your deep knowledge may be overlooked.

Emailing your professor (or any professional):

<https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087#.i0mse083b>

General soft skills to focus on: <http://www.usnews.com/education/blogs/college-admissions-playbook/2014/05/12/hone-the-top-5-soft-skills-every-college-student-needs>

Strategies for participating in on-line discussion: <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/blended-learning/online-discussions-tips-students>

Graduate school strategies (focus on learning!): <http://psychcentral.com/lib/12-tips-for-surviving-and-thriving-in-grad-school/>

XX. Syllabus Change

The Instructor reserves the right to make changes as necessary to this syllabus. If changes are made, advance notification will be given to the class.

University of Arkansas, College of Education and Health Professions

DEPARTMENT OF CURRICULUM AND INSTRUCTION

“The Scholar-Practitioner Model”

I. Program Affiliation: Curriculum & Instruction

Course Number and Title: **SPED 5673.**

Teaching Students with Disabilities in the Content Areas.

Catalog Description: A study of content, methods, and materials for teaching content courses to students with diverse learning needs (K-12).

Prerequisites: Admission to Graduate School

Professor: Kathleen M. T. Collins, Ph.D.

Office: 410 Arkansas Ave. #307

Telephone 575-4218

E-mail address kxc01@uark.edu

II. Relationship to Knowledge Base:

ADVANCE LEVEL (M.Ed.)

The student at this level will pursue an in-depth study

III. Goal

The goal of this course is to prepare teachers to instruct students with high incidence disabilities by applying research-based instructional strategies across the content areas of K-12, thereby ensuring that all students with high-incidence disabilities receive quality education.

Quality Matters Standard 2.1: The course learning objectives, or course/program competencies, describe outcomes that are measurable.

CEC Standards: 1-7

INTASC Standards: 1-6

ADE Content Standards 2-5

- A. By the end of the course, the student will access, use, and/or generate knowledge by integrating theory and practice.

- B. Create an inclusive teaching environment that accommodates academic diversity among K-12 students.
- C. Create an inclusive teaching environment that reflects evidence-based instructional strategies and that integrates general education supports for designing curricula
- D. Create an inclusive teaching environment that integrates general education supports for designing curricula
- E. Give examples of how to implement and monitor IEP using current technologies
- F. Give examples of how to implement and monitor large and small group instruction
- G. Give examples of how to implement teaching strategies in the context of specific content domains (e.g., reading, writing, spelling, mathematics)
- H. Describe how cultural differences impact how students engage with instruction

V. Content:

- A. Understanding the foundations and fundamentals for designing an IEP for the education of individuals with high incidence disabilities
- B. Creating an inclusive environment that supports students with high incidence disabilities
- C. Creating an inclusive environment that supports integrating technological applications
- D. Give examples of how to select critical content in designing modifications
- E. Give examples of how to build a learning community that uses teacher directed strategies and student-mediated strategies in the design of content specific curricula
- F. Give examples of how to assess and build upon student's background knowledge when designing content specific curricula
- G. Give examples of how to implement teaching strategies specific to content areas that are designed to be responsive to students with high incidence disabilities
- H. Give examples of how cultural differences impact students' responses to instruction
- I. Provide strategies to address challenges involved in instructional design for diverse learners

VI. Evaluation and Assignments

Chapter Exercises (10) 25 points 250

Concept Maps & Narratives (4) 20 points 80

Chapter Quizzes (10) 10 points 100

Discussion Posts (6) 5 points 30 points

Reflective Essay (1) 25 points

VI. Evaluation of Course Products

Quality Matters Standard 3.2: The course grading policy is stated clearly

CEC Standards: 1-7

INTASC Standards: 1-6

ADE Content Standards 2-5

Guidelines per product and evaluation rubrics are provided in the weekly folders and the specified appendices. Each assignment is designed to prompt intellectual engagement with the course content. Submission of late assignments requires instructor's approval.

Quality Matters Standard 5.3: The instructor's plan for classroom response time and feedback on assignments is clearly stated.

For small assignments, such as discussion entries, expect a grade in 48 hours, for larger essay papers, such as chapter exercises and article critiques, expect a grade 4-5 days.

Assessment 1: Chapter Exercises

Critical Responses to Textbook Reading: To connect course content to your understanding of differentiated instruction, on specific weeks, you will write a response to the chapter exercise assigned for that particular week.

Assessment 2: Concept Maps & Narratives

Application of Concepts in Textbook Readings: To connect course content to your understanding of differentiated instruction, on specific weeks, you will develop a concept map accompanied by a narrative identifying critical aspects of selective chapters.

Assessment 3: Chapter Quizzes

Quiz Information: Each student will have the option to complete two attempts on the quizzes for each of the assigned chapters.

This is an option--you do not have to complete the second attempt for each of the assigned chapters.

The reason for the option of taking a second attempt is to provide a second opportunity for students who do poorly on the first attempt.

Quiz 1 items will be generated randomly. The time slot is 1-hour.

If the student wishes to take the second attempt, the test items will be generated randomly. However, there is a likelihood that some items from the first quiz will appear on the second attempt.

The higher grade will be entered in the grade book.

Information pertaining to the other assignments is located in the Weekly folders. Please view the Schedule to note the due dates per assignment.

Assessment 4 Discussion Posts: Peer Interaction

To facilitate interaction throughout the semester, you will respond to the assigned discussion prompt on selective weeks. To receive credit, you will respond to two other students' posts per prompt.

Assessment 5 Reflective Essay

To connect course content to your evolving understanding of differentiated instruction, you will write a reflective essay detailing how the course impacted your perceptions regarding exceptionalities.

VII. Grading Scale:

Quality Matters Standard 3.2: The course grading policy is stated clearly.

Assessment 1: Chapter Exercises (250 points)

Assessment 2: Concept Maps & Rationales (80 points)

Assessment 3: Chapter Quizzes (100 points)

Assessment 4: Discussion Posts – Peer Engagement (30 points)

Assessment 5 Reflective Essay – (25 points)

Total number of possible points = 485

- A (90-100%)
- B (80-89%)
- C (70-79%)
- D (60-69%)
- F (0-59%)

VIII. Text(s)/Readings

Required text: Prater, M. A. (2018). *Teaching students with high-incidence disabilities: Strategies for diverse classrooms*. Thousand Oaks, CA: Sage.

IX. Quality Matters Standard 7.2: Course instructions articulate or link to the institution's accessibility policies and services.

ACCOMMODATIONS UNDER AMERICANS WITH DISABILITIES ACT ADA

POLICY: When possible, and in accordance with 504/ADA guidelines, staff members from the [Center for Educational Access](#) will work individually with students and assist academic units to determine reasonable accommodations that will enable every student to have access to the full range of programs and services. Phone: 479/575-3104 E-mail: ada@uark.edu

Quality Matters Standard 8.2: Information is provided about the accessibility of all technologies required in the course. Blackboard has a statement of their commitment to accessibility, which lists Gold level certification for non-visual access, issued by the National Federation of the Blind and Conformance with the [Web Content Accessibility Guidelines \(WCAG\) 2.0 Priority AA](#), issued December 2012 by [Deque Systems](#). This includes the LMS and all of the built-in Blackboard tools. You will be required to watch You Tube video throughout the course. I could not find an accessibility statement, but You Tube's navigation is accessible through a screen reader. Here are instructions for [Using YouTube with a screen reader](#). Here is [Google's general commitment to Accessibility](#). You are also required to use the Kaltura video plugin to record several assignments; here is the [Kaltura Accessibility statement](#).

ACADEMIC SUPPORT For those struggling in any academic area, the University offers supports services which can be located at the [Academic Support website](#).

ACADEMIC INTEGRITY Be sure to review the [official academic integrity](#)

[policy](#).

ATTENDANCE POLICY Student participation is a valuable component of the course, and assignments must be completed in accordance to the course schedule. The faculty recognize the following excusable absences: 1) illness of the student, 2) serious illness or death of a member of the student's immediate family or other family crisis, 3) University-sponsored activities for which the student's attendance is required by virtue of scholarship or leadership /participation responsibilities, 4) religious observances (see UA Religious Observances policy in the catalog), 5) jury duty or subpoena for court appearance, and 6) military duty. The instructor may require that the student provide appropriate documentation for the above absences.

INCLEMENT WEATHER OR TECHNICAL PROBLEMS In case of inclement weather or technological problems that prevent the University from providing access to course materials you may contact the instructor by email given above in the Instructor section In addition, the instructor will notify students as soon as possible in such instances and provide instructions on how the course will proceed. Blackboard occasionally schedules "down time"; users will be notified in advance through a system-wide announcement so schedule your online work accordingly. If you are experiencing difficulties with the operation or navigation of Blackboard you can visit the [UA Blackboard Help web site](#). Please note that personal technical issues (i.e. computer crashes or lack of knowledge of Blackboard) are considered to be the responsibility of the student and will not excuse the student from assignments or other course responsibilities. While we will do our best to provide technical assistance, it is highly recommended that the student develop a local back-up plan to assist in the event that technical difficulties are experienced during the course.

ACADEMIC HONESTY The University of Arkansas [Academic Honesty Policy](#), as stated in the current *University of Arkansas Catalog of Studies* will be fully adhered to in this course. Each University of Arkansas student is required to be familiar with and abide by the University's '[Academic Integrity Policy](#)'. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

X. Quality Matters Standard 8.1: Course navigation guidelines are provided.

Quality Matters Standard 8.2 Information is provided about the accessibility of all technologies required in the course.

COURSE CONTENT SUPPORT If you have any questions about the **course**

content contact your instructor: kxc01@uark.edu. Emails sent M-F will be responded to in 24 hours. On weekends I will respond ASAP, but may not respond until Monday.

TECHNICAL SUPPORT Students will require access to a computer and the Internet throughout the semester to investigate and review suggested sites and to utilize the Blackboard Course Management System (CMS). You are expected to regularly check your UARK email and Blackboard for course updates. All students must use MSOffice Suite software for all assignments.

Blackboard Support If you have any questions about **Blackboard** contact Blackboard Support: **479.575.6804**. The current support hours are listed on the [Blackboard Support Page](#) or in the Software & Support tab in Blackboard.

After-Hours Support: If Blackboard is not responding, or there are problems with the system after business hours, please call 479.575.2904. The appropriate personnel will be notified.

ETIQUETTE POLICY: Remember you are in a college (M.Ed. level) course so you are expected to approach all assignments in a professional and intelligent manner. This means in all communications (via email, discussion posts etc.) should:

- use correct spelling and grammar
- avoid the use of emoticons [:-) :-(etc.]
- should not use net abbreviations (LOL, idk, etc.)
- avoid the use of slang (sup!, that's cool!, etc. .)

You will probably also want to review the [Code of Student Life from the Student Handbook](#).

COMPUTER ACCESS & TECHNICAL REQUIREMENTS Because this is an online class, students will be expected to check their email regularly (several times per week) for important notices, scheduling changes, or any other course revisions. This course is offered as an online course and it is assumed that you have the minimum system requirements and computing skills to participate.

Computing skills required:

- You should have an understanding of basic computer usage (creating folders/directories, switching between programs, formatting and backing up media, accessing the Internet).
- You must be able to use a word processing program such as Microsoft Word to create, edit, save, and retrieve documents.

- You must be able to use a Web browser to open Web pages, open PDF files, manage a list of Web pages (bookmarks/favorites), and search the Internet.
- You must be able to use an e-mail program to send, receive, store, and retrieve messages.
- You must be able to download and install programs from the Internet.

Hardware required:

- You should have access to a reliable computer with sound card and high-speed internet connection (DSL or cable broadband) to submit assignments, create products, participate in online activities, and view Internet resources.
- Your computer should have sufficient space and processor speeds required by any software used in this course (will vary depending on your software version and operating system, but usually 10 GB hard disk space, 1.5 GHz processor and 1 GB memory will be sufficient).

Care has been taken to ensure that the software that is used for this course does not require any out of the ordinary system set-ups. But, if your system does not meet the minimum requirements then it is your responsibility to maintain your system to meet the requirements so that you may participate in this course. Technical difficulties on your part will not excuse you from the timely completion of assignments. If you do experience technical difficulties please make sure that you refer to the Software & Support tab immediately so that proper assistance might be provided.

Software required:

- Please use the **Browser Check** tab at the top of Blackboard to help determine if your browser is compatible with Blackboard Learn.
- Word processing program, such as Microsoft Word, for creating documents
- Presentation program, such as Microsoft PowerPoint and
- ECHO 360 Personal Capture Device (free from UA; you will be provided with instructions later in the course)

University of Arkansas, College of Education and Health Professions
DEPARTMENT OF CURRICULUM AND INSTRUCTION
“The Scholar-Practitioner Model”

SPED 5413 – ABA & Classroom Management for Teachers

I. Program Affiliation: Special Education

Course Number and Title: SPED 5413 ABA & Classroom Management for Teachers

Catalog Description: Students in this course will develop an understanding of the basic principles of Applied Behavior Analysis (ABA) and learn how to implement these principles across a Positive Behavior Support Model. Intervention plans include development of individual supports, classroom management supports, and whole school behavior supports.

Prerequisites: Admission to Graduate School

Instructor: Renee Speight Ph.D., BCBA-D

Contact Information: rspeight@uark.edu

Office Hours: By appointment. Please reach out anytime via email to schedule a time to meet with me.

II. Relationship to Knowledge Base:

ADVANCE LEVEL (M.Ed.)

This course is an advanced course at the master's level in the specialty studies. The Scholar-Practitioner model at this level will pursue an in-depth study of the empirically based principles and practices of applied behavior analysis while emphasizing advance learning in the specialty studies and the social and behavioral studies in the substantive areas.

III. Classroom Expectations

- All of us (you, me, your peers) will work to the best of our abilities.
- All of us (you, me, your peers) will communicate effectively orally and in writing.
- All of us (you, me, your peers) will think analytically and produce original work.
- All of us have a responsibility to create an environment for all to learn.
- All of us will be prepared to participate and engage in this class so we all benefit from each other's knowledge, insights, and experiences.
- All of us will demonstrate sensitivity for culture, language, religion, disability, gender, socio-economic status, and sexual orientation of individuals in our interactions in our classroom and within this learning community.

IV. Goal

The goal of this course is to prepare students who will be knowledgeable concerning empirically based principles and practices of applied behavior analysis.

Course Objectives:

By the conclusion of this course each student will

1. Understand issues of disproportionality as they relate to discipline practices
2. Understand the behavior analytic account for learning and behavior
3. Demonstrate knowledge of a multi-tiered system of support
4. List, describe, and implement behavior management strategies used with children and youth displaying problem behavior
5. Collect reliable data across problem behavior topographies
6. Leverage technology as a tool for classroom management
7. Maintain adequate records to demonstrate student progress toward behavior goals
8. Analyze functional assessment data and prepare intervention recommendations

V. Competencies

There are 65 CEC Content Standards addressed in this course:

Note. The products developed as evidences of learning will be useful at the transition point when you prepare your portfolio and with your application for master's comprehensive examination.

Standard 2 & 5: Instructional Strategies

Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with exceptional learning needs. Special educators select, adapt, and use these instructional strategies to promote positive learning results in general and special curricula and to modify learning environments appropriately for individuals with exceptional learning needs. They enhance the learning of critical thinking, problem-solving, and performance skills of individuals with exceptional learning needs, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the life span.

Standard 6: Learning Environments and Social Interactions

Special educators actively create learning environments for individuals with exceptional learning needs that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with exceptional learning needs. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with exceptional learning needs. Special educators help their general education colleagues integrate individuals with exceptional learning needs in general education environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with exceptional learning needs to teach them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with exceptional learning needs in crisis. Special educators coordinate all these efforts and provide guidance and direction to para-educators and others, such as classroom volunteers and tutors.

Standard 4: Assessment

Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility,

program planning, instruction, and placement for individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure nonbiased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with exceptional learning needs. Special educators use assessment information to identify supports and adaptations required for individuals with exceptional learning needs to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with exceptional learning needs in general and special curricula. Special educators use appropriate technologies to support their assessments.

Standard 1: Professional and Ethical Practice

Special educators are guided by the profession's ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit individuals with exceptional learning needs, their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators are aware of how their own and others' attitudes, behaviors, and ways of communicating can influence their practice. Special educators are sensitive to the many aspects of diversity of individuals with exceptional learning needs and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices. Special educators know their own limits of practice and practice within them.

Standard 7: Collaboration

Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with exceptional learning needs are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with exceptional learning needs. Special educators promote and advocate the learning and well-being of individuals with exceptional learning needs across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with exceptional learning needs. Special educators are a resource to their colleagues in understanding the laws and policies relevant to individuals with exceptional learning needs. Special educators use collaboration to facilitate the successful transitions of individuals with exceptional learning needs across settings and services.

VI. Content & Major Assignments

This course covers content related to improving behavior across contexts. The content presented is grounded in the principles of Applied Behavior Analysis (ABA). ABA suggests behavior is learned and thus can be modified by creating changes in the environment. Course topics include:

- Operant Conditioning
- Measurement of Behavior
- Reinforcement
- Punishment
- Strategies for supporting and responding to behavior
- Measuring behavior
- Evaluation of behavior change with single-subject design
- Functions of behavior
- Shaping behavior
- Developing plans to promote behavior change
- Ethical use of Behavior Change Procedures

Assignments

1. Weekly VoiceThread Discussions

The purpose of this assignment is to promote collaboration with peers within this online learning community. Weekly, you will post one original comment and one response to a peer's comment on the VT discussion. Comments must be thoughtful and display clear application of key learning. (10 points/week)

2. Disproportionality National Report Review

The purpose of this assignment is to understand the impact of punitive approaches to behavior management, which negatively impact learners and the learning environment. You will review a report on the topic of disproportionality to gain insight into the importance of systemic supports to promote lasting behavior change. You will complete a written summary of the report reflecting on the information provided and considering the implications for school contexts and beyond. (50 points)

3. Social Skill Lesson Plan

The purpose of this assignment is to understand teaching prosocial behaviors. You will develop a lesson to target improvement in a socially significant behavior. The lesson will be scripted and include all elements of explicit instruction (i.e., advanced organizer, modeling, guided practice, independent practice) (50 points).

4. Tiered Behavior Management Plan

The purpose of this assignment is to understand how the different strategies for supporting and responding to behavior can be used within a multi-tiered system to create a positive and productive learning environment. For this assignment, you will develop a two-tiered behavior management plan. The plan must include strategies at the Tier 1 level to teach, increase, and decrease behavior. The plan must also include three strategies at the Tier 2 level to promote and intensify support for target behaviors. Treatment integrity checklists must be developed and included for both tiers of this plan (100 points).

5. Measurement of Interfering Behaviors

The purpose of this assignment is to gain practice in collecting data across various topographies of behavior using four methods of recording (e.g., interval recording, time sampling, rate, and duration). You will define a behavior, develop a tool for measuring the behavior, and interpret the data (100 points).

6. FBA Data Collection, BIP Development, and Presentation

The purpose of this assignment is to understand the tertiary level of assessment and intervention. For this activity, you will identify an interfering behavior, collect data on the behavior, develop a behavior intervention plan, create a treatment integrity checklist, and present your assessment data and intervention to peers. Additionally, as part of this assignment, you will be required to review and critique your peers’ plans. (150 points)

VII. Evaluation

All written assignments are to be prepared on a computer. Typos, misspellings, and grammar errors may result in a lower grade. APA (6th ed.) format is to be used when preparing and citing materials. Avoid language that is sexist, cultural biased, reinforcing of stereotypes, or offensive to persons with disabilities. Forms such as a data collection form do not need to be typed; original forms that are scanned and submitted are preferred. The instructor will assess the student's knowledge of the content of assigned readings and instructor lessons through class discussions and key assignments.

The grade in this course is based on points accumulated. All assignments must be completed; otherwise, the student will earn an “F” in the course.

VIII. Syllabus Change

The Instructor reserves the right to make changes as necessary to this syllabus. If changes are made, advance notification will be given to the class.

IX. Communication

In this class our official mode of communication is through uark.edu email and Blackboard Announcements. Students are responsible for checking their UARK accounts regularly. All communication between student and instructor and between student and student should be respectful and professional

X. Assignment Points and Grading Scale

Students can earn up to 600 points.

Weekly VoiceThread Discussion participation	130 points
Disproportionality Article Review	50 points
Social Skill Lesson Plan	50 points
Tiered Behavior Management Plan	100 points
Measurement of Interfering Behaviors	100 points
FBA Data Collection and Plan Development	100 points
FBA Plan Presentation and Peer Comment	70 points
TOTAL	600

A 537 or more points (90 -100%)

B	477-536 points (80 - 89%)
C	417-476 points (70 - 79%)
D	357-416 points (60 - 69%)
F	356 or fewer points (0 - 59%)

XI. Technology

In CIED 5343 Behavior Analysis for Teachers, technology is used to deliver instruction. Access to a reliable Internet connection is required for this course. A problem with your Internet access may not be used as an excuse for late, missing, or incomplete coursework. If you experience problems with your Internet connection while working on this course, it is your responsibility to find an alternative Internet access point, such as a public library or Wi-Fi hotspot. Technology will be used by teacher candidates in the following ways:

- Blackboard Learn is the Learning Management System (LMS) platform used to provide teacher education candidates with the materials and information needed to participate asynchronously in this online course.
- Candidates can view the course via smart phones, iPads, computers, etc. using Blackboard Mobile.
- Interactive Tools in Blackboard have been used to provide external links to content including YouTube Video content.
- The University of Arkansas Distant Education Library and the Mullins Library provide candidates with peer-reviewed materials and books within the field of special education, education philosophy, and pedagogy.
- End of course evaluations are sent to students electronically during the last week of classes. Students will receive an eMail from courseval@uark.edu announcing the survey open/close dates.
- Teacher candidates use various software packages as well as Web 2.0 technologies to complete assignments. The goal of these assignments is to expose candidates to technologies that they might use in their future classrooms.
- Candidates create materials for use in the behavioral change project using software such as Microsoft Excel, Microsoft Word, and Microsoft PowerPoint i.e., MyBrochureMaker: <http://www.mybrochuremaker.com/>
- The journal tool (for blogging) in Blackboard is used by teacher candidates to (a) describe the event and (b) reflect on the meaning of the event in terms of the projects objective(s).
- Teacher candidates in CIED 5343 Behavior Analysis for Teachers complete assignments using course technology and online platforms such as VoiceThread.

XII. Academic Honesty

- As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University's "Academic Integrity Policy" which may be found

at <http://provost.uark.edu/>. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

- Please use appropriate APA citations when using the works of others to avoid plagiarism. Information on APA (6th ed.) is located in the left menu.
- Tape-recording and/or any other form of electronic capturing of lectures is expressly forbidden.
- State common law and federal copyright law protect my syllabus and lectures. They are my own original expression and I record my lectures at the same time that I deliver them in order to secure protection. Whereas you are authorized to take notes in class thereby creating a derivative work from my lecture, the authorization extends only to making one set of notes for your own personal use and no other use.
You are not authorized to record my lectures, to provide your notes to anyone else or to make any commercial use of them without express prior permission from me.
- Persons authorized to take notes for the Center for Educational Access, for the benefit of students registered with the Center, will be permitted to do so, but such use still is limited to personal, non-commercial use. Similarly, you are permitted to reproduce notes for a student in this class who has missed class due to authorized travel, absence due to illness, etc. However, to be clear, any class notes must not be sold or made available for any commercial use.

XIII. Accommodations

Students with disabilities requesting reasonable accommodations must first register with the Center for Academic Access (CEA). The CEA is located in the Arkansas Union, Room 104 and on the web at: <http://cea.uark.edu/>. The CEA provides documentation to students with disabilities who must then provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CEA is approximately one to two weeks.

XIV. Emergency Procedures

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu.

- Severe Weather (Tornado Warning):

Follow the directions of the instructor or emergency personnel

Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside

If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building

Stay in the center of the room, away from exterior walls, windows, and doors

- Violence / Active Shooter (CADD):

CALL- 9-1-1

AVOID- If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.

DENY- Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it's safe.

DEFEND- Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

- **Additional Weather Information:**

Online classes are generally not affected by the weather, but faculty may not be available when weather is an issue. Therefore, an awareness of the campus policies may be helpful and is, therefore, included in the syllabus. In general, if the Fayetteville School District has closed the schools, faculty will be unavailable. For further information, please check www.uark.edu for information concerning campus offices. University closing announcements are also made on KAUF Radio, 91.3 as well as local radio and television stations. The University's inclement weather site is updated frequently on the University website.

XV. Course Resources

University of Arkansas Mullins Library including the Distant Education Library
University of Arkansas Computer Laboratories

XVI. Texts and Course Resources

Required Texts:

- Alberto, P. and Troutman, A. (2016). Applied Behavior Analysis for Teachers, 9th Edition. Columbus, Ohio: Pearson Publishing.edition). Thousand Oaks, CA: Corwin Press.
- Algozzine, R., Daunic, A. P., & Smith, S. W. (Eds.). (2015). Preventing problem behaviors: Schoolwide programs and classroom practices

Websites:

The OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS)

<http://www.pbis.org/default.aspx>

The National Center on Intensive Interventions (NCII)

<http://www.intensiveintervention.org/>

Key resources:

Data-Based Individualization: A Framework for Intensive

Intervention <http://www.intensiveintervention.org/sites/default/files/DBI%20a%20Framework%20for%20Intensive%20Intervention.pdf>

DBI training series <http://www.intensiveintervention.org/content/dbi-training-series>

Introduction to Data-Based Individualization (DBI): Considerations for Implementation in Academics and Behavior (DBI Training Series Module

1) <http://www.intensiveintervention.org/resource/introduction-data-based-individualization>

Monitoring Student Progress for Behavioral Interventions (DBI Training Series Module

3) <http://www.intensiveintervention.org/resource/monitoring-student-progress-behavioral-interventions-dbi-training-series-module-3>

Using FBA for Diagnostic Assessment in Behavior (DBI Training Series Module

6) <http://www.intensiveintervention.org/resource/using-fba-diagnostic-assessment-behavior-dbi-training-series-module-6>

Designing and Delivering Intensive Intervention in Behavior (DBI Training Series Module 8) <http://www.intensiveintervention.org/resource/designing-and-delivering-intensive-intervention-behavior-dbi-training-series-module-8>

Tools Charts. Ratings of the scientific rigor of commercially available tools and interventions that can be used as part of a data-based individualization program. <http://www.intensiveintervention.org/resources/tools-charts>

The IRIS Center

<http://iris.peabody.vanderbilt.edu/>

Behavior and classroom management resources <http://iris.peabody.vanderbilt.edu/iris-resource-locator/?term=behavior-classroom-management>

Evidence-Based Practice Summaries <http://iris.peabody.vanderbilt.edu/ebp/>

XVII. Health and Safety Guidelines

Each person must do their part and is expected to comply with university guidelines to reduce virus spread to our campus community. Safety guidelines and requirements including face coverings, social distancing, hand washing, and study/work space disinfecting can be found at health.uark.edu/coronavirus/latest-information-for.php#safety. Updates to these safety guidelines may change throughout the semester. You are responsible to remain informed about changes and conduct yourself accordingly. Violations of campus and/or classroom safety policies will be considered conduct violations. Detailed information about such violations is located at the Office of Student Standard and Conduct website ethics.uark.edu. Thank you for your help in keeping the University of Arkansas healthy and safe. We are all in this together.

Face Coverings

Face coverings are required inside campus buildings. Wear a mask or face covering while you are in this building and in our classroom. If you require accommodations due to physical or other restrictive conditions, please contact the [Center for Educational Access](#).

For more information regarding COVID click this [link](#)

- [Print Content](#)

College of Education and Health Professions

Department of Curriculum and Instruction

I. Program Affiliation: Special Education

Course Number and Title: SPED 5873 Assessment and Programming for Students with Disabilities

Catalog Description:

Methods and techniques of assessment of children in all areas of exceptionality with emphasis on diagnosis and classification.

Instructor: Kathryn M. Bell, Ph.D.

Email: kmb005@uark.edu

Phone: 314-283-6255 (cell)

Office Hours: Available by Request. I am not on campus; please contact me via email or phone (call or text)

Response Time: Emails sent Monday through Friday, excluding class assignments, will be answered within 48 hours. I will try to post grades for assignments within 1 week after the due date, though large assignments could take longer.

II. Course Overview

This course will provide you with a foundation for understanding the assessment process and will give the skills necessary to carry out meaningful assessments. The formal assessment process will be covered, as well as, the assessment practices that teachers carry out in their classrooms. Critiques of the strengths and weaknesses of formal tests and informal procedure will help you select the tools that will provide the information you need.

Popular assessments will be discussed in depth because they reflect current practice. Lesser well-known tests and techniques will also be discussed so that you will be acquainted with promising procedures.

The connection between gathering assessment information and using it to make decisions will be stressed. Assessment data must also be considered in relation to the classroom setting when trying to make sense of all the information gathered. While

the process of assessment is described in the context of the team approach, particular emphasis is placed on the role of the special educator.

Course Objectives

CEC Standard 4: *Candidates assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students' eligibility determination, communicate students' progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.*

1: Candidates collaboratively develop, select, administer, analyze, and interpret multiple measures of student learning, behavior, and the classroom environment to evaluate and support classroom and school-based systems of intervention for students with and without exceptionalities.

2 : Candidates develop, select, administer, and interpret multiple, formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable to contribute to eligibility determination for special education services.

3 : Candidates assess, collaboratively analyze, interpret, and communicate students' progress toward measurable outcomes using technology as appropriate, to inform both short- and long-term planning, and make ongoing adjustments to instruction.

CEC Standard 1:

Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities.

CEC Standard 2:

Candidates use their understanding of human growth and development, the multiple influences on development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual's strengths and needs.

CEC Standard 6:

6.3 : Candidates systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments.

CEC Standard 7: *Candidates apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals within the school, other educational settings, and the community to plan programs and access services for individuals with exceptionalities and their families.*

III. Required Course Textbook

Kritikow, E.P. , McLouglin, James A., and Davis, Rena B. *Assessing Students with Special Needs, 8th ed.* Upper Saddle River, NJ: Pearson Education, Inc.
(<http://www.pearson.com>)

IV. Course Supplementary Readings

Additional required and optional reading will be made available from the instructor. Additionally, Blackboard (Bb) will be utilized this semester to access class notes, links to articles that offer suggestions, ideas, and strategies for assessing students with disabilities, and web links related to various areas in reading/special education.

V. Tentative Class Schedule

Please see schedule posted on Blackboard (Bb). The instructor reserves the right to make changes as necessary to the class schedule.

VI. Syllabus Change

The Instructor reserves the right to make changes as necessary to this syllabus. When the Instructor makes changes, notification will be given to the class.

VII. Course Policies

Online Participation

During online class sessions, it is expected that assignments will be turned in a timely manner. You are responsible for managing your time. If questions are posted, you are expected to respond to my questions as well as others.

Assignments Policies

- **Due Dates:** Lessons begin at midnight on Monday and run until end of day on Sunday. All assignments are due prior to 11:59 p.m. on the due dates. Please read the Class Schedule.
- **Late Assignments:** For assignments submitted past the scheduled due date and time, ten percent (10%) of the total assignment points will be deducted. Late assignments will be accepted one week past due date. NO late submission will be accepted for CBA assignment and Lesson plans.
- **Format:** All assignments must include your full name to receive points. **Remember, when you are attaching an assignment that has been completed in Word, please name your document with your LAST name and the name of the assignment (ex.: bell_ch1_2.doc).** You must also put your name and page number as a running head throughout your document for each assignment. All assignments are to be double spaced and written in size 12 font. Papers without names on them will be returned without being graded.

- ***Email Submissions:*** All assignments should be submitted to Blackboard. If students have to email the assignment to the instructor due to any technical difficulties, they must enter within the subject line of their emails, the name of the assignment to be submitted. Additionally, all email attachments should have your last name and the assignment name – for example if I were attaching the CBA project, my email attachment would read (bellCBAproj.doc). DO NOT put your first name or initial and do not add your name after the assignment name. IF YOU WANT FEEDBACK ON YOUR WEEKLY ASSIGNMENTS, YOU MUST ATTACH AS A WORD DOCUMENT RATHER THAN AN RTF FILE or a PDF . RTF and PDF FILES will not get feedback. Those papers not following this format will be returned. I grade many assignments and it saves me much time if I do not have to rename assignments or put names on them for you. If you have a question regarding the course or assignment, do not ask it within your assignment email. Send a separate email to address this matter.

VIII. Course Requirements

Reading is indicated on the schedule and should be completed prior to class.

Curriculum Based Measurement (CBA)

1. Develop and administer a Curriculum-based Reading, Writing Assessment or Math in an Inclusive K-12 classroom.
2. Develop 2 **consecutive** lessons based on the information from the pre-test CBA with modifications and support for students with disabilities.
3. Administer the post-test CBA (the same test) after teaching the two lessons to determine the progress made by the students and discuss your findings. (10 contact hours)

Chart of Tests Recommended by Your District

1. Examine the formal tests recommended for use by your district in diagnosing students with disabilities and become familiar with their content.
2. Develop a chart listing each test used and differentiate when you would use which tests for K-6 and which for 7-12 students. (5 contact hours)

Interview

Interview a school psychologist or education examiner to learn their role in the education of students with disabilities in 7-12 classrooms (2 hours)

Observe

1. Observe a K-6 teacher using Tier 2 RTI in the classroom (3 contact hours)
2. Observe an IEP meeting for a 7-12 student (2 contact hours)

Assist

Assist a K-6 teacher in preparing materials and recommendations for an IEP meeting (3 contact hours)

Discussion Board Questions

Discussion board question(s) will be posted on Sunday, and you will have until the following Sunday to submit your answer and respond to someone else's post. Discussion Boards *will only remain open for two weeks*, after which time, you will no longer be able to respond. Pay close attention to the course schedule – *if you respond during the second week the discussion board is open, your grade will be reduced by 10%*.

IX. Graded Assignments and Grading Scale

Assignment	Due Date	Points
Chapter 4 Assignment	9/22/19	10
Chart of Tests used by District/School (K-6 and 7-12)	9/29/19	25
Chapter 6 Assignment	10/06/19	10
Interview School Psychologist	10/13/19	50
Observation Elementary RtI	10/27/19	50
Chapter 10 Assignment	11/03/19	10
CBA	11/10/19	80
2 Lesson Plans	11/10/19	308 (2 x 154)
Observation Secondary IEP Meeting	11/24/19	50

Assist K-6 Teacher w/ prep for IEP Meeting and modifications to IEP	12/08/19	25
Discussions (17)	Every week	85 (17 x 5)
Total Points		703

Grading Scale

90-100 A = 632.7 to 703 points
80-89 B = 562.4 to 632.6 points
70-79 C = 492.1 to 562.3. points
60-69 D = 421.8 to 492 points
F = Below 421.7 points

X. Academic Honesty

“As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.”

“Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at <http://provost.uark.edu/>. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.”

Academic dishonesty includes plagiarism; cheating and dishonest practices in connection with examinations, papers, and projects; and forgery, misrepresentation, and fraud. Some cases of forgery, misrepresentation, or fraud that occurs outside the context of courses or academic requirements may be referred directly to the University Committee on Student Rights and Responsibilities by any member of the University community.

University of Arkansas expects that every member of its academic community share the historic and traditional commitment to honesty, integrity, and the search for truth. Academic dishonesty is defined to include but is not limited to any of the following: **Plagiarism:** to take and pass off as one's own the ideas, writings, artistic products, etc. of someone else; for example, submitting, without appropriate acknowledgment, a report, notebook, speech, outline, theme, thesis, dissertation, or other written, visual or oral material that has been knowingly obtained or copied in whole or in part, from the work of others, whether such source is published, including (but not limited to)

another individual's academic composition, compilation, or other product, or commercially prepared paper.

Cheating and dishonest practices in connection with examinations, papers, and projects, including but not limited to:

1. Obtaining help from another student during examinations.
2. Knowingly giving help to another student during examinations, taking an examination or doing academic work for another student, or providing one's own work for another student to copy and submit as his/her own.
3. The unauthorized use of notes, books, or other sources of information during examinations.
4. Obtaining without authorization and examination or any part thereof.
5. Forging or altering, or causing to be altered, the record of any grade in a grade book or other educational record.
6. Use of University documents or instruments of identification with intent to defraud.
7. Presenting false data or intentionally misrepresenting one's record for admission, registration, or withdrawal from the University or from a University course.
8. Knowingly presenting false data or intentionally misrepresenting one's records for personal gain.
9. Knowingly and unethically furnishing the results of research projects or experiments.
10. Knowingly furnishing false statements in any University academic proceeding

XI. Accommodations

University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479-575-3104 or visit <http://cea.uark.edu> for more information on registration procedures).

The CEA provides documentation to students with disabilities who must then provide this documentation to their course instructors. Students with disabilities must then provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodation in a timely manner to ensure sufficient time to arrange reasonable accommodations in a

timely manner to ensure sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CEA is approximately one to two weeks. Email your professor if you wish to speak to him or her confidentially.

XII. Classroom Behavior

Appropriate classroom behavior is expected of the instructor and all students. Inappropriate and disruptive classroom behavior (inappropriate language and gestures, class disruptions, disrespect to other students or instructor, and other behavior as determined by the instructor) will not be tolerated and will result in possible removal from the class and /or disciplinary action as per the student handbook. In online classes, the posting of inappropriate communications or inappropriate materials will be considered disruptive behavior.

XIII. Inclement Weather Policy

Online classes are generally not affected by the weather, but faculty may not be available when weather is an issue.

The Chancellor, or his designee, will instruct the Office of University Relations to post appropriate inclement weather information to the University's web site – <http://www.uark.edu>, via the RazALERT emergency communications system – <http://emergency.uark.edu>, and through notification of local and regional media.

XIV. Hardware and Software Requirements

Refer to the Hardware and Software Requirements section of the START HERE area of the course for detailed hardware and software requirements.

XV. Student Resources

Student services have united into the [Center for Learning and Student Success](#). Some of the services that CLASS+ provided:

- [+Academic Coaching](#): Learning coaches provide individualized, one-on-one sessions to help you study smarter.
- [+Supplemental Instruction](#): Once you begin a course, your faculty member will provide information about Supplemental Instruction. Registration generally opens during the second week of class.
- [+Tutoring](#): CLASS tutoring is scheduled in 50 minute appointment blocks. You can also walk in without an appointment, and if an appointment is available, a

tutor will be glad to help you. If you have a quick question, you can call 479-575-2885.

- [+Writing Support](#): Our tutors provides one-on-one tutoring assistance at any stage of the writing process. You can work with our friendly and supportive tutors in person, upload your paper for online feedback, or participate in a video chat session. Tutors help you learn revision strategies for developing your academic and professional writing skills (options for online students are available).

If you have a quick question, you can call 479-575-6747 or email writcent@uark.edu. You also may find the answers and help on their [FAQ page](#).

University Libraries

- [University Libraries Homepage](#)
- Distance Learning Library (Online student access) - video tour: <https://youtu.be/OovuEBpFv58>
- Finding what you need in QuickSearch: <https://youtu.be/J979vbi48uM>
- Getting Started with Interlibrary Loan: <https://youtu.be/kgzKjsNdx4>

Helpful tips for Scholarly Research:

- Differences between a Magazine and a Scholarly Journal <https://youtu.be/zvNs14jwfTA>
- Credibility and Reliability in Scholarship 1 <https://youtu.be/kXNMBQLvP4Q>
- Credibility and Reliability in Scholarship 2 <https://youtu.be/FZTVTiMIFxU>

XVI. Equal Treatment for All

The UA "Catalog of Studies" reports that the Campus Council supports equal treatment for all. It "does not condone discriminatory treatment of students or staff on the basis of age, disability, ethnic origin, marital status, race, religious commitment, sex, or sexual orientation in any of the activities conducted on this campus. Members of the faculty are requested to be sensitive to this issue when, for example, presenting lecture material, when assigning seating within the classroom, when selecting groups for laboratory experiments, and when assigning student work. The University faculty, administration, and staff are committed to provide an equal educational opportunity to all students." Our class work will conform to the principle of equal treatment.

XVII. Netiquette

Netiquette is online etiquette. It is important that all participants in online courses be aware of proper online behavior and respect each other.

Use appropriate language for an educational environment:

- Use complete sentences
- Use proper spelling and grammar
- Avoid slang and uncommon abbreviations
- Do not use obscene or threatening language

Remember that the University of Arkansas values diversity and encourages discourse. Be respectful of differences while engaging in online discussions. For more information about Netiquette, see [The Core Rules for Netiquette](#) by Virginia Shea.

XVIII. Academic Appeals

Students are first encouraged to resolve academic conflicts and complaints informally with the instructor involved, through their department, or through the assistance of the University Ombuds Office, which can provide objective and confidential mediation. To assist students in identifying the appropriate contact person, please view this [List of Program, Department, and College Contacts](#). Refer to either the [Undergraduate Catalog of Studies](#) or the [Graduate Catalog of Studies](#) for appeals structures and formal procedures for academic grievance.

XIX. Copyright Notice

The content of this course, including publisher materials and content linked from external websites, is protected by U.S. Copyright law. This includes all materials generated for this class, including but not limited to syllabus, exams, in-class materials, and lecture outlines. Course materials (including videos, papers, notes, and etc.) may only be downloaded or copied for personal use only and *may not be given or sold to other individuals or uploaded to content sharing websites*. You do not have permission to record any synchronous or asynchronous aspects of the class without prior consent.

<http://copyright.gov/title17>

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↕ Academic Honesty Syllabus Statement

∨ [Academic Honesty Syllabus Statement](#) 

Availability:

Item is hidden from students.

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[Read the complete University of Arkansas Academic Integrity Policy](#)

Read the [Sanction Rubric](#) to understand the sanctions assigned to particular violations



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↕ Netiquette

⌵ [Netiquette](#)

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<http://copyright.gov/title17>

University of Arkansas
College of Education and Health Professions
Department of Curriculum and Instruction
Special Education Program

Course Number: SPED 5783
Course Title: Professional and Family Partnerships
Catalog Description: This course is an advanced course at the master's level in the specialty studies. The Scholar Practitioner model at this level will pursue an in-depth study of family-school partnerships from early childhood through the transition to adulthood while emphasizing advance learning in the specialty studies and the social and behavioral studies in the substantive areas.

Prerequisite: Admission to Graduate School

Instructor: Dr. Suzanne Kucharczyk
Office hours – by appointment virtually or in person
Office tel - 479-575-6210
Email – suzannek@uark.edu
Zoom Personal Room [Link](#)

I. Relationship to Knowledge Base:

ADVANCE LEVEL (M.Ed.)

This course is an advanced course at the graduate level in the specialty studies. The Scholar Practitioner model at this level will pursue an in-depth study of knowledge, skills, and dispositions needed to provide services to individuals with disabilities within the context of their family, culture, community, and interdisciplinary teaming.

II. Course Goals

This course explores issues, theories, models, research, and recommended practices related to family-professional and inter-professional relationships. Participants will investigate the dynamics of interactions with families and teams, including approaches to decision-making, communication, and collaboration. Course content (knowledge) focuses on systems theory in order to examine the potential impacts of disabilities on the daily lives of families and consider how the broader context of school and community both effects and is effected by interactions with individuals with disabilities and their families. Historical, legal, and ethical perspectives on family involvement are explored. Culturally responsive and sustainable approaches for teaming and providing services to families with members who have disabilities are discussed.

III. Course and skill objectives:

1. Students will describe family theories and research and apply that to working with diverse families across their children's time in school with deliberate focus on transition from school to adulthood. *Related to CEC Initial Preparation*

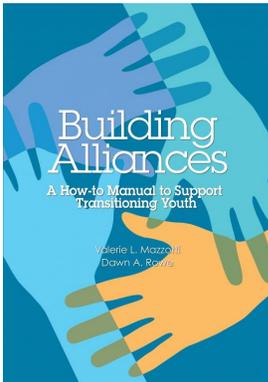
Standards 1, 7; CEC Advanced Preparation Standards 1.2, 2.2; CEC Transition Specialist Standards 7;

2. Students will develop an understanding for the historical perspectives on the relationships between families of children with disabilities and schools, as well as the legal rights of families. Based on this knowledge of history, students will argue for areas in which the field and parent relationships with schools have changed over time and suggest continued needs to support students and families. *CEC Advanced Preparation Standards 1, 7; CEC Transition Specialist Standards 5, 6, 7*
3. Students will apply knowledge of the principles of the Individualized Disability Education Act (IDEA) to school practices and seek out specific resources for families on their and their children's legal rights in multiple languages. *CEC Advanced Preparation Standards 1, 2, 7; CEC Transition Specialist Standards 5, 6, 7*
4. Students will reflect on their own family background and experiences and analyze how they may influence their interactions with families. *Related to CEC Initial Preparation Standards 1, 2, 7, CEC Advanced Preparation Standards 7.1; ; CEC Transition Specialist Standards 7*
5. Students will become aware of various cultural and social structures and values in individual families, identify the specific needs of culturally and linguistically diverse students and families, and analyze their current practices and perspectives for cultural competence. *Related to CEC Initial Preparation Standards 1, 2, 7; CEC Advanced Preparation Standard 3.2, 7.1; ; CEC Transition Specialist Standards 7*
6. Students will develop skills in communicating, reflective listening techniques, and establishing rapport with families and interdisciplinary professionals. *Related to CEC Initial Preparation Standards 1, 7; CEC Advanced Preparation Standards 7.2, 7.3; ; CEC Transition Specialist Standards 7*
7. Students will develop knowledge of strategies for actively including parents and their children in educational and transition planning from school to adulthood, and as co-equals on interdisciplinary teams. *Related to CEC Initial Preparation Standards 1, 2, 7; CEC Advanced Preparation Standard 5.3, 6.4 ; CEC Transition Specialist Standards 7*
8. Students will demonstrate knowledge of different teaming dynamics and their impact on interdisciplinary collaboration. *Related to CEC Initial Preparation Standards 7; ; CEC Transition Specialist Standards 7*

9. Students will demonstrate knowledge of the variables contributing to the effective functioning of teams and supporting the learning of individuals on those interdisciplinary teams. *Related to CEC Initial Preparation Standards 4 ,5, 6 7; CEC Advanced Preparation Standards 6.5, 6.6, 7.3; CEC Transition Specialist Standards 7*
10. Students will develop an awareness of their own values, biases, interpersonal, leadership, and team membership styles. *Related to CEC Initial Preparation Standards 1, 7; CEC Transition Specialist Standards 7*
11. Students will demonstrate an awareness of various community resources by aligning identified needs with supports for families. *Related to CEC Initial Preparation Standards 7; CEC Transition Specialist Standards 7*

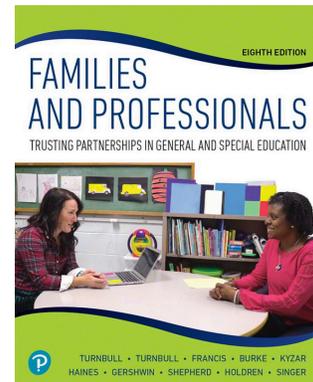
IV. Required Texts

The following texts are required and used throughout the course. In addition, there will be a number of web-based lectures, online learning activities, journal articles and other resources assigned for each lesson. In assignment #3, Book Review, you are asked to read one of four books (described in assignment section) and develop a reflective book review.



Text A – Turnbull, A., Turnbull, R., Francis, G. L., Burke, M... (2021). Families and Professionals: Trusting Partnerships in General and Special Education. (8th Ed). Pearson.

Text B – Mazzotti, V. L. & Rowe, D. (2014). Building Alliances: A How-To Manual to Support Transitioning Youth. Council for Exceptional Children.



Text C – Recommended/Not Required

Greene, G. (2011). Transition Planning for Culturally and Linguistically Diverse Youth. Brookes.

V. Course Schedule

Module	Week of	#	Lessons	Text Readings plus BB Additional Readings	Assignment Due on Tuesday before the start of next lesson
Why	8/24	1	Introduction and course overview Ethics, Justice, and Leadership	Syllabus & Vignette pg. 1	
	8/31	2	Trust, Partnership, and Social Justice	Ch.1, p.3-44	
	9/7	3	IDEA - Trusting Partnerships and the law	Ch.2, p. 45-79	Choose Book for Review
Who	9/14	4	Family as Partners: Characteristics Overview Culture and Identity Lived Experiences	Ch.3, p. 80-112	Signed Family Invitation
	9/21	5	Family as Partners Systems Interactions	Ch.4, p. 113-124	
	9/28	6	Family Systems Family Functions Life Span	Ch.4, p. 125-140	
	10/5	7	School Team Partners	Ch.5 p.141-169 Mazzotti - TBD	Family Interview Complete
	10/12	8	School Team Partners Paraprofessionals	Ch.5 p. 165 Mazzotti - TBD	
	10/19	9	Community Partners Identifying needs and resources for families. Supporting families and educational partners.	Ch.5 p. 169-182 Mazzotti - TBD	
	10/26	10	Students as Partners Engaging students in decision making and planning	TBD	Family Interview Presentation
How	11/2	11	IEP Process Meaningful parental involvement Parental rights and due process	Mazzotti - TBD	
	11/9	12	Communication Culturally responsive and sustaining practices Empathetic communication	Ch. 8, p. 250-291 Mazzotti - TBD	
	11/16	13	Dilemmas and Conflict with Families and Teams	TBD	Book Review

	11/23	14	<i>Thanksgiving Week – Catch Up/Rest</i>		
	11/30	15	Equity Least dangerous assumptions	Ch. 6, p. 184-217 Ch. 7, p. 218-249	Teaming Assignment
	12/7	16	Advocacy, Commitment, and Wrap-up Effects/barriers to advocacy	Ch.9, p. 292-325 Ch. 10, p. 326-356	

Reading expectations for each lesson, as well as other course materials will be posted in the lesson on Blackboard.

VI. Course Structure

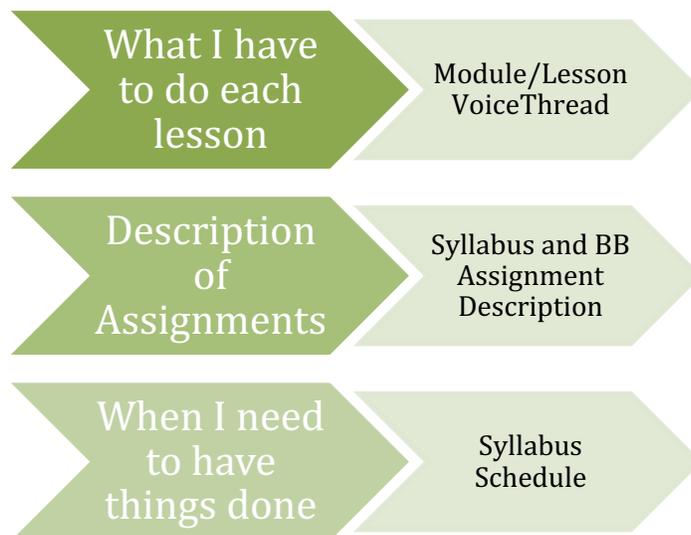
This course is structured in an online format. Each module will be opened a at least a week prior to us starting those lessons. Each lesson is organized into 3 tasks: read, explore, and do. These will be your course activities for each week and may include some of the following activities. Begin each week by first reading, then exploring, and finally doing unless your instructor specifies another order to your activity.

Each week begins on Wednesday, please make sure to post your discussion responses by Sunday and provide feedback and responses to peers by Tuesday night. This structure is designed to give you both weekday and weekend time to engage in each lesson.

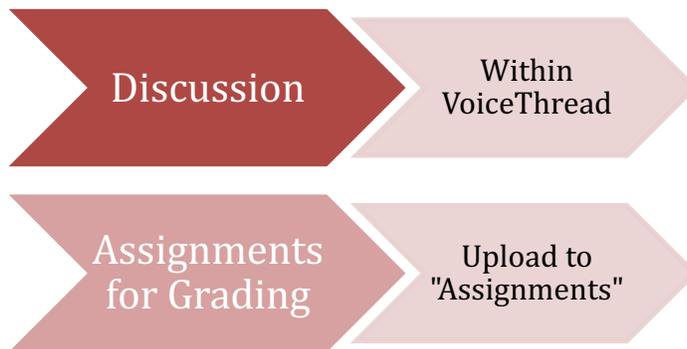
I. Modules and Lessons

The course is divided into 3 content modules. The Why, Who and How of Family and Professional Partnerships.

Where do I find?



What do I put where?



I. Assignments

Please note: All assignments and discussions are due by 11:55pm TUESDAY night.

Assignment 1: Family Interview Part 1, 2, 3, & 4

Purpose:

This project is an opportunity for you to become familiar with the strengths and challenges experienced by a family that includes a child with a disability. In addition, this project enables you to acquire experience and perspective on the delivery of services within the context of families that includes a child with a disability. Be sure that the family is comfortable with you working with them. You must have the family member you are interviewing sign that you have permission to conduct your project with their family and return it to your instructor by date on schedule (see family invitation form).

What kind/form of family should I look for?

In this project, I want you to expand your horizons. Seek out a family that is different from your own (e.g., different culturally, different intersectionalities, different structure, child has a disability you are less familiar with). Select a family that includes a child, adolescent, or young adult with a disability.

How do I find such a family?

Use all of the resources you have at hand! Fellow class members may know multiple families that are willing to participate in this project. Families at your school or other community settings you frequent (e.g., place of worship) may be willing to participate in this project. Faculty at your school may be a resource for you, as well. I do not recommend choosing a family of a current student of yours to minimize sharing of information that comprises your relationship and work together. Once you identify a family, explain to them the purpose of the project (to learn more about families that include members with disabilities) and assure them of the confidentiality of any

information they share with you. Share with the family the invitation/permission form that outlines what you are asking the family to do and have the family member you are interviewing sign the form.

There are 4 components to this project (Self Reflection, Family Interview, Family Routine, Community Resources). Each component is outlined below.

Part 1: Self Reflection

An understanding of family's experience includes a reflection of our own in order to be clearer about the ways in which our own experiences and perspective influence the ways in which we perceive those of others.

1. Go to Harvard's Project Implicit (<https://implicit.harvard.edu/implicit/takeatest.html>), complete 2 of the following implicit bias tests (Native, Race, Asian, Arab-Muslim, Sexuality, Skin-Tone, Religion, Weight). One of these **must** be the Disability bias test; the other is of your choosing. You will not need to share exact results or prove that you took the test. You are expected to discuss your results and thoughts on them in your reflection write up. *Please note that all information shared will be kept in strict confidence – only the professor will have access to this information. Also, do **not** feel obligated to share information about yourself or your family that you are uncomfortable sharing.*
2. Consider the following questions as you reflect on ways in which your own family background influences your experiences with other families. Explore these in your write up after your interview with the family and your presentation.
 - a. Where is my family from? What part of the world/country/state? How did geographical location influence child rearing practices and values? What were the significant events in my life?
 - b. What are my intersectionalities within my family's? How do these interact with each other?
 - c. How have key events influenced who I am today? In what way, if any, did my upbringing influence my decision to enter my field of practice?
 - d. What do I consider my community? Who is a part of that community? How does my community influence my family and myself?
 - e. What are aspects of my family and community that I consider strengths/assets?
 - f. How might my understanding of myself, my family, and my community influence my interpretation of students' or family challenges/needs/strengths or my recommendations for service?
 - g. What are experiences that I am lacking in understanding the assets and values of families and communities different from my own?

Part 2: Family Interview

The interview should be viewed as an opportunity to listen to their "family story" as well as an opportunity to practice your skills in family interviewing and assessment. The

purpose of listening to families is to gain a comprehensive view of the needs and strengths of the family as a basis for providing individualized and relevant support to the family. Consider an expansive view of “family”. While many disabled children and youth are supported by a traditional, western form of “family” – 2 heterosexual parents and siblings – this is not everyone’s experience. Focus your interview on the closest caregiver to the child or youth with disability – parent, grandparent, older sibling, foster parent, non-biological caregiver. This component consists of the following steps:

1. Contact the family to set up a time for your interview (the interview can be done in person, via phone, or via online platform).
2. Provide the family with a invitation/permission letter prior to actually conducting the interview. Explain to the family that all information they provide will be kept confidential.
3. Conduct the interview. Remember to be respectful to the family at all times. Be aware of any tendencies to express judgement, validation which may be experienced as you interact with the family.

Things to consider:

- It is OK to take notes during the interview, but I recommend writing them rather than typing them. Sometimes families feel intimidated when a professional is typing and they can’t see what the professional is typing.
- Be clear with the family about how much time you will need. If you are likely to go over during the interview, especially if the family seems to be enjoying sharing their story, stop and negotiate a stop time that is responsive to the family’s needs.

Some questions to consider asking include:

1. Tell me about your family structure. For example, who lives in your home? Are there other people not living in your home you consider part of your family?
2. Please tell me about your child with the disability (strengths, areas of need). *Questions will change based on the child's disability and age but may include some of the following:*
 - a. What did the early years look like?
 - b. How did you come to learn about your child's disability? Tell me about the process of diagnosis? What supports did you have? What do you wish was different about that process?
 - c. Please tell me about your child's experience in school. What works well? What is hard?
 - d. What has been your experience at IEP meetings? What has been helpful? Not helpful?
 - e. How was the transition post school? What was helpful? What was not helpful?
 - f. Can you recall a time when you felt very surprised by your child and his/her strengths?

3. Are there particular challenges that you struggle with? What supports do you have related to these? What supports do you still need?
4. What would you most like school professionals to know about living with a child with a disability?
5. What do you feel are your family's strengths related to your child? What are your challenges? How do you manage these? What supports do you have access to?
6. What resources do you use in your community? What supports do you have? Are there things you wish you can do or do more of? What would be helpful for you?
7. How are you similar to or different than other families you know with children with disabilities?
8. What do you wish professionals knew about your experience interacting with us?
9. Is there anything else you'd like me to know that I haven't asked you about yet?

At the conclusion of the interview explain that you will gather a list of resources for the family. You may say something similar to: "As part of this project I will research resources in your area that you may find helpful for you and your child. Are there particular resources that you would like information about?". Next, schedule a time when you can join the family for one of their family routines (e.g., dinner, shopping, church, completing homework after school) and share with them the community resources you gathered at that time.

The interview needs to be completed by **the date on the schedule** so that you have enough time to complete all aspects of the project.

Part 3: Family Routine

The purpose of this component is to gain a better understanding of a typical family routine involving a child with disabilities. You may attend any routine that you and the family are comfortable with. Some examples include: accompany the family on an errand (e.g., grocery shopping) eating dinner, doing homework, going to church, attending a play date, attending a play group or community event (e.g., library story time, soccer game); attending a swimming class or other recreational/ sport activity). Spend enough time with the family so that you are joining them for the transition into and out of the routine. You can observe the routine or join in and participate (again whatever you and the family feel comfortable doing and discuss). While observing/participating in the routine think about the following questions:

- What surprised you about the routine? Was anything more challenging/less challenging than you expected?
- What did you observe that gave you information about the family's priorities? Values? Child rearing practices?
- How is the family similar to and different than your family and/or your expectations based on interview?

Part 4: Community Resources

The purpose of this component is to give something back to the family for opening their home to you. Additionally, this component is meant to give you experience of seeking and identifying community resources and to become familiar with local resources for individuals with disabilities. Based on your interview with the family create a list of community resources. Community resources may include local camps for children, support groups for parents, support/social groups for children with disabilities, support groups of siblings, respite, information about transitioning out of high school, information about employment, local businesses that support individuals with disabilities (for example, sometimes skating rinks will have a special night just for individuals with disabilities, or some hair salons are sensitive to individuals with disabilities – offering a quieter setting).

For this component the resources should be typed and a brief summary of each resource should be provided for the family. The phone numbers, addresses, links, and websites of the resources should be provided as appropriate. It should be organized, easy to read, and should not include any jargon.

Parts 1, 2, 3, & 4 - The Family Project Reflection Presentation

Prepare a presentation using VoiceThread to share with the rest of the class that includes a synthesis of the information you obtained from the family interview and a reflection of the interview and the family routine. The presentation should be no more than 5 minutes. This is not much time. Make sure to practice to ensure you get all of the following information in your presentation.

Create slides and add comments/video/audio of the following information:

- Description of the family and the child with disabilities (using fictitious names to protect confidentiality)
- Reflections regarding the family's background and priorities
- Reflections regarding parenting a child with disabilities from family's perspective
- Reflections regarding family needs and resources
- How would you incorporate what you learned about this family in your classroom?
- How would you collaborate as a team to meet this family's needs and concerns?
- What did you learn about yourself through this process and how will that learning inform your work with families in the future?

Include in presentation:

- the community resources sheet
- interview questions (highlight ones you asked; do not include answers)

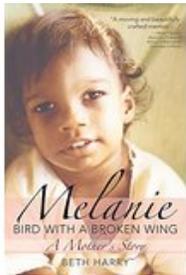
Respond to fellow students' presentations with thoughts on some of the following: what you learned from their presentations and connections to course content.

Assignment 2: Book Review

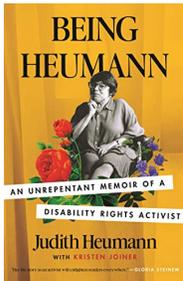
Purpose: The purpose of the book review is to give you an opportunity to reflect on the course content from a new perspective. You will explore your reading of the book through synthesis of course content. After reading the book explore the content through the *why, who, and how* of the course content through a 4-5 page double-spaced paper. Choose a few theories, history, critical concerns, and effective practices we discussed throughout the course to explore through the content of the book you choose. Use APA style to back up your claims including in text citation and references using course resources – text, articles, etc.

Be prepared to summarize your reflection in a class discussion. Each of the books depicts diversity in some unique way including cultural/linguistic, socioeconomic, and dis/ability

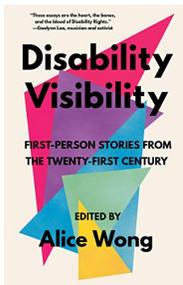
You may choose to read **ONE** of the following books.



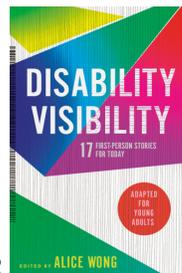
Harry, B. (2010). *Melanie: A Bird with a Broken Wing- A Mother's Story*. Baltimore, MD: Paul H. Brookes.



Heumann, J. (2020). *Being Heumann: An Unrepentant Memoir of a Disability Rights Activist*. Beacon Press.



OR



Wong, A. (2020). *Disability Visibility: First Person Stories from the Twenty First Century*. Knopf Doubleday Publishing Group.

Or

Wong, A. (2021). *Disability Visibility – Adapted for Young Adults: 17 First-Person Stories for Today*. Random House Children's Books.

Criteria Checklist:

- My paper is well structured with clear introduction, description of what the paper will cover, expansion on each of these areas, and conclusion.
- When I cite other people's work I use APA citation and referencing.
- I have checked my grammar, punctuation, and spelling.
- I have included all elements as described in the instructions.

Assignment 3: Teaming

Purpose: This teaming assignment provides you with the opportunity to think through a teaming context, identify roles of individuals on the team, and consider the use of effective collaborative processes.

Request to observe a meeting that includes a family and at least 2-3 professionals. This could be an Individualized Education Plan meeting or related meeting. Ensure you are introduced to the family before the meeting as an observer. Use the form that will be provided by your instructor to reflect on: team structure, roles and responsibilities, communication skills, collaboration processes, and reflection of collaborative opportunities that were and were not attended to during the meeting.

Criteria Checklist:

- My paper is well structured with clear introduction, description of what the paper will cover, expansion on each of these areas, and conclusion.
- When I cite other people's work I use APA citation and referencing.
- I have checked my grammar, punctuation, and spelling.
- I have included all elements as described in the instructions.

Weekly Participation

Over the 15 week course, you will have the opportunity to participate in weekly discussions on various topics mostly through VoiceThread. Each week's lesson is worth 10 points. Responses and feedback to peers is a critical aspect of this course. Feedback is a critical element of discussion. *Your responses to peers should evidence helpful reflection on your peer's post, consideration of critical feedback, support in their growth, and specific ideas. Why did you appreciate their statement? What did you connect with? How might they expand their thinking? What elements may they be missing?*

Your engagement in VoiceThread discussions and feedback is essential to the learning we co-create in this course. Please remember to keep the information we share confidential and only share what you are comfortable with others knowing. Please remember to treat each other and your ideas with care.

To that end, please be mindful to ensure your language is respectful of people with disabilities, people from cultures and family structures different from your own, and so forth. *Being respectful doesn't mean we cannot challenge each other's thinking. We will learn best when we can respectfully question each other and offer alternate*

perspectives. Building a safe, supportive learning community will be essential to our work together.

Please remember to keep the information we share confidential and only share what you are comfortable with others knowing. Given the content of this course focusing on families, cultures, schools, and conflict we will likely touch on vulnerable issues. Please remember to treat each other and your ideas with care. To that end, please be mindful to ensure your language is respectful of people with disabilities, people from races, cultures, genders, sexual orientation, religions or no religion, and family structures different from your own, and so forth. Remember to not make assumptions about who people are or what they represent. ***Building a safe, supportive learning community will be essential to our work together.***

Here's a rubric to check your own participation.

Participation & Engagement Rubric	Incomplete	Almost there	Complete	COMPLETEST!
Peer Engagement - Response	You did not share any thoughts with the group.	You replied to someone else's post.	You replied at least 2 posts from others and added a unique perspective on their thoughts.	You replied to at least 2 posts from others and added a unique perspective on their thoughts and responded to the replies others left on your thread.
Peer Engagement – Reflection	You did not ask any questions and did not reply to questions left for you.	You did not ask anyone a follow up question or join a threaded conversation, but you responded to any question asked of you.	You asked at least closed ended questions of anyone you left a comment for and replied to all questions left for you.	You asked open ended questions meant to support reflect or seek clarification and replied to all questions left of you.

Live Lecture Participation

Points: 40

Over the course, your instructor will lecture live online 2 times. These guest lectures will be planned beforehand based on the availability of the group. All lectures will be recorded and posted on Blackboard.

Points by Assignment:

Family Interview Pts 1, 2, 3	110
Book Review	60
Teaming	40
Discussions Online-	150
Live Lecture Participation	40

Total Points: 400

A (90 – 100%)	360-400
B (80 – 89%)	320-359
C (70 – 79%)	280-310
D (60 – 69%)	240-279
F (0-69%)	below 244

II. Expectations

All assignments should be completed in a **grammatically correct and well-organized manner**. If there are numerous grammatical and spelling errors, 5 points will be automatically deleted from the project grade. All assignments should be typed in a 12 pt. font and double-spaced. Students are **expected** to proofread their papers and use the editing function on their word processing programs.

Typos, misspellings, and grammar errors will result in a lower grade. APA (6th ed.) format is to be used when preparing and citing materials. For more information concerning the APA format refer to the APA manual 7th edition or use the APA format navigation link on the left menu.

Avoid language that is sexist, culturally biased, reinforcing of stereotypes, or offensive to persons with disabilities (ableist). The instructor will assess the content of each chapter and its assigned readings through products and examinations. Products must be submitted by the due date published in the syllabus. Assignments will be completed; otherwise, the student will earn an "F" in the course.

Other helpful sources for clear and professional writing standards are listed below:

1. American Psychological Association (APA):
https://apastyle.apa.org/?_ga=2.83413523.48249480.1661181135-319283939.1656981614
2. U of A Writing Studio: <https://success.uark.edu/tutors/writing-studio.php>

The U of A Writing Studio is an excellent resource for on campus and online students. You can find excellent support and resources to prepare you to develop your graduate level writing skills. Consider using this resource early in your graduate school experience.

3. Purdue OWL (great exemplar for APA): <https://owl.english.purdue.edu/owl/>
4. U of A Library <https://libraries.uark.edu/distancelearning/>

III. Due Dates

Adult lives carry additional complexities that may not adhere well to a schedule. I have incorporated pre-work into our schedule to help you plan the semester and support your work not falling behind. If you require an extension on an assignment you are welcome to check and let me know when to expect your work. Assignments that include discussion with others in the course (i.e. parent interview presentation, book review discussion, weekly lesson participation) cannot be late since they impact the shared learning experiences and will necessitate a lower grade. Please make sure to communicate with your instructor about any concerns you have about being able to manage due dates. Additionally, keep in mind that requesting an extension on another assignment may impact my ability to provide you supportive feedback.

IV. Technology

If you notice that the course is experiencing technological problems, you should contact Blackboard Support at 479-575-6804 immediately so the issue can be addressed in an expedient manner. Blackboard occasionally schedules "down time"; users will be notified in advance through a system-wide announcement so schedule your online work accordingly. If you are experiencing difficulties with the operation or navigation of Blackboard you can visit the Support tab in Blackboard. Please note that personal technical issues (i.e. computer crashes or lack of knowledge of Blackboard) are considered to be the responsibility of the student and will not excuse the student from assignments or other course responsibilities. While we will do our best to provide technical assistance, it is highly recommended that the student develop a local back-up plan to assist in the event that technical difficulties are experienced during the course

V. Incomplete Grade

Per University policy, an **incomplete grade** for a course may be assigned when a legitimate circumstance has prevented the student from completing all course requirements and the work completed at the time of assigning the incomplete is of passing quality. If a student believes that they have a legitimate circumstance and would benefit from an incomplete grade and extension of time to complete assigned work, they must communicate this request with the instructor as soon as possible. It is the discretion of the instructor that determines what qualifies as a legitimate circumstance and if an incomplete grade is appropriate given their knowledge of the student's work to date. If instructor approves the incomplete they with the student will create a plan and timeline for submission of work.

VI. Academic Honesty

The application of the University of Arkansas Academic Honesty Policy, as stated in the Student Handbook will be fully adhered to in this course. Grades and degrees earned by dishonest means devalue those earned by all students; therefore, it is important that students are aware of the University of Arkansas Academic Honesty Policy. Academic dishonesty involves acts that may subvert or compromise the integrity of the educational process. As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University's 'Academic Integrity Policy' which may be found at provost.uark.edu Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

VII. Accommodations under the Americans with Disabilities Act

University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479-575-3104 or visit cea.uark.edu for more information on registration procedures).

VIII. Academic Appeals

Academic appeals: Students are first encouraged to resolve academic conflicts and complaints informally with the instructor involved, through their department, or through the assistance of the University Ombuds Office, which can provide objective and confidential mediation. Refer to the [Graduate Catalog of Studies](#) (for appeals structures and formal procedures for academic grievances).

IX. UA Counseling and Psychological Services (CAPS)

Academic problems are often related to the non-academic events in your lives. You are welcome to visit with the capable staff at the UA Counseling and Psychological Services (with offices in the North Quadrangle). You can telephone them at 479-575-CAPS. The fact that you telephone is also entirely confidential. Each semester they conduct a variety of support groups dealing with stressful issues.

X. Classroom Behavior

Appropriate online classroom behavior is expected of the instructor and all students. Inappropriate and disruptive classroom behavior (inappropriate language and gestures, class disruptions, disrespect to other students or instructor, and other

behavior as determined by the instructor) will not be tolerated and will result in possible removal from the class and /or disciplinary action as per the student handbook. In online classes, the posting of inappropriate communications or inappropriate materials will be considered disruptive behavior.

XI. Inclement Weather Policy

The University of Arkansas is prepared for a wide range of emergencies. Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at <http://emergency.uark.edu/>. See also: [Emergency Procedures](#).

XII. Course Resources

University of Arkansas Mullins Library
Computer Laboratories-Graduate Education Building
See Blackboard for other resources for each week's lesson

XIII. Graduate School Soft Skills

Soft skills are those skills that we take for granted yet deeply impact our relationships with peers, professors, and other professionals in our field. Below are some resources (some serious, some tongue-in-cheek) that might help you reflect on yours. The core content of this course and others is critical, though if your soft skills are not well developed your deep knowledge may be overlooked.

Emailing your: <https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087#.i0mse083b>

General soft skills to focus on:

<http://www.usnews.com/education/blogs/college-admissions-playbook/2014/05/12/hone-the-top-5-soft-skills-every-college-student-needs>

Strategies for participating in on-line discussion:

<https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/blended-learning/online-discussions-tips-students>

Graduate school strategies (focus on learning!):

<http://psychcentral.com/lib/12-tips-for-surviving-and-thriving-in-grad-school/>

XIV. Syllabus Change

The Instructor reserves the right to make changes as necessary to this syllabus. If changes are made, advance notification will be given to the class.

XV. Blackboard Access

Your access to this course's Blackboard will be closed after the course is completed. Make time during the course to download and make note of resources you wish to

continue to access. Further, save all of your assignments and relevant feedback to your own files.



UNIVERSITY OF
ARKANSAS
COLLEGE OF EDUCATION
& HEALTH PROFESSIONS

Inclusive Educational & Clinical Programs

SPED 5683: Teaching Literacy

Catalog Description: This course will offer a detailed study of how to systematically and explicitly teach essential reading skills to students with disabilities or those at-risk for learning difficulties. This course focuses on cognitive and advanced linguistic structures of the English language and phonetic concepts as they relate to reading and spelling. Focus on accommodations, modifications, and teaching strategies, including multi sensory techniques that may be used for students in the regular classroom and intensive therapy.

Prerequisites: Admission to Special Education Graduate Degree Program

Instructor: David Hanson M.Ed. CALT; QI Lecture Professor of Special Education
dwhanson@uark.edu Cell 479-601-1028

Contact: Email me is the best way to get a hold of me. I generally respond to emails within 24 hours during the week and within 48 hours on weekends. If you don't get a response with in 48 hours, please resend the email.

Textbooks

Birsh, J. R. (2018). Multisensory Teaching of Basic Language Skills. Baltimore: Paul H. Brookes Pub. Co. 4th ed.

Birsh, J. R. (2018). Multisensory Teaching of Basic Language Skills Activity Book . Baltimore: Paul H. Brookes Pub. Co. 4th ed.

Mather, N., & Wendling, B. J. (2012). *Essentials of dyslexia assessment and intervention*. Hoboken, N.J: J. Wiley

1 Supplement Chapter Provided Via PDF

Spear-Swerling, Louise. *The Power of Rti and Reading Profiles: A Blueprint for Solving Reading Problems*. Baltimore, MD: Paul H. Brookes Publishing Co., 2015. Print

Class Schedule/Content

Module	Assignment and Assessment	Due Date
Introduction Activities	Short Bio of you. Include your strengths and Weaknesses	
Module 1: Connecting Research to Practice	<p>Read Chapter 1 Multisensory Teaching of Basic Language Skills</p> <p><i>Reflect, Connect and Respond Questions</i></p> <p>Complete Activity book activities 1, 2</p> <p>View Reading the Brain video and complete the Study Guide (200Pts)</p> <p>Module Quiz</p>	
Module 2: Multisensory-structured Language Education	<p>Read Chapter 2 Multisensory Teaching of Basic Language Skills</p> <p><i>Reflect, Connect and Respond Questions</i></p> <p>Complete Activity book activities: 3</p> <p>Module Quiz</p>	
Module 3: Development of Oral Language and its Relationship to Literacy	<p>Read Chapter 4 Multisensory Teaching of Basic Language Skills</p> <p><i>Reflect, Connect and Respond Questions</i></p> <p>Complete Activity book activities</p> <p>Module Quiz</p>	
Module 4: The History and Structure of Written English	<p>Read Chapter 14 Multisensory Teaching of Basic Language Skills</p> <p><i>Reflect, Connect and Respond Questions</i></p> <p>Complete Activity book activities 5,77, 79</p> <p>Module Quiz</p>	
Module 5: Teaching Phonemic Awareness	<p>Read Chapter 6 Multisensory Teaching of Basic Language Skills</p> <p><i>Reflect, Connect and Respond Questions</i></p> <p>Complete Activity book activities 9,10, 12, 14, 16, 17, 19, 52, 53, 54,</p> <p><i>Phonemic Awareness activity (Part of Reading project)</i></p> <p>Module Quiz</p>	

<p>Module 6: Alphabet Knowledge: Letter Recognition, Naming, and Sequencing</p>	<p>Read Chapter 5 Multisensory Teaching of Basic Language Skills</p> <p><i>Reflect, Connect and Respond Questions</i></p> <p>Complete Activity book activities 6, 8</p> <p><i>Planning Lessons for Phonological Awareness, Alphabet Knowledge, and History of (Part of Reading project)</i></p> <p>Module Quiz</p>	
<p>Module 7: Teaching Reading: Accurate Decoding</p>	<p>Read Chapter 9 Multisensory Teaching of Basic Language Skills</p> <p><i>Reflect, Connect and Respond Questions</i></p> <p><i>Planning Lessons for Beginning Reading(Part of Reading project)</i></p> <p>Complete Activity book activities 25,26,27,28,30,31,32,33,34,36,37,38,39,41,42,</p> <p>Module Quiz</p>	
<p>Module 8: Teaching Spelling & Handwriting</p>	<p>Read Chapter 10, 11 Multisensory Teaching of Basic Language Skills</p> <p><i>Reflect, Connect and Respond Questions</i></p> <p>Complete Activity book activities 56,57,58,59,60, 61,62,63,64 65,66,67,68</p> <p><i>Handwriting Practice & Spelling Rules Notebook and 5 Days of Spelling Activities(Part of Reading project)</i></p> <p>Module Quiz</p>	
<p>Module 9: Fluency in Learning to Read</p>	<p>Read Chapter 12 Multisensory Teaching of Basic Language Skills</p> <p>Chapter 6,8,9 pg. 105-198 Essentials of Dyslexia Assessments and Interventions</p> <p><i>Reflect, Connect and Respond Questions</i></p> <p>Complete Activity book activities 70, 71,72, RAPID Word Recognition Template and Activities Sample</p> <p><i>Audio Activity of Student Before and After Reading (Part of Reading project)</i></p> <p>Module Quiz</p>	

<p>Module 10: Instruction in a Multisensory Classroom: Strategies to improve reading vocabulary and reading comprehension</p>	<p>Read Chapter 15, 16 Multisensory Teaching of Basic Language Skills</p> <p><i>Reflect, Connect and Respond Questions</i> Complete Activity book activities 45,46,47,48,74,75,76, 78,81,82,83,86,88,89,90,91</p> <p>Module Quiz</p>	
<p>Module 11: Assessing and Planning Multisensory-Structured Language Lesson and Classroom Environment</p>	<p>Read Chapter 7, 18 Multisensory Teaching of Basic Language Skills</p> <p><i>Reflect, Connect and Respond Questions</i> Complete Activity book activities 20, 99,100,</p> <p>Module Quiz</p>	
<p>Module 12: The Role of Executive Functions in Literacy</p>	<p>Read Chapter 8 Multisensory Teaching of Basic Language Skills</p> <p><i>Reflect, Connect and Respond Questions</i> Complete Activity book activities 21,22, 23, 24</p> <p>Module Quiz</p>	
<p>Module 13: Assessing Formal and informal Assessment of struggling readers</p>	<p>Chapter 1, 2, 3, 4 Pages 1-71 Essentials of Dyslexia Assessments and Interventions</p> <p>Supplement chapter By Dr. Louise Spear-Swerling and Short answer Questions</p> <ul style="list-style-type: none"> • <i>Characteristics of Dyslexia Assessment Matrix</i> • <i>Case Study</i> <p>Module Quiz</p>	
<p>Final</p>	<p>Science of Reading Practice Competency Exam</p>	

Evaluations and Assignments

Student Expectations:

- ✓ Expectations for assignments and discussions are to use person first language and professional writing skills. Assignments should be typed using Times new Roman Font in 12 point. Please use appropriate headings including name title of class and email address. All assignments must use APA and MLA format. All students should collaborate with her or his colleagues in a professional manner via discussions or email. If there are any questions or concerns, it's your responsibility to contact your professor via phone or email. Also always read announcements on Blackboard for any up-to-date information.

Activities (5 for a total of 325 points)

- ✓ *Phonemic Awareness activity (1 @ 10pts)*
After reading Chapter 5 review the 4 phases a phonemic awareness activity should have. Create your own template with examples. Be sure to describe the multisensory component the student will do to be engaged in each of the phases?
- ✓ *Planning Lessons for Phonological Awareness, Alphabet Knowledge, and History of Language (1 @ 75pts)*
I want you to plan 5 days of activities for oral language and phonological awareness alphabet knowledge, and word origin. Use chapter 4, 5, and 6 in Birsh (2011) for reference.
- ✓ *Planning Lessons for Beginning Reading (1 @ 40 pts)*
Plan 4 days of reading practice activities that reinforce known skills based off a case study.
- ✓ *Spelling Rules Notebook and 5 Days of Spelling Activities (1 @ 100pts)*
Create 5 days of spelling activities using any of the spelling rules. also, create a Spelling Notebook/Reference sheet
- ✓ *Audio Activity of Student Before and After Reading (1 @ 100pts)*
For this activity, you will upload a recording of students before and after reading. Include all of your data and a reflection on the student's progress.

Exercises (11 for a total of 620 points) See Appendix 1

- ✓ These exercises are used to reinforce the structure of language skills taught in each of the chapters of the *Multisensory teaching of basic language skills*. Birsh, J. R. (2011). These will be done in the workbook the goes along with the textbook.

Struggling Reader/Dyslexia Book Review (50pts)* See Appendix 4

Based book you select, prepare a 2-3-page double-spaced report reflecting your reactions to the book. In your reflection, explore the following questions and be sure to add in any extra information that you want to include.

- How was the book's focus on Dyslexia?
- What were the most important lesson or lessons you learned from the book? Reflect on it by explaining how the lesson(s) will make you a better advocate/teacher for struggling readers.
- Did you disagree with anything? If so explain why.
- If you had been a professional working with the individual with dyslexia, how might you have done things differently?
- What did you learn from this book? How will you apply what you learned to your own professional practice?

Reading Project (1 @ 100 points) *See appendix 3

- ✓ For this project you will develop and teach each section of the lesson. Normally you would teach the lesson all at once. For the purpose of learning what goes into a complete lesson you will develop and teach it in sections. I have provided a sample outline I have modified from "Take Flight" but you can adjust it to fit your style and activities. Remember to have multisensory techniques and the 4 elements. (Emphasis, Preparation, Practice and Closure) in each part. You will complete a lesson and video in the following areas.
 - Alphabet, Phonemic awareness, Reading Decks. (video only) *, New Learning, Handwriting, Accuracy and automaticity, Spelling, Comprehension

Quizzes: (9 @ 25 point each and 1@ 50 points for 275 points total) * See Appendix 2

- ✓ Chapter quizzes are short answers that assess your knowledge of the material each lesson.

View *Reading the Brain* video and complete the Study Guide 200Pts

Final Exam (100 points)

Grading Scale

A	93-100%
B	85-92.99%
C	77-84.99%
D	70-76.99%
F	69.99% and Below

All written assignments are to be prepared on a computer and submitted in a Microsoft Word (.doc or .docx). Typos, misspellings, and grammar errors will result in a lower grade. Use people-first language. Avoid language that is sexist, culturally biased, reinforcing of stereotypes or offensive to a person with disabilities. For your written assignments, use Times or Times New Roman 12 font with 1-inch margins and double spacing. The Publication Manual of the American Psychological Association (6th ed.) format is to be used when citing materials both in-text and in the referencelist

Grading: Grades for assignments are usually available within 72 hours after the due date, but large projects or complex activities could take longer

Late Policy:

- ✓ Your grade will be reduced by 10% after the due date. After the second week, you will receive no points.
- ✓ Retain a personal copy of your work since they will not be returned to you and you may wish to use some for your work for the portfolio.

Foundation of Reading Standards

By the end of this course, the student will access, use, and/or generate knowledge by integrating theory and practice. Students will be able to demonstrate proficiency in the following foundation of Reading Standards.

Domain 1 Science of Reading

1. 1.Demonstrate the knowledge of the science of reading research by understanding the following:

1.1 a The connection between research from neuroscience, linguistics, and education

1.1b The importance of evidence-based practices as opposed to research-based practices

1.1c How the brain learns to read

1.1d Reading is not natural, so explicit instruction is required for reading and writing.

1.1e Underlying causes of reading difficulty (Extrinsic (environment: instructional, experiential); Intrinsic (genetic: dyslexia, autism, ADHD, etc.))

1.1.f Code emphasis instruction vs. meaning emphasis instruction

1.1g Theoretical models of reading (The Simple View of Reading, Scarborough's Reading Rope, The Four-Part Mental Processor, Ehri's Phases of Word Level Reading)

1.1 h The role of phonological processing in the reading development of individual students (e.g. English Language Learners, struggling readers through highly proficient readers)

1.2 Demonstrate knowledge of permanent word storage by understanding the following:

- 1.2 a The underlying cognitive skills necessary for developing an adequate sight word vocabulary
- 1.2 b The insight that there is a direct connection between the sounds of spoken language and the letters in the written words that is central to both phonic decoding and sight-word learning (alphabetic principle)
- 1.2 c Strategies for promoting the understanding of the alphabetic principle
- 1.2 e Strategies for developing orthographic mapping in order to increase sight word learning

Domain 2. Concepts of Print

2.2 Demonstrate knowledge of concepts of print by understanding the following:

- 2.1 a Development of the understanding that print carries meaning
- 2.1 b Strategies for promoting awareness of the relationship between spoken and written language
- 2.1 c The role of environmental print in developing print awareness
- 2.1 d Development of book handling skills
- 2.1 e Strategies for promoting and understanding of the directionality of print
- 2.1 f Techniques for promoting the ability to track print in connected text

Domain 3 Phonology

3.1 Demonstrate knowledge of the speech sound system of language, including the rules and patterns by which phonemes are combined into words and phrases by

- 3.1 a Understanding the rationale for/identify, pronounce, classify and compare all the consonant phonemes and all the vowel phonemes of English.
- 3.1 b Demonstrating an understanding of how the articulation of the phonemes affects decoding and encoding

3.2 Demonstrate knowledge of the role of phonological awareness in reading development by understanding the following:

- 3.2 a Continuum of phonological awareness skills (Distinguishing spoken words, syllables, onsets/rimes, and phonemes)
- 3.2 b Systematic, explicit, and age appropriate strategies to teach each skill of the phonological continuum to automaticity

3.3. Demonstrate knowledge of the role of phonemic awareness in reading development by understanding the following:

- 3.3 a Continuum of phonemic awareness skills (rhyming, segmenting, blending, adding, deleting, substituting)
- 3.3 b Systematic, explicit and age appropriate ways to teach phonemic awareness to automaticity in each skill of the phonemic awareness continuum.
- 3.3 c The distinction between phonological awareness and phonemic awareness

3.4 Know and understand the difference between phonemic awareness and phonics skills

Domain 4 Phonics and Word Study

Demonstrate knowledge of the role of phonics in promoting reading development by understanding the following:

- 4.1 a Development of alphabetic knowledge in individual students (e.g. English Language Learners, struggling readers through highly proficient readers)
- 4.1 b Systematic and explicit teaching of the following to automaticity: Letter recognition and letter formation; Letter-sound correspondences; Six syllable types; Syllable division patterns
- 4.1 c Systematic and explicit teaching of phonics (decoding and encoding)
- 4.1 d The relationship between decoding and encoding
- 4.1 e How to teach irregular words (encoding and decoding)
- 4.1 f The role of phonics in developing rapid, automatic word recognition
- 4.1 g The interrelationship between letter-sound correspondence and beginning decoding
- 4.1 h Methods for promoting and assessing the use of phonics generalizations to decode words with practice in connected text
- 4.1 i Use of semantic and syntactic clues to help decode words
- 4.1 j The relationship between oral vocabulary and the process of decoding written words
- 4.1 k Specific terminology associated with phonics

4.2 Demonstrate knowledge of the role of phonics in promoting reading fluency by understanding the following:

- 4.2 a Strategies for promoting automaticity and fluency (i.e. accuracy, rate, and prosody)
- 4.2 b The role of automaticity in developing reading fluency
- 4.2 c Development of phonics skills and fluency in individual students (e.g. English Language Learners, struggling readers through highly proficient readers)
- 4.2 d Interrelationships between decoding, fluency, and reading comprehension

4.3 Demonstrate knowledge of word analysis skills and strategies by understanding the following:

- 4.3 a Development of word analysis skills and strategies in addition to phonics, including structural analysis
- 4.3 b Interrelationships between word analysis skills, fluency, and reading comprehension
- 4.3 c Systematic and explicit teaching of word analysis skills
- 4.3 d Identification of common morphemes
- 4.3 e Recognition of common prefixes and suffixes and their meanings
- 4.3 f Knowledge of Latin and Greek roots that form English words
- 4.3 g Use of syllabication as a word identification strategy
- 4.3 h Analysis of syllables and morphemes in relation to spelling patterns
- 4.3 i Techniques for identifying compound words
- 4.3 j Identification of homographs
- 4.3 k Use of context clues (semantic, syntactic) to help identify words and to verify the pronunciation and meaning of words
- 4.3 l Development of word analysis skills and fluency in individual students (e.g., English Language Learners, struggling readers through highly proficient readers)

Domain 5 Development of Reading Comprehension

5.1 Demonstrate knowledge of vocabulary development by understanding the following:

- 5.1 a The relationship between oral and written vocabulary development and reading comprehension
- 5.1 b The role of systematic, non-contextual vocabulary strategies and contextual vocabulary strategies
- 5.1 c The relationship between oral vocabulary and the process of identifying and understanding written words
- 5.1 d Strategies for promoting oral language development and listening comprehension
- 5.1 e Knowledge of common sayings, proverbs, and idioms
- 5.1 f Knowledge of foreign words and abbreviations commonly used in English
- 5.1 g Criteria for selecting vocabulary words
- 5.1 h Strategies for clarifying and extending a reader's understanding of unfamiliar words encountered in connected text
- 5.1 i Strategies for promoting comprehension across the curriculum by expanding knowledge of academic language, including conventions of standard English grammar and usage, differences between the conventions of spoken and written standard English, general academic vocabulary, and content-area vocabulary
- 5.1 j The importance of frequent, extensive, varied reading experiences in the development of academic language and vocabulary
- 5.1 k The development of academic language and vocabulary knowledge and skills in individual students (e.g. English Language Learners, struggling readers through highly proficient readers)

5.2 Demonstrate knowledge of how to apply reading comprehension skills and strategies to imaginative/literary texts and informational/expository texts by understanding the following:

- 5.2 a Reading as a process to construct meaning
- 5.2 b Reading comprehension and analysis skills
- 5.2 c Levels of reading comprehension (i.e., literal, inferential, and evaluative) and strategies for promoting comprehension of texts at all three levels
- 5.2 d Strategies for promoting close reading
- 5.2 e Development of literary response skills
- 5.2 f Development of literary analysis skills
- 5.2 g Use of comprehension strategies to support effective reading
- 5.2 h Use of oral language activities to promote comprehension
- 5.2 i The role of reading fluency in facilitating comprehension
- 5.2 j Use of writing activities to promote literary response, analysis, and comprehension
- 5.2 k Development of reading comprehension skills and strategies of individual students (e.g., English Language Learners, struggling readers through highly proficient readers)

Domain 6 Reading Assessment / Instruction

6.1 Demonstrate knowledge of formal and informal methods for assessing reading development by understanding the following:

- 6.1 a** The use of data and ongoing reading assessment to adjust instruction to meet students' reading needs
- 6.1 b** The characteristic and uses of standardized criterion-referenced and norm-referenced tests to assess reading development and identify reading difficulties
- 6.1 c** Concepts of validity, reliability, and bias in testing
- 6.1 d** The characteristics and uses of formal and informal reading-related assessments
- 6.1 e** Characteristics and uses of group versus individual reading assessments
- 6.1 f** Techniques for assessing particular reading skills
- 6.1 g** Awareness of the challenges and supports in a text
- 6.1 h** Techniques for determining students' independent, instructional, and frustration reading levels
- 6.1 i** Assessment of the reading development of individual students (e.g., English Language Learners, struggling readers through highly proficient readers)

6.2 Demonstrate knowledge of multiple approaches to reading instruction by understanding the following:

- 6.2 a** Knowledge of significant and current theories, approaches, evidence-based practices, and programs for developing foundational reading skills and reading comprehension.
- 6.2 b** Strategies for planning, organizing, managing, and differentiating reading instruction to support the reading development of all students
- 6.2 c** Adjustment of reading instruction based on ongoing assessment
- 6.2 d** Instructional strategies for promoting development of particular reading skills
- 6.2 e** The importance of close reading and rereading of well crafted, content-and idea-rich texts in reading development
- 6.2 f** Strategies for evaluating and sequencing texts for reading instruction according to text complexity
- 6.2 g** The importance of balancing students' exposure to and reading of literary and informational texts
- 6.2 h** The uses of large-group, small group, and individualized reading instruction
- 6.2 i** Use of decodable texts to provide multiple opportunities to apply phonic skills.
- 6.2 j** Strategies for selecting and using meaningful reading materials at appropriate levels of difficulty
- 6.2 k** Creation of an environment that promotes a culture of reading
- 6.2 l** Strategies for promoting independent reading in the classroom and at home
- 6.2 m** Uses of instructional technologies to promote reading development
- 6.2 n** Awareness of strategies and resources for supporting individual students (e.g., English Language Learners, struggling readers through highly proficient readers)

Dyslexia Endorsement Competencies Adapted for Arkansas

Standard I: Foundations of Literacy Acquisition	
1.1	Understand the (5) language processing requirements of proficient reading and writing: phonological, orthographic, semantic, syntactic, discourse.
1.2	Understand that learning to read, for most people, requires explicit instruction.
1.3	Understand the reciprocal relationships among phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge.
1.4	Identify and explain aspects of cognition and behavior that affect reading and writing development.
1.6	Explain major research findings regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes.
1.7	Understand the most common intrinsic differences between good and poor readers (i.e., linguistic, cognitive, and neurobiological).
1.8	Know phases in the typical developmental progression of oral language, phoneme awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.

1.9	Understand the changing relationships among the major components of literacy development in accounting for reading achievement.
Standard 2: Knowledge of Diverse Reading Profiles, Including Dyslexia	
2.2	Know fundamental provisions of federal and state laws that pertain to learning disabilities, including dyslexia and other reading and language disability subtypes.
2.3	Identify the distinguishing characteristics of dyslexia.
2.4	Understand how reading disabilities vary in presentation and degree.
Standard 3: Assessment	
3.5	Understand/apply the principles of progress-monitoring and reporting with Curriculum-Based Measures (CBMs), including graphing techniques.

Standard 4: Structured Literacy Instruction	
Substandard A: Essential Principles and Practices of Structured Literacy Instruction	
4A.1	Understand/apply in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction.
4A.2	Understand/apply in practice the rationale for multisensory and multimodal language-learning techniques.
4A.3	Understand rationale for/Adapt instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning.
Substandard B: Phonological and Phonemic Awareness	
4B.1	Understand rationale for/identify, pronounce, classify, and compare all the consonant phonemes and all the vowel phonemes of English.
4B.2	Understand/apply in practice considerations for levels of phonological sensitivity.
4B.3	Understand/apply in practice considerations for phonemic-awareness difficulties.
4B.4	Know/apply in practice consideration for the progression of phonemic-awareness skill development, across age and grade.
4B.5	Know/apply in practice considerations for the general and specific goals of phonemic-awareness instruction.
4B.6	Know/apply in practice considerations for the principles of phonemic-awareness instruction: brief, multisensory, conceptual, articulatory, auditory-verbal.
4B.7	Know/apply in practice considerations for the utility of print and online resources for obtaining information about languages other than English.
Substandard C: Phonics and Word Recognition	
4C.1	Know/apply in practice considerations for the structure of English orthography and the patterns and rules that inform the teaching of single- and multisyllabic regular word reading.
4C.2	Know/apply in practice considerations for systematically, cumulatively, and explicitly teaching basic decoding and spelling skills.
4C.3	Know/apply in practice considerations for organizing word recognition and spelling lessons by following a structured phonics lesson plan.
4C.4	Know/apply in practice considerations for using multisensory routines to enhance student engagement and memory.
4C.5	Know/apply in practice considerations for adapting instruction for students with weaknesses in working memory, attention, executive function, or processing speed.
4C.6	Know/apply in practice considerations for teaching irregular words in small increments using special techniques.
4C.7	Know/apply in practice considerations for systematically teaching the decoding of multisyllabic words.
4C.8	Know/apply in practice considerations for the different types and purposes of texts, with emphasis on the role of decodable texts in teaching beginning readers.
Substandard D: Automatic, Fluent Reading of Text	
4D.1	Know/apply in practice considerations for the role of fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension, and motivation to read.
4D.2	Know/apply in practice considerations for varied techniques and methods for building reading fluency.
4D.3	Know/apply in practice considerations for text reading fluency as an achievement of normal reading development that can be advanced through informed instruction and progress-monitoring practices.
4D.4	Know/apply in practice considerations for appropriate uses of assistive technology for students with serious limitations in reading fluency.
Substandard E: Vocabulary	
4E.1	Know/apply in practice considerations for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension.
4E.2	Know/apply in practice considerations for the sources of wide differences in students' vocabularies.
4E.3	Know/apply in practice considerations for the role and characteristics of indirect (contextual) methods of vocabulary instruction.

4E.4	Know/apply in practice considerations for the role and characteristics of direct, explicit methods of vocabulary instruction.
Substandard F: Listening and Reading Comprehension	
4F.1	Know/apply in practice considerations for factors that contribute to deep comprehension.
4F.2	Know/apply in practice considerations for instructional routines appropriate for each major genre: informational text, narrative text, and argumentation.
4F.3	Know/apply in practice considerations for the role of sentence comprehension in listening and reading comprehension.

4F.4	Know/apply in practice considerations for the use of explicit comprehension strategy instruction, as supported by research.
4F.5	Know/apply in practice considerations for the teacher's role as an active mediator of text-comprehension processes.

Substandard G: Written Expression	
4G.1	Understand the major skill domains that contribute to written expression.
4G.2	Know/apply in practice considerations for research-based principles for teaching letter formation, both manuscript and cursive.
4G.3	Know/apply in practice considerations for research-based principles for teaching written spelling and punctuation.
4G.4	Know/apply in practice considerations for the developmental phases of the writing process.
4G.5	Know/apply in practice considerations for the appropriate uses of assistive technology in written expression.

Standard 5: Professional Dispositions and Practices	
5.1	Strive to do no harm and to act in the best interests of struggling readers and readers with dyslexia and other reading disorders.
5.2	Maintain the public trust by providing accurate information about currently accepted and scientifically supported best practices in the field.
5.3	Avoid misrepresentation of the efficacy of educational or other treatments or the proof for or against those treatments.
5.5	Avoid making unfounded claims of any kind regarding the training, experience, credentials, affiliations, and degrees of those providing services.
5.6	Respect the training requirements of established credentialing and accreditation organizations supported by CERI and IDA.
5.7	Avoid conflicts of interest when possible and acknowledge conflicts of interest when they occur.
5.8	Support just treatment of individuals with dyslexia and related learning difficulties.
5.9	Respect confidentiality of students or clients.
5.10	Respect the intellectual property of others.

CE

CEC Standards

By the end of this course, the student will access, use, and/or generate knowledge by integrating theory and practice. Students will be able to demonstrate proficiency in the following CEC standards.

CEC Standard 1:

Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities.

1.1 : Candidates practice within ethical guidelines and legal policies and procedures.

1.2 : Candidates advocate for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs

of those with diverse social, cultural, and linguistic backgrounds.

1.3 : Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; and professional standards, research, and contemporary practices.

CEC Standard 2:

Candidates use their understanding of human growth and development, the multiple influences on development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual's strengths and needs.

2.1 : Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities.

2.2 : Candidates use their knowledge and understanding of diverse factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments.

CEC Standard 3: Candidates apply their understanding of the academic subject matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for learners with exceptionalities.

3.1: Candidates apply their understanding of academic subject matter content of the general curriculum to inform their programmatic and instructional decisions for individuals with exceptionalities.

CEC Standard 4: Candidates assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students' eligibility determination, communicate students' progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.

4.1: Candidates collaboratively develop, select, administer, analyze, and interpret multiple measures of student learning, behavior, and the classroom environment to evaluate and support classroom and school-based systems of intervention for students with and without exceptionalities.

4.2 : Candidates develop, select, administer, and interpret multiple, formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable to contribute to eligibility determination for special education services.

4.3 : Candidates assess, collaboratively analyze, interpret, and communicate students' progress toward measurable outcomes using technology as appropriate, to inform both short- and long-term planning, and make ongoing adjustments to instruction.

CEC Standard 5: Candidates use knowledge of individuals' development, learning needs, and assessment data to inform decisions about effective instruction. Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual. Candidates use whole group instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-/cognitive strategies to support and self-regulate learning.

5.1 : Candidates use findings from multiple assessments, including student self-assessment, that are responsive to cultural and linguistic diversity and specialized as needed, to identify what students know and are able to do.

They then interpret the assessment data to appropriately plan and guide instruction to meet rigorous academic and non-academic content and goals for each individual.

5.2 : Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning.

5.3 : Candidates use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning.

5.4 : Candidates use flexible grouping to support the use of instruction that is adapted to meet the needs of each individual and group.

CEC Standard 7: Candidates apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals within the school, other educational settings, and the community to plan programs and access services for individuals with exceptionalities and their families.

7.1 : Candidates utilize communication, group facilitation, and problem-solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students' instructional and behavioral needs.

7.2 : Candidates collaborate, communicate, and coordinate with families, paraprofessionals, and other professionals within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their families.

7.3 : Candidates collaborate, communicate, and coordinate with professionals and agencies within the community to identify and access services, resources, and supports to meet the identified needs of individuals with exceptionalities and their families.

7.4 : Candidates work with and mentor paraprofessionals' role of supporting the education of individuals with exceptionalities and their families..

International Reading Association Standards for Reading Professionals

By the end of this course, the student will access, use, and/or generate knowledge by integrating theory and practice. Students will be able to demonstrate proficiency in the following IRA standards.

IRA 1: Foundational Knowledge. 1.1, 1.2, 1.3,
IRA 2. Curriculum and Instruction. 2.1
IRA 3. Assessment and Evaluation. 3.3
IRA 4. Diversity. 4.4
IRA 5. Literate Environment 5.1

Arkansas Teaching Standards

By the end of this course, the student will access, use, and/or generate knowledge by integrating theory and practice. Students will be able to demonstrate proficiency in the following Arkansas Teaching Standards.

Standard 1: Learner Development, 1d, 1e, 1f, 1g, 1h, 1i, 1j, 1k
Standard 2: Learning Differences, 2g, 2i, 2j, 2k, 2l, 2m, 2n, 2o
Standard 3: Learning Environments, 3i, 3j, 3k, 3l, 3n, 3o, 3p,
Standard 4: Content Knowledge, 4j, 4k, 4l, 4m, 4n, 4p, 4r
Standard 5: Application of Content, 5j, 5k, 5l, 5m, 5o, 5p
Standard 6: Assessment, 6j, 6k, 6l, 6m, 6n, 6o, 6p, 6q, 6r, 6s, 6t, 6u,
Standard 7 Planning for Instruction, 7g, 7h, 7i, 7j, 7k, 7l, 7m, 7n, 7q
Standard 8: Instructional Strategies, 8j, 8k, 8l, 8m, 8n, 8o, 8p, 8q, 8r, 8s
Standard 9: Professional Learning and Ethical Practice, 9g, 9h, 9j, 9l, 9m, 9o
Standard 10: Leadership and Collaboration, 10m, 10o10s, 10t

Teacher Excellence and Support System (TESS) Domains

Domain 1: Planning and Preparation: 1a, 1b, 1f
Domain 2: The Classroom Environment: 2a, b, c, d, e
Domain 3: Instruction: 3a, b, c, e
Domain 4: Professional Responsibilities: 4a, b, c, d, e, f

ADE Competencies for Special Education Teachers

Learner Development and Individual Learning Differences: 1.2
Learning Environments: 2.1
Curricular Content Knowledge: 3.1, 3.2, 3.3
Assessment: 4.2
Instructional Planning: 5.4

ADE Competencies for Early Childhood/Sped Integrated B-K

1. Development of Young Children, Developmentally Appropriate Approaches to Learning and Individual Differences: 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, and 1.9
2. Learning Environments: 2.1, 2.2

3. Content Knowledge, Curriculum building and Instructional Planning/Strategies: 3.1, 3.2, .3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, and 3.12
4. Assessments and Documentation: 4.1, 4.2, 4.4,
5. Relationships and Collaboration with Families. Colleagues and Community: 5.1, 5.5, 5.6, and 5.7
6. Professional and Ethical Practice: 6.2, 6.3, 6.6, 6.8, and 6.10

NETS for Teachers (NETS.T)

1. **Facilitate and Inspire Student Learning and Creativity-** Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:
 - a. promote, support, and model creative and innovative thinking and inventiveness
 - b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources
 - c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
 - d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

Technology and Technical Support

This course uses technology to deliver instruction to teacher candidates in the following ways:

1. [Blackboard Learn](#) is the Learning Management System (LMS) platform used to provide teacher education candidates with the materials and information needed to participate asynchronously in this online course.
2. Candidates can view the course via their smartphones, iPads, computers, etc using Blackboard Mobile
3. Interactive Tools in Blackboard have been used to provide external links to content including YouTube Video content
4. [The University of Arkansas Distant Education Library](#) at the Mullins Library provide candidates with peer-reviewed materials and books within the field of special education, education philosophy, and pedagogy.
5. myCoursEval is used for end of course evaluations and are completed online to ensure complete confidentiality at the MyCoursEval portal.

Teacher candidates use various software packages as well as Web 2.0 technologies to complete assignments. The goal of these assignments is to expose candidates to technologies that they might use in their future classrooms. To contact the Blackboard HelpDesk:

Email: bbhelp@uark.edu

Phone: (479)575-6804

Academic Honesty

The application of the University of Arkansas Academic Honesty Policy as stated in the Student Handbook will be fully adhered to in this course. Grades and degrees earned by dishonest means devalue those earned by all students; therefore, it is important that students are aware of the University of Arkansas Academic Honesty Policy. Academic dishonesty involves acts that may subvert or compromise the integrity of the educational process and includes plagiarism. To view the Academic Integrity of Students video on the [Academic Initiatives and Integrity website](#) at the University of Arkansas. As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.

Each University of Arkansas student is required to be familiar with and abide by the University's '[Academic Integrity Policy](#)'.

Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

Tape-recording and/or any other form of electronic capturing of lectures is expressly forbidden.

State common law and federal copyright law protect my syllabus and lectures. They are my own original expression and I record my lectures at the same time that I deliver them in order to secure protection. Whereas you are authorized to take notes in class thereby creating a derivative work from my lecture, the authorization extends only to making one set of notes for your own personal use and no other use. You are not authorized to record my lectures, to provide your notes to anyone else or to make any commercial use of them without express prior permission from your instructor.

Persons authorized to take notes for the Center for Educational Access, for the benefit of students registered with the Center, will be permitted to do so, but such use still is limited to personal, non-commercial use. Similarly, you are permitted to reproduce notes for a student in this class who has missed class due to authorized travel, absence due to illness, etc. However, to be clear, any class notes must not be sold or made available for any commercial use.

Accommodations

Students with disabilities requesting reasonable accommodations must first register with the [Center for Academic Access \(CEA\)](#). The CEA is located in the Arkansas Union and on the web at cea.uark.edu. The CEA provides documentation to students with disabilities who must then provide this documentation to their course instructors. Students with disabilities must then provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodation in a timely manner to ensure sufficient time to arrange reasonable accommodations in a timely manner to ensure sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CEA is approximately one to two weeks. Email your professor if you wish to speak to him or her confidentially. Links to [accessibility statements](#) for tools used in courses can be found here.

Academic Appeals

Students are first encouraged to resolve academic conflicts and complaints informally with the instructor involved, through their department, or through the assistance of the University Ombuds Office, which can provide objective and confidential mediation. To assist students in identifying the appropriate steps read the provosts website on Academic Integrity. If an informal resolution cannot be reached, there are procedures for students to pursue with complaints of an academic nature. Refer to either the Undergraduate Catalog of Studies Academic Regulation page or the Graduate Catalog of Studies Objectives & Regulations page for appeals structures and formal procedures for academic grievances.

Classroom Behavior

Appropriate classroom behavior is expected of the instructor and all students. Inappropriate and disruptive classroom behavior (inappropriate language and gestures, class disruptions, disrespect to other students or instructor, and other behavior as determined by the instructor) will not be tolerated and will result in possible removal from the class and/or disciplinary action as per the student handbook. Review the Computing Code of Conduct because sending spam or inappropriate emails are part of classroom behavior if the class email list is used. Inappropriate behavior can result in possible removal from the class and/or disciplinary action as per the student handbook.

Emergency Procedures

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu. Severe Weather (Tornado Warning):

- ✓ Follow the directions of the instructor or emergency personnel
- ✓ Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside

- ✓ If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building
 - ✓ Stay in the center of the room, away from exterior walls, windows, and doors
Violence / Active Shooter (CADD):
 - ✓ CALL- 9-1-1
 - ✓ AVOID- If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
 - ✓ DENY- Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it's safe.
 - ✓ DEFEND- Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.
- Additional Weather Information:

Online classes are generally not affected by the weather, but faculty may not be available when weather is an issue. Therefore, an awareness of the campus policies may be helpful and is, therefore, included in the syllabus. In general, if the Fayetteville School District has closed the schools, faculty will be unavailable. For further information, please check www.uark.edu for information concerning campus offices. University closing announcements are also made on KAUF Radio, 91.3 as well as local radio and television stations. The University's inclement weather site is updated frequently on the University website. Students in special education classes should use discretion in making the decisions concerning their personal safety. Online classes are generally not impacted by the weather, but faculty may not be available when the weather is an issue. Therefore, an awareness of the on-campus "Inclement Weather Policy" may be helpful and is, therefore, included in the syllabus.

- ✓ See the [inclement weather web site](#). Call 479-575-7000 or the University switchboard at 479-575-2000 for recorded announcements about closings.
- ✓ Check voice email for announcements
- ✓ Listen to KUAF Radio, 91.3 FM or other local radio and television stations for announcements
- ✓ Contact your supervisor or instructor

University Resources

- ✓ Mullins Library: Services at the library include: (1) remote access to library databases and electronic collections with more than 200 [research databases](#), more than 30,000 [online journals and magazines](#), a growing collection of [electronic books, reference works](#) such as encyclopedias, dictionaries, and statistical handbook; (2) direct delivery of books and article copies, books from UA collections mailed to your home or office, copies of articles or chapters delivered electronically; and (3) [Interlibrary Loan](#) services to borrow books or articles from other libraries
- ✓ University General Access Computer Laboratories

Appendix 1

Multisensory Teaching of Basic Language Skills Activity Book

- **Activity 1** – Terms for Research and Structured Literacy
- **Activity 2** – The Brain
- **Activity 3** – Structured Literacy Terms
- **Activity 8** – Letter Shapes and Names
- **Activity 9** – Phonemic Awareness Activities
- **Activity 10** – How Many Phonemes?
- **Activity 12** – Same Phoneme?
- **Activity 14** – How Many Letters? How Many Phonemes?
- **Activity 16** – Phonemes: Voiced and Unvoiced Consonants
- **Activity 17** – Phoneme Checklist
- **Activity 19** – Classification of Phonemes
- **Activity 20** – Terms for Assessment
- **Activity 21** – Executive Function: Language
- **Activity 22** – Executive Function: Working Memory
- **Activity 23** – Executive Function: Making Connections
- **Activity 24** – Executive Function: Metacognition and Self-regulation
- **Activity 25** – Reading Patterns
- **Activity 26** – Hard and Soft *c* and *g*
- **Activity 27** – Letter Clusters
- **Activity 28** – How Many Letters and How Many Graphemes?
- **Activity 30** – Vowel Pairs
- **Activity 31** – Vowel-*r* Patterns
- **Activity 32** – Syllable Type Definitions
- **Activity 33** – Sorting Syllable Types: Closed, Open, Vowel-*r*
- **Activity 34** – Sorting Syllable Types: Closed, Open, Vowel Pairs
- **Activity 36** – Which Syllable Type?
- **Activity 37** – Generating Syllable Types
- **Activity 38** – Syllable Division Patterns
- **Activity 39** – Where to Divide VCCV and VCV Words?
- **Activity 41** – Accent
- **Activity 42** – Syllable Division Patterns and Choices
- **Activity 46** – Inflectional Ending *-s*
- **Activity 47** – Inflectional Ending *-ed*
- **Activity 48** – Inflectional and Derivational Suffixes
- **Activity 52** – Consonant Phonemes: Place of Articulation
- **Activity 53** – Consonant Phonemes: Blocked, Partially Blocked, and Unblocked
- **Activity 54** – Consonant Phonemes: Clipped or Continuant

- **Activity 56** – Partial or Complete Phonetic Representation for Spelling
- **Activity 57** – Identifying Spelling Patterns
- **Activity 58** – Five Spelling Rules
- **Activity 59** – Rule Words
- **Activity 60** – Checkpoints for the Doubling Rule
- **Activity 61** – Analyzing Words for Spelling
- **Activity 62** – Regular, rule or Irregular for Spelling
- **Activity 63** – Regular or Irregular for Reading and Spelling
- **Activity 64** – Planning Lessons for Spelling
- **Activity 65** – Continuous Manuscript Handwriting
- **Activity 66** – Approach Strokes for Cursive Letters
- **Activity 67** – Cursive Handwriting Stroke Descriptions
- **Activity 68** – Handwriting Practice
- **Activity 70** – The Art and Science of Fluency Instruction
- **Activity 71** – Measuring Prosody
- **Activity 72** – Terms for Decoding and Fluency
- **Activity 74** – Morphemes, Origins, Meanings, and Derivatives
- **Activity 75** – Roots and Combining Forms
- **Activity 76** – Syllables and Morphemes
- **Activity 77** – Clues for Identifying Word Origins
- **Activity 78** – Identifying Word Origins
- **Activity 79** – Identifying Word Origins
- **Activity 81** – Semantic Word Webs
- **Activity 82** – Derivative Word Webs
- **Activity 83** – Multiple Meaning Webs
- **Activity 86** – Semantic Feature Analysis
- **Activity 88** – Student Friendly Definitions
- **Activity 89** – Precision in Use of Vocabulary
- **Activity 90** – Comprehension: Summarization
- **Activity 91** – Comprehension: Text-Dependent Questions and Summarization
- **Activity 99** – Planning Lessons for Phonological Awareness, Alphabet Knowledge and History of the Language
- **Activity 100** – Planning Lessons for Beginning Reading

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Appendix 2
Chapter Quizzes

Knowledge and Skill Assessment Chapter 1

1. Research suggests that the defining characteristic of dyslexia is that a student does what?
 - a. Reads letters and words backward
 - b. Has difficulties with the phonology of language
 - c. Has attention and motivation issues
 - d. Has inadequate cognitive abilities
2. Impairments in phonemic awareness skills in kindergarteners will do which of the following?
 - a. Resolve themselves over time
 - b. Be remediated in later grades
 - c. Persist without explicit instruction
 - d. Affect decoding but not spelling
3. Research suggests that effective phonics instruction is what?
 - a. Indirect
 - b. Systematic
 - c. Incidental
 - d. Optional
4. How can academic language be described?
 - a. Naturally acquired
 - b. Everyday language
 - c. Useful but not necessary
 - d. Classroom language
5. Close reading is meant to reduce college students' challenges related to reading because of which of the following?
 - a. The demands of complex text
 - b. Issues with attention and motivation
 - c. Lack of motivation and engagement
 - d. Difficulties with decoding and fluency

Knowledge and Skill Assessment Chapter 2

1. A teacher is planning a Structured Literacy lesson for her student. Initially, she used informal assessment to determine which phoneme–grapheme associations the student had mastered. For new learning, she selects the next unknown phoneme–grapheme association in order of difficulty. Which principle of Structured Literacy does this choice represent?
 - a. Instruction is diagnostic.
 - b. Instruction is explicit.
 - c. Instruction is sequential.
 - d. Instruction is multisensory.
2. A teacher is delivering a Structured Literacy lesson. Within this lesson, he presents cards with single letters printed on them and asks the student to pronounce the associated sound. He has the student read lists of single words as well as connected text. Which of the following do these activities represent?
 - a. Grapheme to phoneme
 - b. Phoneme to grapheme
 - c. Speech to text
 - d. Text to speech
3. Research studies have identified differences between the brains of individuals with and without reading disability (dyslexia). Which of the following has *not* been reported regarding students with dyslexia?
 - a. Potential weaknesses in anatomical connectivity patterns have been identified.
 - b. Functional brain activation patterns become more normalized after Structured Literacy intervention.
 - c. During reading, there is hypoactivation within brain areas involved in articulation and naming.
 - d. The process of multisensory integration occurs at a slower rate.
4. Regarding the efficacy of the use of multisensory instructional strategies, which of the following is true?
 - a. Researchers have documented the efficacy of multisensory instructional strategies.
 - b. Researchers have studied the efficacy of multisensory instructional strategies.
 - c. The National Reading Panel recommended the use of multisensory instructional strategies.
 - d. The National Reading Panel identified the best multisensory methodology for teaching phonics.

5. Which is an example that demonstrates a student's understanding English morphology?
 - a. Knowing the multiple spellings for /ā/ and how to make an informed choice
 - b. Knowing that *fine*, the base in the words *finish* and *definite*, means "to end"
 - c. Knowing that the sentence "He the hamburger delicious ate" is grammatically incorrect
 - d. Knowing that the definition of the word *left* varies depending on context
6. The Triple Word Form Theory relates to the integration of which three components of language?
 - a. Phonology, orthography, and morphology
 - b. Phonology, orthography, and syntax
 - c. Orthography, morphology, and semantics
 - d. Phonology, morphology, and syntax
7. Which statement best describes how different regions of the brain activate during various kinds of language tasks (listening, speaking, reading, writing)?
 - a. Different kinds of tasks involve activation in essentially the same regions.
 - b. Different kinds of tasks involve activation in different regions.
 - c. Different kinds of tasks involve activation in some of the same regions as well as some regions unique to the specific task.
 - d. Neurological research has so far yielded little insight into how different regions of the brain activate during different kinds of tasks.
8. Results of the National Reading Panel study indicated which of the following?
 - a. Systematic phonics instruction produced better growth in reading than all types of non-systematic or nonphonics instruction.
 - b. Balanced literacy instruction produced better growth in reading than all types of phonics instruction.
 - c. Direct meaning-based word identification instruction produced better growth in reading than all types of phonics instruction.
 - d. Use of the three-cueing systems produced better growth in reading than all other types of instruction.
9. Which is an example of synthetic instruction?
 - a. Teaching how to segment the word *sheep* into phonemes:
/shēp/ Æ /sh/ /ē/ /p/
 - b. Teaching how to determine the morphemes in *incredible*: *incredible* Æ *in-* + *crede* + *-ible*
 - c. Teaching how to blend phonemes together to pronounce a word:
/b/ + /l/ + /ē/ + /n/ + /d/ Æ /blend/
 - d. Teaching how to pronounce the word *cucumber* in syllables:
cucumber Æ /cū/ /kūm/ /bər/

Knowledge and Skill Assessment Chapter 3

1. What are two ways in which executive function influences language performance?
 - a. When planning remarks
 - b. When monitoring the reaction of the listener*
 - c. When deciding what to say
 - d. When choosing which words to use
2. How does impaired language functioning affect executive functioning?
 - a. Impaired word retrieval negatively affects verbal mediation.
 - b. Impaired functioning makes it harder to plan and execute responses in a timely manner.
 - c. There are fewer words available to represent key ideas.
 - d. All of the above
3. Which of the following are differences between speaking and decoding?
 - a. Learning to speak is a “natural” process.
 - b. Speaking is accompanied by suprasegmental features that influence comprehension.
 - c. There are many more sounds than there are letters.
 - d. Decoding rules are about phonemes and graphemes; speaking is about phonemes and inherent meaning.
 - e. All of the above
4. Language pragmatics is focused on what?
 - a. Practical uses of language
 - b. Language for reading and writing
 - c. Social communication with others
 - d. The purposes and intentions with which we use and understand language orally and in print
5. How would you describe the language that teachers use?
 - a. It must be consciously planned and chosen.
 - b. It must be presented at the level of the learner.
 - c. It must be accompanied by examples and experiences.
 - d. It must have the intent of teaching content and teaching how to learn it.
 - e. All of the above

6. How is vocabulary acquired by children?
 - a. One word at a time
 - b. Starting at birth
 - c. Once they can understand many words
 - d. When they are spoken or read to

Knowledge and Skill Assessment Chapter 4

1. Which is *not* a component of early literacy skills?
 - a. Spelling correctly
 - b. Phonological awareness
 - c. Storytelling
 - d. Writing development
2. Which is *not* a purpose of learning centers in the early childhood classroom?
 - a. Learning centers give teachers a chance to step away from the activities in the class.*
 - b. Learning centers give children opportunities to explore areas of their own interest.
 - c. Learning centers promote small-group interaction.
 - d. Learning centers lead to more complex and meaningful play and work by the children.
3. Which is an example of an open-ended question that promotes oral awareness?
 - a. Point to the building.
 - b. Where do you think it came from?
 - c. Did you have fun building that?
 - d. Where are the petals on this flower?
4. Which is a true statement about print awareness?
 - a. It helps children distinguish oral and printed messages.
 - b. It is not needed in early childhood because children don't read.
 - c. It does not occur until after age 6.
 - d. It should be delayed until first grade.
5. Which is a true statement about assessments in early childhood?
 - a. They include both formal and informal tools for teachers to use.
 - b. They are unreliable and do not give useful information.
 - c. They keep children from succeeding.
 - d. They take valuable time away from the class.

Knowledge and Skill Assessment Chapter 14

1. Which is not one of the major influences of English?
 - a. Latin
 - b. Greek
 - c. Anglo-Saxon
 - d. Russian
2. Words from Old English tend to be what?
 - a. Short, common words
 - b. Polysyllabic words containing a base and affixes
 - c. Technical words found in math and science content words
 - d. All of the above
3. Latin and Greek-based words entered the English language in large numbers during what time period?
 - a. Renaissance
 - b. Norman Conquest
 - c. Reign of Julius Caesar
 - d. Settlement in the New World
4. *Illiterate*, *rejection*, *survival*, and *intervention* are words from which language?
 - a. Anglo-Saxon
 - b. French
 - c. Latin
 - d. Greek
5. Letter-sound correspondences unique to Greek include which of the following?
 - a. *ea*, *ou*, and *aw*
 - b. *ph* as /f/, *ch* as /k/, and *y* as /i/
 - c. *que* and *ch* as /sh/
 - d. None of the above

6. *Spect*, *duct*, and *rupt* are examples of what?
- Bound bases
 - Suffixes
 - Prefixes
 - Free bases

Knowledge and Skill Assessment Chapter 6

1. What is a typical developmental sequence of phonological awareness?
 - a. Syllable segmentation, initial sound isolation, sound segmentation of single-syllable words, and sound deletion.
 - b. Sound deletion, sound segmentation of single-syllable words, syllable segmentation, and initial sound isolation.
 - c. Initial sound isolation, sound segmentation of single-syllable words, sound deletion, and syllable segmentation.
 - d. Syllable segmentation, sound deletion, initial sound isolation, and sound segmentation of single-syllable words.
2. What is the phonemic awareness skill expectation for students leaving first grade, according to state standards?
 - a. Isolate and identify the phonemes in CCVC words
 - b. Produce a string of three rhyming words
 - c. Decode single-syllable words
 - d. Identify final consonant sounds
3. For children entering kindergarten, what phonemic awareness skill is a strong predictive indicator of later literacy learning in the primary grades?
 - a. Phoneme segmentation of single-syllable words
 - b. Deletion of phonemes
 - c. Production of rhyming words
 - d. Initial phoneme isolation and identification
4. Alliteration can be connected to which step on the linguistic hierarchy?
 - a. Words in sentences
 - b. Onset-rime
 - c. Phonemes
 - d. Syllables
5. Which pair of words has four sounds each?
 - a. Fish, chat
 - b. Eight, though
 - c. Box, queen
 - d. Comb, talk

6. Which phonemic awareness task should be included in a screening assessment for kindergarten students?
 - a. A phoneme-reversal task of two-syllable words
 - b. A syllable-blending task of familiar words
 - c. A phoneme-segmenting task of single-syllable words
 - d. A deletion task of final consonant sounds
7. A screening tool for older students should measure which phonemic awareness skills?
 - a. Syllable segmenting and blending
 - b. Rhyme matching and production
 - c. Phoneme segmenting and blending
 - d. Phoneme deletion and substitution
8. What is the impact on student learning when phonemic awareness instruction is included in the early grades?
 - a. More students experience success learning to read and write.
 - b. Fewer students will need higher levels of literacy instruction.
 - c. More students will achieve expected literacy learning outcomes.
 - d. All of the above.

Knowledge and Skill Assessment Chapter 5

1. Letter-name knowledge in beginning grades is one of the most reliable predictors of what in middle and high school?
 - a. Reading achievement
 - b. Comprehension
 - c. Spelling ability
 - d. Decoding ability
 - e. All of the above
2. Students learn letter names at different rates. Which of the following is true?
 - a. Students who are significantly slower in learning letter names may later be diagnosed as having a reading disability.
 - b. Most beginning students who have significant difficulty with letter names catch up in reading by fourth grade.
 - c. Students with dyslexia may require as much as 20 times more repetition and practice in order to acquire letter-name knowledge.
 - d. Both b and c
 - e. Both a and c
3. What is a major source of reading difficulty for students with dyslexia?
 - a. Difficulty with visual memory
 - b. Difficulty associating a letter's name with the sound it represents.*
 - c. Visual perception—seeing letters backward
 - d. Difficulty with motor skills
 - e. All of the above
4. Guided discovery learning involves which of the following?
 - a. Leading students to discover the information through Socratic questioning
 - b. The student becoming the teacher for other students
 - c. Using motor skills to develop learning
 - d. Using multisensory learning
 - e. None of the above

5. Alphabet activities can be used to teach which of the following skills?
 - a. Recognizing and producing an accented syllable in a word
 - b. Knowing the difference between vowel and consonant sounds (phonemes)
 - c. Alphabetizing words
 - d. All of the above
 - e. None of the above
6. Unitization in Ehri's stages of reading theory refers to what?
 - a. Categorizing concepts for increased comprehension
 - b. Seeing individual letters as distinct units
 - c. Seeing familiar letter sequences as belonging together
 - d. Dividing the 26 letters of the alphabet into designated groups
 - e. Knowing if a word follows regular patterns for decoding

Knowledge and Skill Assessment Chapter 9

1. Partially blocked sounds do which of the following?
 - a. Activate the vocal cords
 - b. Release the tongue, teeth, or lips during production
 - c. Do not activate the vocal cords
 - d. Maintain the position of the tongue, teeth, or lips
2. A student misreads *splint* as *split*. What does a teacher do to build the student's accuracy?
 - a. Pronounce the word for the student.
 - b. Encourage the student to use syntactic cues.
 - c. Ask the student to name the letters in the word.
 - d. Have the student guess the word from the context.
3. Which set of words contains two types of syllables?
 - a. *Shirt, sheet, short, shout*
 - b. *Farm, feet, fat, fork, food*
 - c. *Hand, haul, hard, hay*
 - d. *Chase, sharp, thank, chart*
4. A student struggles to read the word *helpfulness*. What should the teacher ask to build the student's accuracy?
 - a. Is this a short word or a long word?
 - b. Are there any prefixes or suffixes?
 - c. Can you guess the word from the context?
 - d. What clues does the illustration give you?
5. Which set of words contains all irregular words?
 - a. *Done, does, dong, dough*
 - b. *Heart, their, once, been*
 - c. *Enough, theme, said, give*
 - d. *Would, where, went, were*

Knowledge and Skill Assessment Chapter 10

1. How many phonemes are in the word *extinct*?
 - a. Five
 - b. Six
 - c. Seven
 - d. Eight
2. Which spelling error would receive a 3 using the spelling rubric?
 - a. *Spint* for *sprint*
 - b. *Tardee* for *tardy*
 - c. *Teethe* for *teeth*
 - d. *Lenon* for *lemon*
3. A student spells the word *typhoon* as *tifoon*. To promote spelling accuracy, the teacher does what?
 - a. Has the student check the spelling in the dictionary
 - b. Gives the student the correct spelling of the word
 - c. Reminds the student that the word is of Greek origin
 - d. Suggests a synonym that the student knows how to spell
4. How many words in this sentence follow the most frequent and reliable spelling patterns for a sound with more than one spelling? *Such clever kids kept the kite in the sky.*
 - a. Three
 - b. Four
 - c. Five
 - d. Six
5. How many spelling rules are represented in this sentence? *The silly woman was hitting the flies with a hammer.*
 - a. Three
 - b. Four
 - c. Five
 - d. Six

Knowledge and Skill Assessment Chapter 11

1. How do periodic tune-ups in manuscript and/or cursive, in which students practice writing the alphabet from memory, benefit students?
 - a. Without periodic practice, handwriting becomes less legible and/or more effortful.
 - b. Practice allows students to recognize letters in the writing of others.
 - c. They assist in integrated reading and writing.
 - d. They assist in use of handwriting on the screen or pad rather than a keyboard.
2. What are reasons teaching handwriting has value? (Select all that apply.)
 - a. It is a Common Core State Standard.
 - b. Other people can more easily read what a student has written.*
 - c. It helps in letter recognition that relates to reading.
 - d. Teachers judge performance more positively.
3. What are the lessons to be learned from research? (Select all that apply.)
 - a. Handwriting enhances letter recognition and leads to improved word reading.*
 - b. Cursive writing links letters into word spelling units.
 - c. Manuscript and keyboarding afford spelling and written language opportunities equal to cursive writing.
 - d. Handwriting as a tool in written language enhances learning.
4. Which of the following are *not* part of a multi-modal approach to handwriting? (Select all that apply.)
 - a. Visual input from seeing the letter form
 - b. Oral motor output from naming letters and producing their corresponding sounds*
 - c. Naming the letters
 - d. Auditory input from hearing letter names and sounds

Knowledge and Skill Assessment Chapter 12

1. Which of the following aspects of reading fluency has grown in emphasis since 2000?
 - a. Automaticity
 - b. Accuracy and rate
 - c. Decoding and encoding
 - d. Expressiveness
 - e. None of the above
2. Which of the following is *not* accurate?
 - a. Reading fluency involves more than acceleration.
 - b. Word-by-word reading strains working memory.
 - c. Improved reading fluency supports improved reading comprehension.
 - d. Reading fluency starts early and develops over many years.
 - e. None of the above
3. Critics have been increasingly vocal in opposition to particular fluency-building practices, resulting in schools' discontinuing those practices. The criticism focuses on which of the following?
 - a. Neurological impress plus (NIM+)
 - b. Phrase practice
 - c. Repeated reading
 - d. Word-level drills
 - e. None of the above
4. A 2016 passionate published response to the aforementioned criticism offers well-developed "solutions," highlighting a plan called The Fluency Development Lesson (FDL). Who authored this plan, and what does it focus on?
 - a. The National Reading Panel, which delineated the five pillars of reading (one being fluency)
 - b. Josef Torgesen, who focused on the Grade 1–3 window for learning to read
 - c. LaBerge and Samuels, who focused on automaticity
 - d. Rasinski and Nageldinger, who focused on performance-oriented re-reading
 - e. None of the above

5. How does increased reading fluency in developing readers support verbal working memory?
 - a. By helping students articulate more rapidly.
 - b. By encouraging chunking text into meaningful phrases.
 - c. By using leveled books.
 - d. By emphasizing decoding.
 - e. None of the above

Knowledge and Skill Assessment Chapter 15

1. What does vocabulary knowledge contribute to?
 - a. Phonological awareness
 - b. Word recognition
 - c. Comprehension
 - d. All of the above
2. How would you describe the acquisition of word learning?
 - a. Incremental
 - b. Interrelated
 - c. Multidimensional
 - d. All of the above
3. The number of word meanings a student recognizes refers to what?
 - a. Breadth of vocabulary
 - b. Depth of vocabulary
 - c. Sight word vocabulary
 - d. All of the above
4. A comprehensive approach to vocabulary instruction for the school-age child includes what?
 - a. Direct instruction
 - b. Indirect instruction
 - c. Word learning strategies and word consciousness
 - d. All of the above
5. Which of the following is a principle of effective vocabulary instruction?
 - a. Use of multisensory instruction
 - b. Provision of definitional and contextual information
 - c. Use of concept mapping
 - d. None of the above

6. Why are strategies and activities based on semantic relationships important?
 - a. Words are learned in isolation
 - b. Words are learned in networks of meaning
 - c. Words are learned indirectly
 - d. Words are learned in context
7. Teaching students to use context to determine word meaning is an example of what?
 - a. Indirect approach to word learning
 - b. Word consciousness approach
 - c. Direct approach to word learning
 - d. Independent word learning strategy
8. Which of the following is an example of an effective indirect instructional approach?
 - a. Using an instructional routine
 - b. Using strategies to determine word meaning
 - c. Immersing students in rich language environments
 - d. Using word play activities

Knowledge and Skill Assessment Chapter 16

1. What has been the most significant change in recommendations for reading comprehension instruction because of the CCSS for English Language Arts?
 - a. Mandated comprehension strategies to be used in all classrooms
 - b. Increased focus on using expository texts in all grades
 - c. A list of recommended programs to be used for instruction
 - d. The use of mandated tests for every state
 - e. Increased focus on using narrative texts in all grades.
2. The National Assessment Governing Board recommendations for the percentages of literary versus informational texts increases the most through the grades for teaching which skill?
 - a. Locating/recalling information
 - b. Critiquing and evaluating information
 - c. Integrating/interpreting information
 - d. Identifying sources of information
 - e. Connecting prior knowledge to reading content
3. The National Reading Panel indicated that which single comprehension strategy had the strongest scientific evidence for effectiveness?
 - a. Use of graphic organizers
 - b. Asking readers to generate questions during reading
 - c. Summarization
 - d. Ample practice answering questions after reading text silently
 - e. Oral reading of text before answering questions
4. Which of the following is the major contribution to weak comprehension for young children?
 - a. Inadequate vocabulary knowledge
 - b. Poor listening comprehension
 - c. Limited background knowledge
 - d. Weak word reading skill
 - e. Poor motivation

5. Teachers should begin comprehension instruction by doing what?
 - a. Providing multiple opportunities for children to write the answers to questions related to texts they have read
 - b. Reading aloud multiple engaging books
 - c. Completing a good assessment
 - d. Devoting more time to students reading silently
 - e. Previewing pertinent vocabulary

Knowledge and Skill Assessment Chapter 7

1. The reliability of a test refers to which of the following?
 - a. The consistency of test results across evaluators administering it
 - b. The consistency of the test results between various forms of the test
 - c. The consistency of the test items to each other
 - d. The consistency of the test results upon retesting
 - e. All of the above
2. Which of these statements is true of face validity?
 - a. It is always required before using a test.
 - b. It is highly correlated with reliability.
 - c. It is sometimes misleading because it refers simply to whether a test appears to measure something.
 - d. It is more important than criterion validity.
 - e. It is more important than construct validity.
3. Which of the following statements is true for the Individuals with Disabilities Education Improvement Act (IDEA) of 2004 (PL 108-446)?
 - a. It requires the use of response to intervention (RTI) to determine the presence of a specific learning disability (SLD).
 - b. It neither requires nor prohibits the use of a discrepancy between IQ score and achievement to determine SLD.
 - c. It requires the use of a discrepancy between IQ score and achievement to determine the presence of a SLD.
 - d. It does not mention methods of identifying SLDs.
 - e. It mentions only dyslexia.
4. Which of these statements is true of formative assessment?
 - a. It is provided often to guide daily or weekly instruction.
 - b. It summarizes the overall picture of a child and is given rarely.
 - c. It always uses standardized tests.
 - d. It never uses standardized tests.
 - e. It is no longer used.

5. Which of these statements is true of grade-equivalent scores?
 - a. They have unequal spaces between the scores.
 - b. They correspond unevenly to norm-referenced scores.
 - c. They can change in large ways due to small movements in the raw data.
 - d. All of the above.
 - e. None of the above.

Knowledge and Skill Assessment Chapter 18

1. Which of these objectives is not a key element to ensure that classroom time is used for effective and meaningful instruction?
 - a. Using instructive space effectively
 - b. Organizing classroom materials
 - c. Criticizing an attention-seeking student for what he or she is doing wrong
 - d. Planning transitions
 - e. Reinforcing positive productive student behavior
2. In order to gain student confidence, which is *not* helpful?
 - a. Allowing them to guess when asked about a new concept
 - b. Helping them to be successful on a daily basis
 - c. Using Socratic questioning to elicit new information
 - d. Engaging in meaningful feedback dialogues
 - e. Reviewing recently learned concepts
3. Which reading activities are essential components of research-based Structured Literacy?
 - a. Review of sounds and letters previously taught
 - b. Phonemic awareness activities at appropriate levels
 - c. Systematic review of words for oral reading
 - d. Spelling words from dictation that reflect the same letter patterns
 - e. All of the above
4. Which of the following is a principle of code-based reading instruction?
 - a. Students experience inferential learning of the alphabet code.
 - b. Language concepts are taught in order from transparent to elusive.
 - c. Levels of language are taught in isolation to ensure mastery.
 - d. Highly variable print-speech concepts are taught early in the sequence.
 - e. All of the above
5. The weekly lesson plan does which of the following?
 - a. Contains each individual element taught to date
 - b. Ensures that a new concept is taught daily
 - c. Ensures that the instruction keeps pace with the prescribed curriculum
 - d. Enables the instructor to always be looking ahead to focus the direction of the instruction
 - e. All of the above

Knowledge and Skill Assessment Chapter 8

1. Executive function is defined by which three main components?
 - a. Self-control, attention, and memory
 - b. Language, literacy, and working memory
 - c. Emotional intelligence, social skills, and communication skills
 - d. Cognitive flexibility, inhibitory control, and working memory
2. How is working memory defined?
 - a. The ability to hold information in mind while thinking about it—the so-called “mental sketchpad” or “on-screen memory”
 - b. Short-term memory
 - c. Rapid recall of information
 - d. Efficient storage of information for later recall
3. Which learning behaviors reveal the learner’s use of executive function?
 - a. Learning that involves understanding and using multisensory information
 - b. Learning that involves focusing attention, studying, and retaining information
 - c. Learning by following the example of another person
 - d. All of the above
4. Why might learners who have difficulty with executive function experience lesser motivation to read?
 - a. They have few story characters with whom they can identify.
 - b. They have difficulty with sustaining self-directed action to achieve a future goal.
 - c. They have insufficient language skills to retell stories.
 - d. They have difficulty reading at grade level.
5. Which teaching strategies enhance executive function?
 - a. Visual, auditory, kinesthetic, print-oriented, and interactive experiences
 - b. Strict stimulus-response teaching paradigms
 - c. Drill exercises to build storage and recall of information
 - d. Reducing the amount of language-based work that the students is responsible for completing

6. Which of the following statements about assessment of executive function is *not* true?
 - a. Testing may identify difficulties in paying attention, being persistent, and remembering.
 - b. Testing may identify difficulties with organization, impulse control, and frustration.
 - c. Testing may identify the presence of a biological, physical, or organic reason for learning difficulties.
 - d. Testing may identify some reasons for academic underachievement.
7. What is difficulty with executive function?
 - a. A required condition for the diagnosis of dyslexia
 - b. A required condition for the diagnosis of specific language impairment (SLI)
 - c. A possible cognitive difference that distinguishes good readers from poor readers
 - d. A form of autism spectrum disorder
8. Why is instructional intensity important for learners with executive function difficulties?
 - a. Intensive instruction is designed to regulate behavioral outbursts.
 - b. Repeated, consistent, and intensive practice allows learners to learn strategies to retain information and inhibit forgetting.
 - c. Intensive instruction is important for learners who may have a tendency to waste time.
 - d. All specialized instruction for students with learning needs is legally mandated to be intensive.

Appendix 3

Reading Project (200 points)

For this project you will develop and teach each section of the lesson. Normally you would teach the lesson all at once. For the purpose of learning what goes into a complete lesson you will develop and teach it in sections. I have provided a sample outline I have modified from “Take Flight” but you can adjust it to fit your style and activities. Remember to have multisensory techniques and the 4 elements. (Emphasis, Preparation, Practice and Closure) in each part. You will complete a lesson and video in the following areas.

- Alphabet
- Phonemic awareness
- Reading Decks. (video only) *
- New Learning
- Handwriting
- Accuracy and automaticity
- Spelling
- Comprehension

Please review videos I post. I will post more as we go through the course. When you post each part please include your lesson and video. If you have problems, please email me or contact backboard help. Feedback will be given as quickly as possible. Keep working on other parts and don't wait for feedback from any others you have submitted.

	Emphasis (35pts)	Preparation (35pts)	Practice (35pts)	Closure (35pts)	Multisensory techniques (35pts)
Alphabet					
Phonemic Awareness					
New Learning					
Handwriting					
Accuracy and Automaticity					
Spelling					
Comprehension/Vocabulary					
Total					

Reading Deck Video 20pts

You will be graded on naming each phoneme correctly and saying the correct sound

Names (10pts) _____

Key Word and Sounds(10pts) _____

Reflection: 5pts

1-page reflection on the process

Alphabet

Emphasis

Before and After

Preparation:

ABC Strip

“My before hand is my left hand”

“My after hand is my right hand”

I=Initial letter

F=Final letter

The 2 middle letters.

How many letters are in the alphabet.

There are 2 kind of letters in the alphabet.

Touch and name alphabet

Semi means....

Practice

- Place the initial, middle and final letters (anchor letters)
- Name and place the letters in a semi-circle
- Teacher names letters in random order
- Students echo, touch, and name the letter called.
- Student says,
- “ _____ comes after/before _____ ”

Closure

The letter after ___ is ___. My after hand is my _____

Review the 44 Phonemes and their Key words and Sounds. Record yourself saying them all.

Reading Decks

- Names
- Key Word and Sounds

Phonemic Awareness

Emphasis

Blending, Segmenting, Deletion. Etc.....

Preparation

Review sounds needed for this activity.

Practice

****These are ideas I have listed below. You will create at least three examples for each of the activities. You will not teach/video all of them. Teach only 3 of them.***

****Use of visuals is great to start all activities-colored cubes to show different sounds (segmentation, deletion, addition, substitutions, reversals). Take away visuals as you can.***

- **Phoneme Production/Replication:** “Repeat the sound /f/”. Make sure that you do not add an extra sound (e.g. /fu/). Have the student produce the sound while looking in a mirror. Talk about the characteristics of the sound

(continuant, voiceless, placement of teeth and lips, etc.).

- **Phoneme Isolation:** Listen to a string of words containing target sound /fun, fish, far/. Have the student identify what sound is alike in the words. Practice again producing the sound in isolation. Vary the words."Tell me what sound you hear in the beginning of 'see', 'top'.
- **Phoneme Segmentation:** Say 'Fish'. Count with fingers how many sounds you hear in the word /f-i-sh/- 3 sounds in 'fish'. Continue with other target words.
- **Phoneme Blending:** "Listen to the sounds and tell me what word you hear." /f/ /i/ /sh/. Fish
- **Rhyming:** "Tell me which word rhymes with 'fish'—dish, fat. Fill in the blank with a rhyming word...The fish swam in the (dish). What is a word that rhymes with fish?"
- **Alliteration:** The fat fish flipped and flopped. Read stories with sound repetition.
- **Phoneme Deletion:** Say 'fat'. Say 'fat' without /f/. At
- **Phoneme Substitution:** Say 'fat'. "Change the /f/ in 'fat' to /s/. Sat
- **Phoneme Reversal:** Say 'top'. Switch the first sound /t/ with the final sound /p/--Pot.

Closure

Write a multisensory Closure that will meet the needs of your student and skills you taught.

New Learning

Emphasis

(Example)

I, M, uC=(u) Initial or Medial u then a Consonant says the short (u) sound

Preparation

VC=Short vowel sound

Short a and i

Vowels are open and voiced

Digraph th

Practice

Auditory discovery.

Listen to these words....

fun hut thud

What sounds do you hear alike?

What part of your mouth is working? Use mirrors

What is the shape of your mouth when you say the sound?

Is it open or blocked?

Is it voiced or unvoiced?

Is it a vowel or consonant?

Visual Discovery.

Look at these words I have written on the board. What do you see alike in them?

fun hut thud

What letter do you see alike in these words?

What kind of letter is it?

We know that vowels make at least how many sound?

What kind of letter comes after it?

So when we have a consonant after a vowel it makes what kind of sound?

Show Letter card and Key word and sound card. (Do a riddle describing the key word)
"you will need one of these when it rains out"
"Mary Poppins used one to travel"

Closure

What is our new sound?
What vowels have we learned so far?

Handwriting

Emphasis

Cursive letter with a Swing up stroke

Preparation

When we write the letter u
Swing up stop
Pull straight down
Swing up stop
Pull straight down
Release

Practice

Name and trace with finger twice
Name and trace with pencil twice
Make a copy while saying the name of the letter
Say the sound after you make the letter

Review keyword and sound three times

Write another copy while saying the name of the letter
Say the sound after you make the letter

Closure

What was our new letter?
What sound does it make?
Why does it make this sound?

Make one last copy of letter while naming it. Say sound after making it.

Accuracy, Automaticity

Coding
Instant Words
Sentences
Repeated Accurate Practice (RAP)

Coding

"A vowel in a closed syllable is short code it with a breve"

Model:

dug gut tug bun mum

Guided/independently:

Have a code and read sheet for students

Students code and read aloud

Instant words:

Use one activity for 10 new words

- **Flashcards**
- **Columns**
- **Rows**
- **Phrases or sentence**

Sentence coding and reading

Review what a sentence must have. (start with a capital, have an end mark, predicate and subject)

Give the list of instant words they will see and any review on coding.

Each student does one sentence. Code and read aloud

Repeated Accurate Practice (RAP)

RAP sheet 1 mug, gum, hug, hum, fun, hod, top, hop, got, bog

Concepts short u and o CVC

***create RAP sheet that has three sections.**

Section 1: 4 columns Rows. 5 words per row. Alternate order of words in each row.

Section 2: Same as row one but with the other 5 words

Section 3: Same format as section 1 and 2 but with all 10 words.

RAP sheet 2 upt, uft, ump, und, unt, omp, ont, oft, opt, ond

Concepts short u and o VCC

Same format as RAP sheet 1 but with words that fit new concept

RAP sheet 3 punt, gump, fund, tuft, gund, bond, pond, band, daft, band, hunt,

Concepts short u, a and o CVCC

Same format as RAP sheet 1 and 2 but with words that fit new concept

Spelling

Emphasis

Short u

CVC, CvCC, CvCC

Preparation

(V) (C) = Vowel in a closed syllable is short

(th)=th

learned words= the, a

Practice

Teacher says word or sentence aloud,

students echo word or sentence

Repeat again..

After the student writes the word or sentence they code it.

Lastly students read words and sentences aloud

Words

Nut Bud hub thud dump thump hunt

Sentences

Ned hit the bump with a thud.

Kim had fun on the hunt.

Dump the mug.

Closure

Review new learning and Previous learning using a multisensory technique.

Today we learned the short sound for the letter u.

Point to a word you spelled and say the short u sound.

Now point to a word that has a digraph.

What is a digraph? How is this digraph read?

Appendix 4

Book Review Assignment

Choose to read **ONE** of the following books or any approved book that pertain to dyslexia or any form of Literacy disability:

Fuller, Ruth. *Dyslexia: A Teacher's Journey, Memoir*. 1 edition. Darby Press, October 5, 2013.

Smith, Jennifer. *Dyslexia Wonders: Understanding the Daily Life of a Dyslexic from a Child's Point of View*. Morgan James Publishing, August 15, 2009.

Lasater, N.E.. *Farmer's Son*. 1st edition N.E. Lasater. April 28, 2014)

Schultz, Philip. *My Dyslexia*. 1 edition. W. W. Norton & Company, September 10, 2012.

Each of the books depicts Dyslexia in some unique way including cultural/linguistic, socioeconomic, and ability diversity within school and human settings.

Based on your reading of **one of the above** books, prepare a 2-3 page double-spaced report reflecting your reactions to the book. In your reflection, explore the following questions and be sure to add in any extra information that you want to include.

2. How was the book's focus on Dyslexia?
3. What were the most important lesson or lessons you learned from the book? Reflect on it by explaining how the lesson(s) will make you a better advocate/teacher for struggling readers.
4. Did you disagree with anything? If so explain why.
5. If you had been a professional working with the individual with dyslexia, how might you have done things differently?
6. What did you learn from this book? How will you apply what you learned to your own professional practice?

RUBRIC

Name: _____

Total Points: 15

Element	0 points Element is not included.	1 points Sufficient information about element is not provided.	2 point Element is included, but not written in a clear and grammatically correct manner.	3 points Element is included and written in a clear and grammatically correct manner.
Reflection describes How the book focused on Dyslexia				
Reflection includes the most important lesson or lessons learned from the book? Also Reflected on how the lesson(s) will make you a better advocate/teacher for struggling readers.				
Reflection includes a reflection on what you agreed or disagreed with from the book.				
Reflection includes what you would have done differently.				
Reflection includes what you learned from the book and how you will apply what you learned in your own professional practice.				

Appendix 5

Reflect, Connect and Respond Questions

Each module will have additional question(s) that will require you to reflect on. Each reflection has to be at least 3-5 sentences in length and in your own words. Be sure to connect your responses back to what you have read in the module. Choose 2 questions per chapter.

Chapter 1

1. How important is it for students to understand the internal structure of words for their overall reading achievement?
2. Will changes in teacher preparation and licensure make a difference in how students are taught to read? Explain your answer.
3. Based on what you have read in this chapter, which is the best way for students to attack an unknown word?

Chapter 2

1. What does it mean to say a reader is fluent? What are the components of fluency? How does fluency support reading comprehension?
2. Why is it important to provide literacy instruction that is explicit and direct? Give an example of an instructional practice or activity that uses these principles.
3. What is the purpose of diagnostic teaching? Give a specific example of how a teacher might use a diagnostic approach during reading/language arts instruction.
4. What does it mean to say instruction is multisensory? How might a teacher use a simultaneous multisensory approach to practice previously taught grapheme–phoneme relationships?
5. What evidence from neuroscience supports the idea that students who learn reading strategies focusing on grapheme–phoneme associations are more likely to become successful readers than students who focus on memorizing whole words?
6. How does cognition research demonstrating the need for active learning support the use of simultaneous multisensory teaching strategies in literacy instruction?

Chapter 3

1. Explain the meaning of the statement “Language is the vehicle for learning.”
2. In what ways is language a code?
3. How are phonology and morphology related to decoding?
4. How is language content culturally influenced?
5. What impact do vocabulary deficits have on reading comprehension?
6. What factors influence successful communication?
7. Define the differences between social and instructional discourse.
8. What is the role of working memory in comprehension?
9. Describe two ways in which teachers can modify presentation to facilitate the language dynamic of the classroom.

Chapter 4

1. How does the physical environment of the preschool classroom affect learning and preliteracy in children?
2. What is the impact of adult–child interactions in a preschool setting? How can these interactions set the stage for later word and print awareness?
3. John Dewey, the American educator, said: “Give the pupils something to do, not something to learn; and the doing is of such a nature as to demand thinking; learning naturally results.” How does this statement apply to the development of early literacy?
4. What insights did you gain from this chapter regarding preschool education and its value to later development of academic skills such as reading?

Chapter 14

1. What are the three major strategies available to decode unfamiliar words?
2. Claiborne (1983) called English a polyglot. What does this mean, and how is it important in teaching about the structure of English words?

3. What is a morpheme? Why is an understanding of morphemes important for reading teachers to have and impart to students?
4. Describe the characteristics of words with Latin origins.
5. How is understanding the structure and origin of English words important for teaching decoding and spelling?

Chapter 6

1. What challenges might a third-grade student with weak phonemic awareness skills have with decoding, reading fluency, spelling, and vocabulary?
2. Describe the contribution of the phonological processing components of memory, naming, and representation when a student is completing a phoneme deletion task by removing the /s/ sound from the word mast.
3. Describe epilinguistic and metalinguistic phonological awareness in terms of early, basic, and complex skill development.
4. Should the CCSS include phonemic awareness skills beyond first grade? If so, which grades should be included and what should the benchmarks be for each grade?
5. Why is including a multisensory approach when teaching phonemic awareness a valuable strategy to support students' learning? Select a phonemic awareness task, and provide an example of an auditory, kinesthetic, and visual cue that could be used in teaching this skill.
6. Why is intentionally teaching phonemic awareness in the early grades a strategy for preventing and/or minimizing literacy learning difficulties?
7. Reflect on your own phonemic awareness skills. What insights have you made about your phonological processing skills and your ability to manipulate phonemes in words?

Chapter 5

1. What are three of the compelling reasons for teaching letter recognition and naming? Are your own experiences with developing literacy (as a teacher or as a learner) consistent with extant research findings on the importance of these skills? Why or why not?
2. What role do letters play in the reading process, according to Ehri's phases of reading theory?
3. Why is letter knowledge in preschool and kindergarten one of the strongest predictors of later reading ability?
4. What accounts for the misidentification of letters such as b and d by students with dyslexia?
5. What is your opinion of Vellutino's finding that the source of dysfunctional reading is more often experiential or instructional deprivation rather than an innate learning disability?
6. Review the suggested teacher-led activities for teaching accurate and efficient letter recognition. Choose one activity you could implement with a student or group of students with whom you currently work. Explain why you chose this activity based on the student or students' current level of alphabet knowledge. If possible, implement the activity with students and reflect on what went well and what you might do differently next time.
7. What are four of the principles of effective letter recognition and naming instruction? How might you apply these principles in your own teaching?

Chapter 9

1. What are the two necessary components of reading comprehension, and how does each component contribute to proficient reading?
2. What is the self-teaching mechanism, and how does it support the development of a student's decoding skills?
3. Why is phonemic awareness instruction critical for a student with dyslexia?
4. What is the benefit of teaching students the six syllable types?
5. How does morphology instruction support both components of reading comprehension?

Chapter 10

1. What are the major differences between reading, a recognition skill, and spelling, a recall skill?
2. Why is the orthography of English not hopelessly irregular for spelling?
3. In what ways do spelling errors inform spelling instruction?
4. How is the dualist and finite assessment of spelling words as right or wrong counter to the nature of spelling development?

Chapter 11

1. Why should handwriting be considered a language skill?
2. What has research shown about effective handwriting instruction?
3. What does it mean that handwriting is a language skill best taught in a multileveled language lesson?

4. What kinds of specialized instruction might students with different kinds of specific learning disabilities (SLDs) need?
5. What has research shown about teaching computer tools for literacy learning?
6. Should handwriting still be taught even though students now have computers? Why or why not?

Chapter 12

1. How would you describe the development of complex skills? Can you draw parallels between learning the complex skill of driving a car and the complex skill of learning to read?
2. Although not the only skill necessary to fluent reading, easy word recognition remains a central aspect. So how should that inform instruction—through the grades? Also, what does it mean that fluency is not, as many people have conceived, simply a stage of early reading development, but is an ongoing process? What are the implications for teaching youngsters of different ages and within different subject areas?
3. What has aroused recent concern about schools' fluency-building practices and their negative effects? Offer antidotes—ways to counteract the negative effects, not falling prey to the teaching pitfall. Yet another pitfall is inherent in the image of a youngster juggling two balls and being tossed three more. Explain your own experience of this teaching mis-step, either recalling when it happened to you as a learner or describing your having viewed it firsthand with other learn-ers. Offer examples of what balls might be juggled in terms of teaching basic reading fluency.
4. What does it mean to “teach” attention to meaning? How would you do that? Perhaps start-ing with a mini-lesson, initiating an exchange about what we find easy and hard and how we navigate complications. Perhaps by video of a savvy reader interacting with text while reading alone. What could you do to reinforce attention to meaning as your imaginary group of fourth-grade struggling readers sat reading quietly at their seats? What might you do to cue them?How then might you get each of them to cue themselves?
5. Is fluent reading a common problem in the United States? What is the nationwide evidence?How would you uncover your students' word reading accuracy, connected-text fluency, and active adjusting to make sense as they read?
6. What are some of the linguistic complexities described in this chapter? Why have they been included in a chapter on developing reading fluency? While the linguistic complexities seem daunting, the brief routines (clarify/examples/practice) seem simple. Does that fit together for you? What does it mean to “weave” such brief routine into instruction?

Chapter 15

1. What insights have you gained regarding vocabulary's connection to theoretical models of reading proficiency?
2. How does vocabulary directly contribute to word recognition? What is the role of vocabulary in comprehension? What are potential applications to practice?
3. What is the potential role of the parent, caregiver, or preschool provider in early vocabulary acquisition? Why is this information relevant to you?
4. Why is it important to know the difference between breadth, depth, and access to word meaning?How might an understanding of the facets or dimensions of word knowledge influence instruc-tion? Which of these aspects of word learning are most relevant to you?
5. What have you learned about the role of direct (intentional on purpose) instruction? What would you consider most significant in terms of your own practice?
6. What have you learned about the role of indirect or incidental on purpose instruction (inten-tional on purpose instruction)? What would you consider most significant in terms of your own practice?
7. What have you learned about the role of independent word learning strategies? How might you apply this information to your practice?
8. What role does word consciousness play in your practice?
9. How do you assess vocabulary instruction?
10. How does vocabulary contribute to reading proficiency? How do children acquire word mean-ing before they enter school? Explain this statement: Acquisition of word meaning is a complex and complicated process that is incremental, interrelated, and multidimensional in nature. How would you describe a comprehensive approach to vocabulary instruction? What insights have you gained about vocabulary instruction?

Chapter 16

1. What instructional goals for reading comprehension are emphasized within the CCSS? How have these goals influenced the ways schools and teachers approach reading instruction?
2. How does current reading instruction strike a balance between close reading and constructivist approaches? How does this differ from the approaches reading teachers typically used during the latter decades of the 20th century?

3. Review the section Strategies Used by Good Readers, and list three key differences between what good readers do and what weaker readers do when they read a text. Have you ever observed these or other behavioral differences in the classroom? Jot down notes about what differences in reading behavior look like among students with whom you work.
4. Struggling readers with or without disabilities may focus heavily on decoding words and read-ing words fluently. How does this affect their comprehension of the text?
5. How can differences in students' socioeconomic circumstances contribute to gaps in reading comprehension? What can reading teachers do to close these gaps?
6. Why is it important for teachers to build students' listening comprehension and comprehension of written sentences in addition to working with longer texts?
7. Review the section Research-Validated Strategies for Comprehension Instruction. Identify one strategy that is less familiar to you or that you have not used very frequently. How could you incorporate this strategy within a current unit of instruction or use it to help a particular student who struggles with comprehension? Jot down notes about how you might implement the strategy in a lesson or intervention plan.
8. What is one skill you can teach students to help them use Internet resources effectively? Describe how and why you would make this skill an instructional focus for the age group with whom you work (or plan to work).

Chapter 7

1. Explain in your own words what it means to say a given assessment has validity. What is the difference between face validity and validity? Give an example of a test that has validity and one that has face validity.
2. In your own words, describe two to three potential pitfalls teachers should be aware of when interpreting students' standardized test scores.
3. Why is it important to use screeners to assess literacy skills in the primary grades? What skills should be assessed in kindergarten, Grade 1, and Grades 2–3?
4. A colleague of yours tells you she added a new student, Neal, to her second-grade class 3 weeks ago. Neal's family has moved around a great deal, so she does not yet have all of his K–1 records; so far, she has had little contact with his family. Although Neal seems engaged and responsive during language arts lessons, he scored well below benchmark on a recently administered literacy screener. What advice would you give your colleague about how to use these test results to make decisions about Neal's reading instruction?
5. Name two areas of literacy skill that are commonly measured on standardized assessments. Explain why it is important to assess a student's skills in each area.
6. List a few examples of formative assessments a teacher might use. What is the purpose of administering these formative assessments? What advantages do formative assessments have over formal, standardized measures? What are their potential shortcomings?

Chapter 18

1. Context examines both classroom organization and student behavior. Choose one and discuss how a teacher might structure that element for success.
2. How do the components of executive function support or complement positive student class-room behavior?
3. Process speaks to actions. Eight actions (or pairs) are listed for the Orton-Gillingham Approach (OGA) (see Table 18.2). Select one pair, and explain why it is effective.
4. Discuss the benefits for teachers of creating a Structured Literacy lesson plan.
5. Discuss the benefits for students of participating in a Structured Literacy lesson.
6. Describe what is involved in participating in a professional learning community and how this contributes to teachers' deep understanding of creating and implementing Structured Literacy lessons.
7. Choose a daily lesson plan, either beginning level (see Figure 18.3) or intermediate level (see Figure 18.4). Given that lesson plans are built on the known, identify for each section what the student already knows.
8. Explain each component in the organization of Chapter 18: context, process, and content.

Chapter 8

1. Describe Baddeley's (2000) model of working memory and its importance for learning to read.
2. Why are verbal reasoning abilities necessary for academic achievement?
3. Explain how executive function allows students to develop self-regulation strategies.
4. Explain how executive function allows students to develop emotional intelligence.
5. What are the "hot" and "cold" aspects of executive functioning?
6. What kinds of learning difficulties are seen in children who have difficulty with executive functioning?
7. What is a word-finding problem?
8. What is the relationship of executive functioning to the development of language skills in an academic setting?

9. Explain how executive function deficits can coexist with other disorders: specific learning disabilities, language disorders, and attention deficit disorders.
10. What are the strengths and weaknesses of psychometric tests of executive functioning?
11. Describe how executive functioning can be observed in the context of language, literacy, and/or academic abilities testing.
12. Explain how executive function has a cognitive influence on reading abilities.
13. How does effective executive functioning enhance literacy development?

University of Arkansas, College of Education and Health Professions
DEPARTMENT OF CURRICULUM AND INSTRUCTION

I. Program Affiliation: Special Education

Course Number and Title: SPED 532V Practicum in Special Education

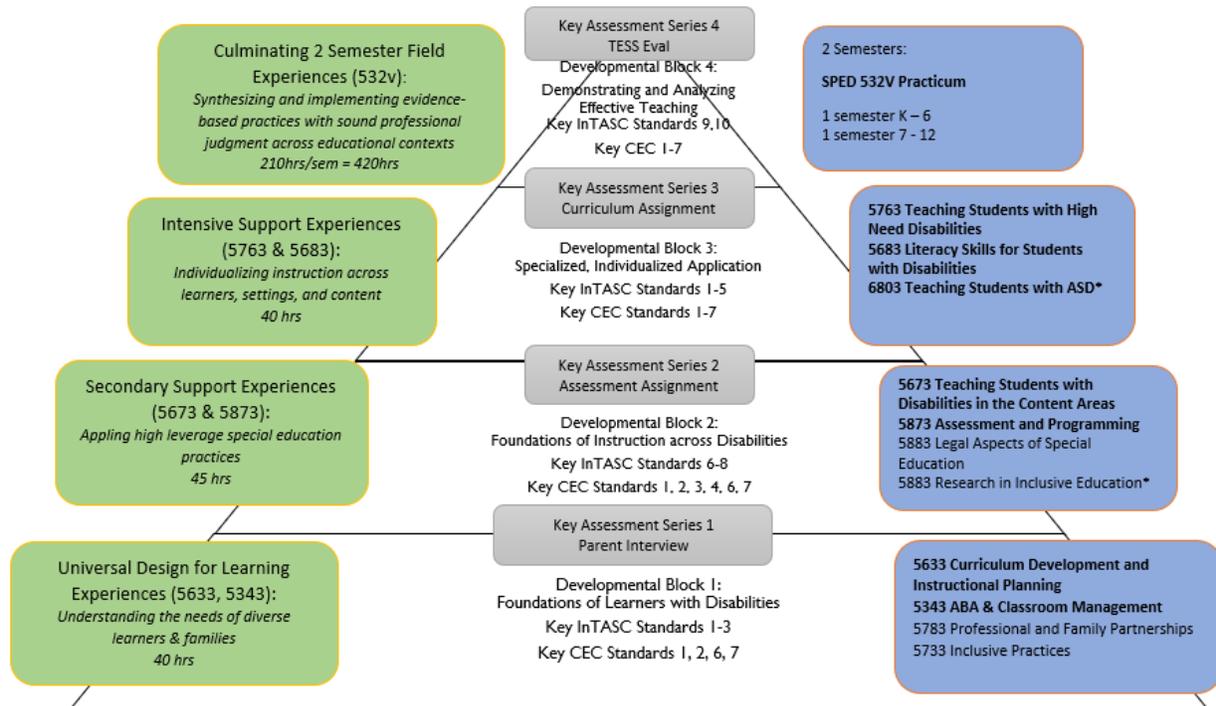
Prerequisites: Admission based on satisfactory completion of courses and completion of Intent to Complete Practicum Form

Professor: Dr. Renee Speight, BCBA-D

II. Relationship to the Knowledge Base Advance Level (M.Ed.)

This course is an advanced course at the master's level in specialty studies. The Scholar-Practitioner at this level will demonstrate skills and dispositions for individuals with disabilities while demonstrating advance learning in specialty studies and the social and behavioral studies in the substantive areas.

Program Blocks for Special Education – MEd Initial Licensure - Multitiered Levels



III. Goal & Expectations

The goal of this course is to prepare candidates who will be knowledgeable and skilled in educating individuals with disabilities. The candidates will

demonstrate knowledge of the characteristics and needs of individuals with disabilities and their implications in terms of service provision. The practicum is the capstone course for the MEd and as such students are expected to demonstrate skills, knowledge and disposition appropriate to a professional special educator.

Expectations

- All of us (you, me, your peers) will work to the best of our abilities.
- All of us (you, me, your peers) will communicate effectively orally and in writing.
- All of us (you, me, your peers) will think analytically and produce original work.
- All of us have a responsibility to create an environment for all to learn.
- All of us will be prepared to participate and engage in this class so we all benefit from each other's knowledge, insights, and experiences.
- All of us will demonstrate sensitivity for culture, language, religion, disability, gender, socio-economic status, and sexual orientation of individuals in our interactions in our classroom and within this learning community.

IV. Standards-Based Competencies

The competencies required of special educators are those set forth in the "CEC Special Education Preparation Standards" published by the Council on Exceptional Children. The products required in this course as class assignments are evidences of skills and learning essential for teachers of students with special learning needs.

CEC Standards Initial and Advanced Preparation Standards

[Initial Preparation Standards](#)

1. Professional Learning and Ethical Practice
2. Understanding and Addressing Developmental and Learning Needs
3. Curricular Content Knowledge
4. Assessment
5. Effective instruction Planning
6. Supporting social, emotional, and behavioral growth
7. Collaborating

[Advanced Preparation Standards](#)

1. Assessment
2. Curricular Content Knowledge
3. Programs, Services, and Outcomes
4. Research and Inquiry
5. Leadership and Policy
6. Professional and Ethical Practice
7. Collaboration

InTASC and ISTE Standard Alignment

InTASC Standard Alignment

The Learner and Learning Standards/Progressions

Standards 1 & 2: Learner Development and Learning Differences

Standard 3: Learning Environments

Content Knowledge

Standard 4: Content Knowledge

Standard 5: Application of Content

Instructional Practice

Standard 6: Assessment

Standard 7: Planning for Instruction

Standard 8: Instructional Strategies

Professional Responsibility

Standard 9: Professional Learning and Ethical Practice

Standard 10: Leadership and Collaboration

ISTE Standard Alignment

Standard 1 Learner-1a. Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.

Standard 7 Analyst: Educators understand and use data to drive their instruction and support students in achieving their learning goals.

V. Field Experience, Content, and Textbooks

Field Experience

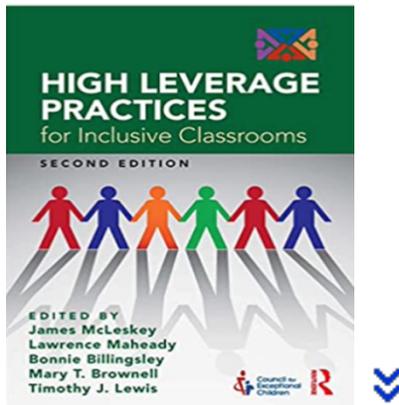
For candidates seeking an endorsement in Special Education for licensure purposes, special education teacher candidates will enroll in a 3-hour practicum each semester. One semester will be completed in a K-6 setting and one semester in a 7-12 setting, approximately 60 hours of field experience are required each semester, or four hours for a 15-week practicum.

For candidates seeking initial Special Education licensure, special education teacher candidates will be required to complete 420 hours. Candidates will enroll in two 3-hour practicum sections to complete 210 in a K-6 setting and 210 in a 7-12 setting. For the fulltime practicum enrollment, this equates to approximately 14 hours a week across 15 weeks each semester. Practicum hours can be completed via direct or indirect experiences. More information regarding appropriate practicum activities can be found in the MEd Handbook.

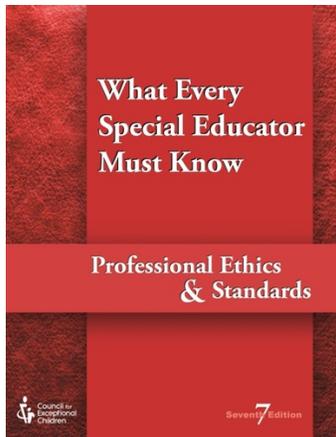
Course Content

1. Identification of student abilities and needs
2. Planning instruction
3. Assessing student acquisition of learning
4. Modifying and adjusting instruction to meet student needs
5. Self-evaluation and reflection

Textbooks



Title	High Leverage Practices for Inclusive Classrooms
Author	James McLeskey, Lawrence Maheady, Bonnie Billingsley, Mary T. Brownell, Timothy J. Lewis
ISBN	978-0367702304
Publisher	Routledge, Council for Exceptional Children
Publication Date	March 30, 2022
Page Count	0
Type	Print
Required	
Description	You are not obligated to purchase from any specific seller.



Council for Exceptional Children. (2015). *What every special educator must know: Professional ethics & standards* (7th ed.). Arlington, VA: CEC.

VI. Assignments & Evaluation

This course activities are divided across seven instruction modules. Various activities and assignments are included in each module. Examples of activities include self-evaluation, professional growth plan development, lesson and intervention planning, instructional reflection, video analysis, data collection and analysis. To complete requirements of this course, ***all assignments*** must be submitted. Assignments are described in more detail below.

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The purpose of this assignment is for candidates to reflect on preparedness related to implementation of the High Leverage Practices.

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VoiceThread Presentations

The purpose of these assignments is to build a collaborative learning environment.

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The purpose of this assignment is to apply methods to improve academic and behavior outcomes. Candidates will explore problem behavior assessment tools, identify replacement behaviors, develop appropriate interventions for their learners, and track learner progress toward goals.

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VII. Syllabus Change

The Instructor reserves the right to make changes as necessary to this syllabus. If changes are made, advance notification will be given to the class.

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The Practicum in Special Education is a pass/fail course. As such, learners must complete all course assignments.

IX. Technology

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1. Blackboard Learn is the Learning Management System (LMS) platform used to provide teacher education candidates with the materials and information needed to participate asynchronously in this online course.
2. Blackboard Collaborate is available for faculty to provide meetings with the candidates that are synchronous.
3. Candidates can view the course via their smart phones, iPads, computers, etc using Blackboard Mobile.
4. Interactive Tools in Blackboard have been used to provide external links to content including YouTube Video content.
5. The University of Arkansas Distant Education Library and the Mullins Library provide candidates with peer-reviewed materials and books within the field of special education, education philosophy, and pedagogy
6. End of course evaluations are completed online to ensure complete confidentiality.

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Arkansas student is required to be familiar with and abide by the University of Arkansas Academic Integrity Policy which may be found at <https://honesty.uark.edu/> . Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor. (Also, see below for more information).

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gestures, class disruptions, disrespect to other students or instructor, and other behavior as determined by the instructor) will not be tolerated. Review the Computer Code of Conduct. Sending spam or inappropriate emails are part of classroom behavior if the class email list is used. Inappropriate behaviors will result in possible removal from the class and /or disciplinary action as delineated in the University of Arkansas Student Handbook.

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XIV. Emergency Procedures

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- Follow the directions of the instructor or emergency personnel
- Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside
- If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building
- Stay in the center of the room, away from exterior walls, windows, and doors

Violence / Active Shooter (CADD):

- CALL- 9-1-1
- AVOID- If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
- DENY- Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it's safe.
- DEFEND- Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

Additional Weather Information:

Online classes are generally not affected by the weather, but faculty may not be available when weather is an issue. Therefore, an awareness of the campus policies may be helpful and is, therefore, included in the syllabus. In general, if the Fayetteville School District has closed the schools, faculty will

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XV. Tape Recording and Electronic Capturing of Lectures

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State common law and federal copyright law protect my syllabus and lectures. They are my own original expression and I record my lectures at the same time that I deliver them in order to secure protection. Whereas you are authorized to take notes in class thereby creating a derivative work from my lecture, the authorization extends only to making one set of notes for your own personal use and no other use.

You are not authorized to record my lectures, to provide your notes to anyone else or to make any commercial use of them without express prior permission from me.

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University of Arkansas, College of Education and Health Professions
DEPARTMENT OF CURRICULUM AND INSTRUCTION

I. Program Affiliation: Special Education

Course Number and Title: SPED 532V Practicum in Special Education

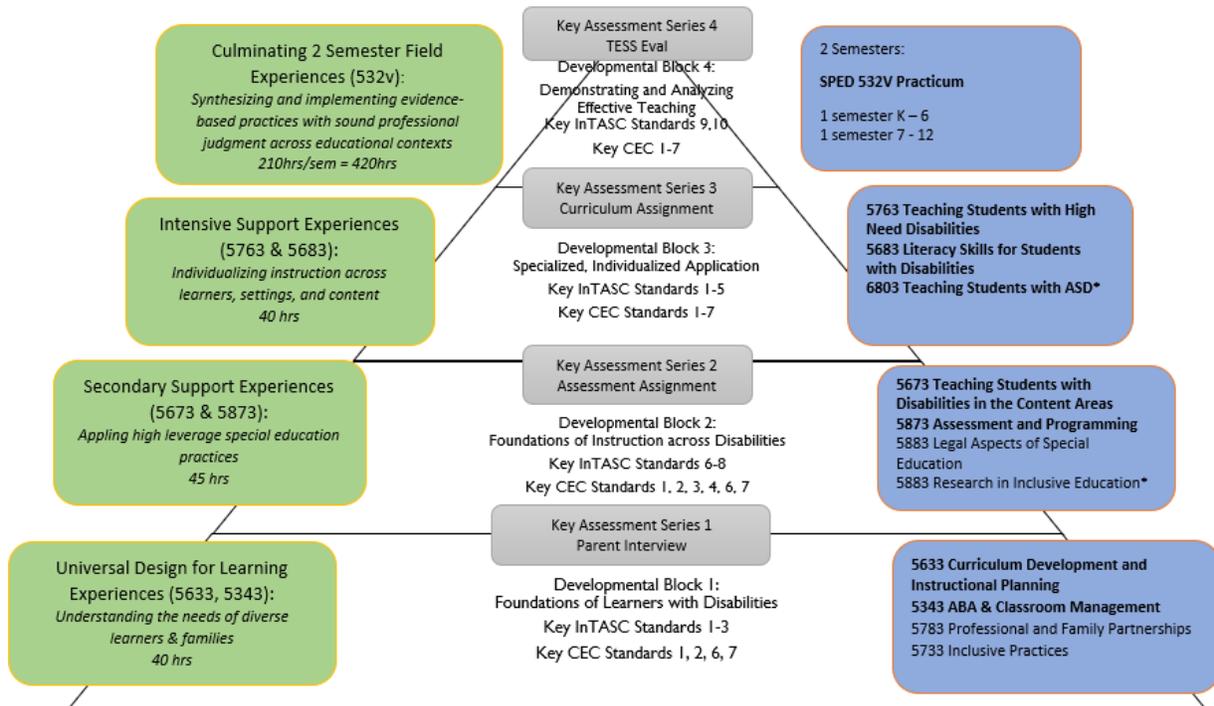
Prerequisites: Admission based on satisfactory completion of courses and completion of Intent to Complete Practicum Form

Professor: Dr. Renee Speight, BCBA-D

II. Relationship to the Knowledge Base Advance Level (M.Ed.)

This course is an advanced course at the master's level in specialty studies. The Scholar-Practitioner at this level will demonstrate skills and dispositions for individuals with disabilities while demonstrating advance learning in specialty studies and the social and behavioral studies in the substantive areas.

Program Blocks for Special Education – MEd Initial Licensure - Multitiered Levels



III. Goal:

The goal of this course is to prepare candidates who will be knowledgeable and skilled in educating individuals with disabilities. The candidates will

demonstrate knowledge of the characteristics and needs of individuals with disabilities and their implications in terms of service provision. The practicum is the capstone course for the MEd and as such students are expected to demonstrate skills, knowledge and disposition appropriate to a professional special educator.

IV. Standards-Based Competencies

The competencies required of special educators are those set forth in the "CEC Special Education Preparation Standards" published by the Council on Exceptional Children. The products required in this course as class assignments are evidences of skills and learning essential for teachers of students with special learning needs.

CEC Standards Initial and Advanced Preparation Standards
<p><u>Initial Preparation Standards</u></p> <ol style="list-style-type: none"> 1. Professional Learning and Ethical Practice 2. Understanding and Addressing Developmental and Learning Needs 3. Curricular Content Knowledge 4. Assessment 5. Effective instruction Planning 6. Supporting social, emotional, and behavioral growth 7. Collaborating <p><u>Advanced Preparation Standards</u></p> <ol style="list-style-type: none"> 1. Assessment 2. Curricular Content Knowledge 3. Programs, Services, and Outcomes 4. Research and Inquiry 5. Leadership and Policy 6. Professional and Ethical Practice 7. Collaboration
InTASC and ISTE Standard Alignment
<p><u>InTASC Standard Alignment</u></p> <p><u>The Learner and Learning Standards/Progressions</u></p> <p>Standards 1 & 2: Learner Development and Learning Differences</p> <p>Standard 3: Learning Environments</p> <p><u>Content Knowledge</u></p> <p>Standard 4: Content Knowledge</p> <p>Standard 5: Application of Content</p> <p><u>Instructional Practice</u></p> <p>Standard 6: Assessment</p> <p>Standard 7: Planning for Instruction</p> <p>Standard 8: Instructional Strategies</p> <p><u>Professional Responsibility</u></p> <p>Standard 9: Professional Learning and Ethical Practice</p>

Standard 10: Leadership and Collaboration

ISTE Standard Alignment

Standard 1 Learner-1a. Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.

Standard 7 Analyst: Educators understand and use data to drive their instruction and support students in achieving their learning goals.

V. Field Experience, Content, and Textbooks

Field Experience

For candidates seeking an endorsement in Special Education for licensure purposes, special education teacher candidates will enroll in a 3-hour practicum each semester. One semester will be completed in a K-6 setting and one semester in a 7-12 setting, approximately 60 hours of field experience are required each semester, or four hours for a 15-week practicum.

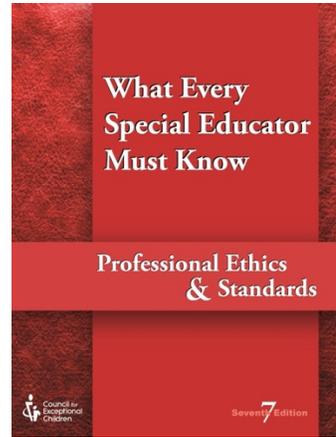
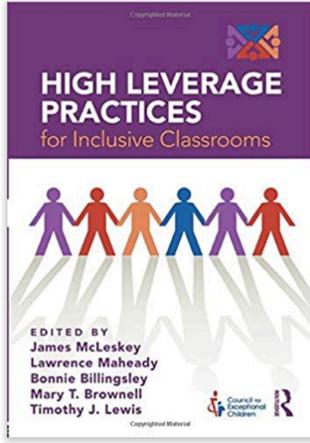
For candidates seeking initial Special Education licensure, special education teacher candidates will be required to complete 420 hours. Candidates will enroll in two 3-hour practicum sections to complete 210 in a K-6 setting and 210 in a 7-12 setting. For the fulltime practicum enrollment, this equates to approximately 14 hours a week across 15 weeks each semester. Practicum hours can be completed via direct or indirect experiences. More information regarding appropriate practicum activities can be found in the MEd Handbook.

Course Content

1. Identification of student abilities and needs
2. Planning instruction
3. Assessing student acquisition of learning
4. Modifying and adjusting instruction to meet student needs
5. Self-evaluation and reflection

Textbooks

McLeskey, J., Maheady, L., Billingsley, B., Brownell, M., & Lewis, T. (2019). *High-leverage practices for inclusive classrooms*. New York, NY: Routledge.



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University of Arkansas, College of Education and Health Professions

DEPARTMENT OF CURRICULUM AND INSTRUCTION

“The Scholar-Practitioner Model”

I. Program Affiliation: Curriculum & Instruction

Course Number and Title: **SPED 5673.**

Teaching Students with Disabilities in the Content Areas.

Catalog Description: A study of content, methods, and materials for teaching content courses to students with diverse learning needs (K-12).

Prerequisites: Admission to Graduate School

Professor: Kathleen M. T. Collins, Ph.D.

Office: 410 Arkansas Ave. #307

Telephone 575-4218

E-mail address kxc01@uark.edu

II. Relationship to Knowledge Base:

ADVANCE LEVEL (M.Ed.)

The student at this level will pursue an in-depth study

III. Goal

The goal of this course is to prepare teachers to instruct students with high incidence disabilities by applying research-based instructional strategies across the content areas of K-12, thereby ensuring that all students with high-incidence disabilities receive quality education.

Quality Matters Standard 2.1: The course learning objectives, or course/program competencies, describe outcomes that are measurable.

CEC Standards: 1-7

INTASC Standards: 1-6

ADE Content Standards 2-5

- A. By the end of the course, the student will access, use, and/or generate knowledge by integrating theory and practice.

- B. Create an inclusive teaching environment that accommodates academic diversity among K-12 students.
- C. Create an inclusive teaching environment that reflects evidence-based instructional strategies and that integrates general education supports for designing curricula
- D. Create an inclusive teaching environment that integrates general education supports for designing curricula
- E. Give examples of how to implement and monitor IEP using current technologies
- F. Give examples of how to implement and monitor large and small group instruction
- G. Give examples of how to implement teaching strategies in the context of specific content domains (e.g., reading, writing, spelling, mathematics)
- H. Describe how cultural differences impact how students engage with instruction

V. Content:

- A. Understanding the foundations and fundamentals for designing an IEP for the education of individuals with high incidence disabilities
- B. Creating an inclusive environment that supports students with high incidence disabilities
- C. Creating an inclusive environment that supports integrating technological applications
- D. Give examples of how to select critical content in designing modifications
- E. Give examples of how to build a learning community that uses teacher directed strategies and student-mediated strategies in the design of content specific curricula
- F. Give examples of how to assess and build upon student's background knowledge when designing content specific curricula
- G. Give examples of how to implement teaching strategies specific to content areas that are designed to be responsive to students with high incidence disabilities
- H. Give examples of how cultural differences impact students' responses to instruction
- I. Provide strategies to address challenges involved in instructional design for diverse learners

VI. Evaluation and Assignments

Chapter Exercises (10) 25 points 250

Concept Maps & Narratives (4) 20 points 80

Chapter Quizzes (10) 10 points 100

Discussion Posts (6) 5 points 30 points

Reflective Essay (1) 25 points

VI. Evaluation of Course Products

Quality Matters Standard 3.2: The course grading policy is stated clearly

CEC Standards: 1-7

INTASC Standards: 1-6

ADE Content Standards 2-5

Guidelines per product and evaluation rubrics are provided in the weekly folders and the specified appendices. Each assignment is designed to prompt intellectual engagement with the course content. Submission of late assignments requires instructor's approval.

Quality Matters Standard 5.3: The instructor's plan for classroom response time and feedback on assignments is clearly stated.

For small assignments, such as discussion entries, expect a grade in 48 hours, for larger essay papers, such as chapter exercises and article critiques, expect a grade 4-5 days.

Assessment 1: Chapter Exercises

Critical Responses to Textbook Reading: To connect course content to your understanding of differentiated instruction, on specific weeks, you will write a response to the chapter exercise assigned for that particular week.

Assessment 2: Concept Maps & Narratives

Application of Concepts in Textbook Readings: To connect course content to your understanding of differentiated instruction, on specific weeks, you will develop a concept map accompanied by a narrative identifying critical aspects of selective chapters.

Assessment 3: Chapter Quizzes

Quiz Information: Each student will have the option to complete two attempts on the quizzes for each of the assigned chapters.

This is an option--you do not have to complete the second attempt for each of the assigned chapters.

The reason for the option of taking a second attempt is to provide a second opportunity for students who do poorly on the first attempt.

Quiz 1 items will be generated randomly. The time slot is 1-hour.

If the student wishes to take the second attempt, the test items will be generated randomly. However, there is a likelihood that some items from the first quiz will appear on the second attempt.

The higher grade will be entered in the grade book.

Information pertaining to the other assignments is located in the Weekly folders. Please view the Schedule to note the due dates per assignment.

Assessment 4 Discussion Posts: Peer Interaction

To facilitate interaction throughout the semester, you will respond to the assigned discussion prompt on selective weeks. To receive credit, you will respond to two other students' posts per prompt.

Assessment 5 Reflective Essay

To connect course content to your evolving understanding of differentiated instruction, you will write a reflective essay detailing how the course impacted your perceptions regarding exceptionalities.

VII. Grading Scale:

Quality Matters Standard 3.2: The course grading policy is stated clearly.

Assessment 1: Chapter Exercises (250 points)

Assessment 2: Concept Maps & Rationales (80 points)

Assessment 3: Chapter Quizzes (100 points)

Assessment 4: Discussion Posts – Peer Engagement (30 points)

Assessment 5 Reflective Essay – (25 points)

Total number of possible points = 485

- A (90-100%)
- B (80-89%)
- C (70-79%)
- D (60-69%)
- F (0-59%)

VIII. Text(s)/Readings

Required text: Prater, M. A. (2018). *Teaching students with high-incidence disabilities: Strategies for diverse classrooms*. Thousand Oaks, CA: Sage.

IX. Quality Matters Standard 7.2: Course instructions articulate or link to the institution's accessibility policies and services.

ACCOMMODATIONS UNDER AMERICANS WITH DISABILITIES ACT ADA POLICY: When possible, and in accordance with 504/ADA guidelines, staff members from the [Center for Educational Access](#) will work individually with students and assist academic units to determine reasonable accommodations that will enable every student to have access to the full range of programs and services. Phone: 479/575-3104 E-mail: ada@uark.edu

Quality Matters Standard 8.2: Information is provided about the accessibility of all technologies required in the course. Blackboard has a statement of their commitment to accessibility, which lists Gold level certification for non-visual access, issued by the National Federation of the Blind and Conformance with the [Web Content Accessibility Guidelines \(WCAG\) 2.0 Priority AA](#), issued December 2012 by [Deque Systems](#). This includes the LMS and all of the built-in Blackboard tools. You will be required to watch You Tube video throughout the course. I could not find an accessibility statement, but You Tube's navigation is accessible through a screen reader. Here are instructions for [Using YouTube with a screen reader](#). Here is [Google's general commitment to Accessibility](#). You are also required to use the Kaltura video plugin to record several assignments; here is the [Kaltura Accessibility statement](#).

ACADEMIC SUPPORT For those struggling in any academic area, the University offers supports services which can be located at the [Academic Support website](#).

ACADEMIC INTEGRITY Be sure to review the [official academic integrity](#)

[policy](#).

ATTENDANCE POLICY Student participation is a valuable component of the course, and assignments must be completed in accordance to the course schedule. The faculty recognize the following excusable absences: 1) illness of the student, 2) serious illness or death of a member of the student's immediate family or other family crisis, 3) University-sponsored activities for which the student's attendance is required by virtue of scholarship or leadership /participation responsibilities, 4) religious observances (see UA Religious Observances policy in the catalog), 5) jury duty or subpoena for court appearance, and 6) military duty. The instructor may require that the student provide appropriate documentation for the above absences.

INCLEMENT WEATHER OR TECHNICAL PROBLEMS In case of inclement weather or technological problems that prevent the University from providing access to course materials you may contact the instructor by email given above in the Instructor section In addition, the instructor will notify students as soon as possible in such instances and provide instructions on how the course will proceed. Blackboard occasionally schedules "down time"; users will be notified in advance through a system-wide announcement so schedule your online work accordingly. If you are experiencing difficulties with the operation or navigation of Blackboard you can visit the [UA Blackboard Help web site](#). Please note that personal technical issues (i.e. computer crashes or lack of knowledge of Blackboard) are considered to be the responsibility of the student and will not excuse the student from assignments or other course responsibilities. While we will do our best to provide technical assistance, it is highly recommended that the student develop a local back-up plan to assist in the event that technical difficulties are experienced during the course.

ACADEMIC HONESTY The University of Arkansas [Academic Honesty Policy](#), as stated in the current *University of Arkansas Catalog of Studies* will be fully adhered to in this course. Each University of Arkansas student is required to be familiar with and abide by the University's '[Academic Integrity Policy](#)'. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

X. Quality Matters Standard 8.1: Course navigation guidelines are provided.

Quality Matters Standard 8.2 Information is provided about the accessibility of all technologies required in the course.

COURSE CONTENT SUPPORT If you have any questions about the **course**

content contact your instructor: kxc01@uark.edu. Emails sent M-F will be responded to in 24 hours. On weekends I will respond ASAP, but may not respond until Monday.

TECHNICAL SUPPORT Students will require access to a computer and the Internet throughout the semester to investigate and review suggested sites and to utilize the Blackboard Course Management System (CMS). You are expected to regularly check your UARK email and Blackboard for course updates. All students must use MSOffice Suite software for all assignments.

Blackboard Support If you have any questions about **Blackboard** contact Blackboard Support: **479.575.6804**. The current support hours are listed on the [Blackboard Support Page](#) or in the Software & Support tab in Blackboard.

After-Hours Support: If Blackboard is not responding, or there are problems with the system after business hours, please call 479.575.2904. The appropriate personnel will be notified.

ETIQUETTE POLICY: Remember you are in a college (M.Ed. level) course so you are expected to approach all assignments in a professional and intelligent manner. This means in all communications (via email, discussion posts etc.) should:

- use correct spelling and grammar
- avoid the use of emoticons [:-) :-(etc.]
- should not use net abbreviations (LOL, idk, etc.)
- avoid the use of slang (sup!, that's cool!, etc. .)

You will probably also want to review the [Code of Student Life from the Student Handbook](#).

COMPUTER ACCESS & TECHNICAL REQUIREMENTS Because this is an online class, students will be expected to check their email regularly (several times per week) for important notices, scheduling changes, or any other course revisions. This course is offered as an online course and it is assumed that you have the minimum system requirements and computing skills to participate.

Computing skills required:

- You should have an understanding of basic computer usage (creating folders/directories, switching between programs, formatting and backing up media, accessing the Internet).
- You must be able to use a word processing program such as Microsoft Word to create, edit, save, and retrieve documents.

- You must be able to use a Web browser to open Web pages, open PDF files, manage a list of Web pages (bookmarks/favorites), and search the Internet.
- You must be able to use an e-mail program to send, receive, store, and retrieve messages.
- You must be able to download and install programs from the Internet.

Hardware required:

- You should have access to a reliable computer with sound card and high-speed internet connection (DSL or cable broadband) to submit assignments, create products, participate in online activities, and view Internet resources.
- Your computer should have sufficient space and processor speeds required by any software used in this course (will vary depending on your software version and operating system, but usually 10 GB hard disk space, 1.5 GHz processor and 1 GB memory will be sufficient).

Care has been taken to ensure that the software that is used for this course does not require any out of the ordinary system set-ups. But, if your system does not meet the minimum requirements then it is your responsibility to maintain your system to meet the requirements so that you may participate in this course. Technical difficulties on your part will not excuse you from the timely completion of assignments. If you do experience technical difficulties please make sure that you refer to the Software & Support tab immediately so that proper assistance might be provided.

Software required:

- Please use the **Browser Check** tab at the top of Blackboard to help determine if your browser is compatible with Blackboard Learn.
- Word processing program, such as Microsoft Word, for creating documents
- Presentation program, such as Microsoft PowerPoint and
- ECHO 360 Personal Capture Device (free from UA; you will be provided with instructions later in the course)