A. Education Department  
EDS 340  
COURSE TITLE: Students With Special Needs-P-5 & Middle Grades

B. COURSE DESCRIPTION:  
Characteristics of students with special needs, identification procedures, and instructional strategies. Salient features of IDEA, IEP’s, roles and responsibilities of regular teachers, adaptations and accommodations in the regular classroom, meeting the needs of ELL students with special needs.

C. TEXT:  
Boston, MA: Houghton Mifflin.

D. COURSE OBJECTIVES:  
Upon completion of the course student will be able to:

1. Discuss the foundation for education of students with special needs.
2. Discuss and identify the law and services for exceptional children.
3. Identify the various types of special needs.
4. Identify procedures for referral and placement, including R.T.I.
5. Identify the eligibility requirements and services.
6. Describe, discuss, and practice considerations and procedures for teaching students with special needs in the regular classroom.
7. Identify appropriate adaptations and assistive technology for use in the regular classroom.
8. Develop social skills lessons to address the needs of special needs learners and their peers.
9. Discuss socioeconomics and cultural factors as they relate to the social behaviors, language development, and academic performance of students with special needs.
10. Discuss importance of transition planning and career education for the special needs student.
11. Develop and practice appropriate listening skills designed to facilitate effective parent/teacher conferences.
12. Develop skills for the development of adapted lesson plans to meet the needs of special needs students.
13. Identify the needs of ELL students and develop skills needed for interventions in the classroom to better insure their success.
E. COURSE OUTLINE:

I. Overview of the foundation for education of students with special needs.
   A. Historical origins of present programs for the special student
   B. The effect of litigation and legislation on special needs programs
   C. The philosophy of education for special needs students

II. A continuum of Educational Services
   A. Services provided by Special Education
   B. Referral, classification, and placement
   C. Assessment
   D. Assessment considerations for English Language Learners

III Appropriate Education Instruction
   A. Interventions and adaptations for the classroom
   B. Classroom management
   C. Role of technology

IV. Interaction of Regular Education Teachers and Other Personnel
   A. Collaboration techniques
   B. Facilitation of smooth, effective parent conferences
   C. Collaborative relationships with outside agencies &/or personnel

V. Identifying Instructional Needs of Special Needs Children
   A. Nature of the special need
   B. Specialized instruction
   C. Continuum of services
   D. Development of normal speech and language
   E. Teaching strategies
   F. Collaboration and Inclusion
   G. Prevention and warning signs of abuse and suicide

VI. Economically Disadvantaged and Culturally Different Students
   A. Factors or conditions that may facilitate or inhibit performance
   B. Valid interpretation of nondiscriminatory assessment
   C. Cultural differences and their impact when working with families

F. COURSE REQUIREMENTS:

1. Three tests
2. Field Experience – 8 hours of outside classroom experience
3. Role Play
4. Lesson plan with adaptations
5. Social Skills lesson
6. Abstract/Editorial Project
7. Class discussion and participation (3 written group reaction papers.)
8. Class attendance

G. GRADING SYSTEM

Tests (3)- 40 points each
Lesson Plan- 15 points
Observation Folder/Field Experience 10 points 198-220=A
Role Play-15 points 176-197=B
Social Skills Lesson- 25 points 154-175=C
Abstract/Editorial Project - 20 points 132-153=D
3 Group Reaction Papers-15 points

H. ATTENDANCE AND ASSIGNMENTS

It is understood that from time to time there may be a scheduling conflict with a night class. For that reason, there will be 2 PASSES given to each student. That means that 2 classes may be missed if needed. Any absence after those 2 will result in a drop of 5 points from your cumulative class points.

Due dates for assignments are listed on the Course Requirement sheet. An assignment is not considered to be late if it is sent and received electronically before the next class meeting following the due date. Because there may be a time when you have multiple assignments due in several classes, you will be allowed ONE late assignment that is turned in after the due date with no penalty. Any other assignment turned in after the due date will drop 20 percentage points from its original point value.

I. SPECIAL CONSIDERATIONS

Students who have a disability that may prevent them from fully demonstrating their abilities should contact the Disability Services Coordinator Cindy Reed, LCSW at (859) 985-3212 or by email at Cynthia_reed@berea.edu to discuss accommodations necessary to ensure full participation in this course. Upon request, this syllabus can be made available in alternative forms.
J. EDUCATION PROGRAM GOALS

1) As people who have found joy in life, learning, and teaching, and who trust in the power of human relationships to call forth inner strengths, teachers strive to relate to their students in ways that free both teacher and learner to engage in joyful, responsible and disciplined inquiry into the workings and possibilities of our world.

2) As people who value difference in human interactions, ideas and nature; who understand that identity is shaped by diversity, experiences, and environment; and who recognize that we must all work together to build a more just society, teachers create learning environments based on democratic principles which ensure that multiple perspectives are valued and considered, and which encourage students to speak from their own diverse experiences, to give value to those expressions, to explore their own diversity, and to bring those experiences to the broader community.

3) As people who appreciate the interconnectedness and interdependence of our world, teachers seek to add depth and breadth to their general knowledge as well as in-depth understandings of the content they teach. These teachers provide experiences that allow learners to recognize and value the interconnections that emerge as they explore their unfolding world.

4) As people who have experienced the power and beauty of creating their own knowledge and constructing their own understandings, and who are committed to enabling their students to share this experience, teachers create dynamic learning environments providing both direct and vicarious experiences oriented around student interest and characterized by active inquiry, liberal use of time, self-correction, and engagement with others.

5) As people who see the promise in every person and believe that individuals have the ability and duty to create a more just society, teachers attend to each and every student by planning, implementing, and assessing meaningful learning experiences and systematically engage in critical reflection and self correction.

6) As people who understand and appreciate the capacity of tools—informational, technological, physical and intellectual—to extend the reach and enhance the quality of work to be done, teachers incorporate appropriate tools into their own work-lives and integrate their use into the instructional environments they create with learners.

7) As people who are committed to thinking together with others in the search for truth, wisdom and beauty, teachers create learning communities grounded in inquiry where students come to understand the critical role of communication in inquiry and where they feel the confidence that grows with the development of their ability to participate in a community of inquiry.
K. KENTUCKY TEACHER STANDARDS

Standard 1: The Teacher Demonstrates Applied Content Knowledge

_The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas._

1.1 Communicates concepts, processes and knowledge
1.2 Connects content to life experiences of students
1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning
1.4 Guides students to understand content from various perspectives
1.5 Identifies and addresses students’ misconceptions of content

Standard 2: The Teacher Designs And Plans Instruction

_The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge._

2.1 Develops significant objectives aligned with standards
2.2 Uses contextual data to design instruction relevant to students
2.3 Plans assessments to guide instruction and measure learning objectives
2.4 Plans instructional strategies and activities that address learning objectives for all students
2.5 Plans instructional strategies and activities that facilitate multiple levels of learning

Standard 3: The Teacher Creates And Maintains Learning Climate

_The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge._

3.1 Communicates high expectations
3.2 Establishes a positive learning environment
3.3 Values and supports student diversity and addresses individual needs
3.4 Fosters mutual respect between teacher and students and among students
3.5 Provides a safe environment for learning

Standard 4: The Teacher Implements And Manages Instruction

_The teacher introduces/implements-manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge._

4.1 Uses a variety of instructional strategies that align learning objectives and actively engage students
4.2 Implements instruction based on diverse student needs and assessment data
4.3 Uses time effectively
4.4 Uses space and materials effectively
4.5 Implements and manages instruction in ways that facilitate higher order thinking
Standard 5: The Teacher Assesses And Communicates Learning Results

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

5.1 Uses pre-assessments
5.2 Uses formative assessments
5.3 Uses summative assessments
5.4 Describes, analyzes, and evaluates student performance data
5.5 Communicates learning results to students and parents
5.6 Allows opportunity for student self-assessment

Standard 6: The Teacher Demonstrates The Implementation Of Technology

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

6.1 Uses available technology to design and plan instruction
6.2 Uses available technology to implement instruction that facilitates student learning
6.3 Integrates student use of available technology into instruction
6.4 Uses available technology to assess and communicate student learning
6.5 Demonstrates ethical and legal use of technology

Standard 7: Reflects On And Evaluates Teaching And Learning

The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

7.1 Uses data to reflect on and evaluate student learning
7.2 Uses data to reflect on and evaluate instructional practice
7.3 Uses data to reflect on and identify areas for professional growth

Standard 8: Collaborates With Colleagues/Parents/Others

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

8.1 Identifies students whose learning could be enhanced by collaboration
8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort
8.3 Implements planned activities that enhance student learning and engage all parties
8.4 Analyzes data to evaluate the outcomes of collaborative efforts

Standards 9: Evaluates Teaching & Implements Professional Development

The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.
9.1 Self assesses performance relative to Kentucky's Teacher Standards
9.2 Identifies priorities for professional development based on data from self-assessment, student performance, and feedback from colleagues
9.3 Designs a professional growth plan that addresses identified priorities
9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning

Standard 10: Provides Leadership Within School/Community/Profession

The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school
10.2 Develops a plan for engaging in leadership activities
10.3 Implements a plan for engaging in leadership activities
10.4 Analyzes data to evaluate the results of planned and executed leadership efforts

L. STATEMENT ON CONTINUOUS ASSESSMENT
Student progress is continuously assessed throughout the teacher preparation program. In addition to academic achievement, appropriate professional dispositions are assessed in each course and the formal assessment of dispositions is conducted in a conference meeting with the education advisor in the junior year (Key Assessment #3). Students are encouraged to contact their education advisor to develop an individual professional development plan. If concerns arise, education advisors will contact the student to design a professional development plan for the student to progress successfully towards program completion.

M. ADVOCACY POLICY
This policy is designed to support candidates in advocating for themselves should they feel that they have been treated unfairly in any way. This policy clearly outlines a lengthy process that begins informally and proceeds to include a binding decision made by a committee which includes the Assistant Vice President for Student Life, the president and vice president of the Student Advisory Council, the candidate, an advocate (generally the Education advisor), and the Teacher Education Programs Chair.
BIBLIOGRAPHY


