

**TEACHING CONTENT AREAS TO STUDENTS
WITH LEARNING DISABILITIES
SPE 434/534 - Spring 2009**

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Class Times: Saturdays, 1:00-5:00 p.m.

Class Location: **To be announced**

NOTE: Location subject to change. Please refer to Records & Registration on the Inside Augsburg page (<http://augnet.augsburg.edu>) for the latest information on room assignments for your classes.

Augsburg College Education Department Mission Statement

The Augsburg College Education Department commits itself to developing future educational leaders who foster student learning and well-being by being knowledgeable in their fields, being capable in pedagogy, being ethical in practice, nurturing self-worth, embracing diversity, thinking reflectively, and collaborating effectively.

Course description

This course will teach students to identify, adapt and implement developmentally appropriate instruction that support the learning of students identified as having learning disabilities. The course will specifically focus on the areas of reading, writing and listening comprehension, and math reasoning and problem solving skills. There will be a strong focus on the modifications involved in these areas and the planning process involved. Extensive class participation is expected.

Course Objectives

Students will:

- identify, adapt, and use instructional strategies as they relate to student need.
- effectively develop and implement strategies to support students to maintain and generalize skills across environments.
- develop skill in methods for planning, organizing and implementing instruction across content areas.

Applicable Standards of Effective Practice - Special Education: Learning Disabilities (SE/LD).

The teacher must understand:

B.5. the impact of language development on the academic and social skills of children and youth with learning disabilities or learning deficits.

C.1: how to teach reading, writing and listening comprehension and how to modify this instruction for students with learning disabilities or learning deficits.

C.2: how to teach mathematical reasoning and calculation and how to modify this instruction for students with learning disabilities or learning deficits.

C. 3: how to use strategies for teaching reasoning, problem solving skills, study skills, organizational skills, and coping skills.

C. 5: how to help students with learning disabilities or learning deficits transfer skills to the general education environment.

Text

Mercer, C.D. & Mercer, A.R. (2005). Teaching Students with Learning Problems (7th ed.). Upper Saddle River, N.J. Prentice Hall.

Additional readings may be assigned.

Assessment Summary

Assessment Tool	Activities/Documents	Program Standards
Case study	Paper	C. 5
Curriculum Exploration	Research/presentations	C. 1, 2, 3, 5
Curriculum Development	Unit, lesson plans	C. 1, 2, 3
Performance Assessment	Assessment doc	B. 5, C, 1, 2, 3
Technology Integration	Internet search/presentations	B. 5, C, 1, 2, 3
Final Exam	Written test/traditional format	
Attendance/Participation	Attendance/Participation	

Case study/reflective paper

Building on the case study theme from your previous courses, you will continue to follow the student you have chosen in your other courses (this is ideal) or choose another student who provides you with challenges. First, write a descriptive paper that identifies the strengths, interests, and challenges of the child especially as they relate to academic areas of math and reading and language. Begin by highlighting, in some detail, the strengths of the student as a learner. Continue by describing the challenges the student faces and discuss how these challenges relate to his/her designated area of learning disability. Given this information, discuss the challenges the student might face in the general education setting. This should be a minimum of five pages. **20 points.**

Curriculum Exploration/Technology Integration

Students will be expected to research current and/or alternative curriculum that is available in the areas of reading, math, written language, and social skill development using internet and or library research tools. A brief written summary of each curriculum and a short class presentation is required. **25 points.**

Curriculum Development Project

Focusing on the student you chose for your case study, you will develop units in reading, writing and math that are appropriate to the grade level of the child. Based on what you have learned about your focus student, identify areas of need and how you would make modifications and or accommodations to meet the needs of your student. Within each unit, address how you will account for reasoning and problem solving skills as well as social skills that are more embedded in your curriculum.

For each unit, you will need to create a performance-based assessment that meets the student's developmental needs and also measures the standards set by the State of Minnesota. This should establish critical points for which students will be assessed and allow for alternative ways for the student to demonstrate learning. A performance assessment requires a student to perform a task or generate his or her own response. For example, a performance assessment in English class would require a student to actually write something, rather than simply answering various multiple-choice questions on a test.

Finally, discuss how you would support the student in transferring the necessary skills back into the general education environment. **50 points.**

Final Exam

A final exam covering significant information from the text, activities, and class lectures will be given during the final class. **20 points.**

Attendance and Participation

Because of the interactive nature and level of participation from students in this class, attendance is crucial. If you know you must miss more than one class meeting please consider taking the class at another time. **5 points each class, 35 points total**

GRADUATE REQUIREMENTS

Use of assistive technology

In the areas of reading and math, and related to the work you did in your curriculum development project, research assistive technology that might be used to help students with LD acquire and learn information. Focus specifically on your student. You should identify a minimum of three different resources in each area and present them to the class. If your focus student does not need assistive technology, identify sources such as webquests or technology tools that might be useful for students with LD. Presentation of your findings is required and can be presented in the format of your choice. **20 points**

GRADUATE REQUIREMENTS - continued

Research Paper

In this paper, you should identify an area of interest related to the focus of this course (it might be in the area of reading, writing, math, and reasoning, problem solving skills or another area that is of interest to you as it relates to the learning process of students labeled LD). After choosing an area of focus, you will identify at least three different teaching models or programs used to support students with the specific challenge you have chosen. Describe each and critique. This should be a minimum of 10 pages. **30 points**

Journals to assist in your research

- Journal of Learning Disabilities
- Learning Disabilities Quarterly
- Learning Disabilities Research and Practice
- Educational Psychology in Practice
- Journal of Educational Policy
- Journal of Disability, Development and Education
- British Journal of Educational Psychology
- Journal of Special Education

Late Work & Incompletes

- Each student is expected to complete assignments at the scheduled times. However, there may be occasions when that may not be possible. If such an occasion arises, then you must contact your instructor. Voice-mail or e-mail messages are both acceptable means of informing the instructors of a challenging situation. Failure to do so may result in an “F” on the missed assignment.
- The grade of incomplete or “I” is an arranged grade based on a specific agreement between the student and the instructor and will not be assigned based on student nonattendance. Any student who seeks the grade of incomplete or “I” will be expected to work with the instructor on a specific agreement detailing when and under what conditions the grade of “I” will be changed to a letter grade ranging from A to F. The student prior to the end of the course will sign that agreement.
- Assignments turned in late, without prior approval or knowledge from the instructor will have 10 points deducted from the final score/grade.

Assignment Feedback and Returning Papers, Exams, and Projects

Feedback for all assignments will be done electronically via email. Papers will be available from the instructor at the next class session. Papers will be returned via US Mail with a self-addressed stamped envelope.

Grading

The following system will be used to determine grades:

Grade/Number	Percentage	Augsburg Definition
A 4.0	93-100%	Achieves highest standards of excellence
A-/B+ 3.5	88-92%	
B 3.0	83-87%	Achieves above basic course standards
B-/C+ 2.5	78-82%	
C 2.0 (Pass)	73-77%	Meets basic standards for the course
C-/D+ 1.5 (No Pass)	68-72%	
D 1.0	63-67%	Performance below basic course standards
D- 0.5	60-62%	
F 0.0	under 60%	Unacceptable performance

Assignment	Undergraduate Points	Graduate Points
Case Study	20	20
Curriculum Exploration/Technology Int.	25	25
Curriculum Development Project	50	50
Final Exam	20	20
Attendance	35	35
Use of Assistive Technology	N/A	20
Research Paper	N/A	30
Total Points	150	200

Please Note: Students requiring modifications for full participation in class should discuss their needs with the instructor within the first week of class. All students have the right to use the Augsburg College Counseling Center, the Tutoring Center, and the Writing Lab.

Honesty Policy

The Augsburg College policy on academic honesty applies to this course.

Proposed Course Schedule:

Class #	Date	Topics	Assignment Due/Class Activities
1	April 4	<ul style="list-style-type: none"> • Introductions • Review Syllabus • The LD Student • History of LD/ Special Ed Law • Positive Learning Environments • Planning/Organizing Instruction • Instructional Delivery 	Read Chapters 1 and 2 In Class: - What does it feel like to be LD? - <i>Sp.Ed. Law: A Brief History</i> - Design the perfect classroom - Self-correcting activities
2	April 18	<ul style="list-style-type: none"> • Assessing Students for Instruction • Grading Students in Special Ed • Test Modifications • Teaching Students/Managing Instruction • Assignment Modifications • Classroom Rules 	Read Chapters 3 and 4 In Class: - Small group activity/presentation - Make your own set of rules - <u>All students:</u> Case Study Due
3	April 25	<ul style="list-style-type: none"> • Language and Reading Skills • Language Acquisition • Constructivism • Reading Assessments • Teaching Reading to LD Students 	Read Chapters 6, 7, and 8 In Class: - Language lesson development - <i>Dependability of Reading Tests</i> - <u>All students:</u> Curriculum Exploration paper and presentations due
4	May 9	<ul style="list-style-type: none"> • Assessing Spelling • Teaching Spelling • Assessing Handwriting • Teaching Written Expression 	Read Chapters 9 and 10 In Class: - Spelling test - <i>How Children Learn To Spell</i> - Handwriting sample - Handwriting analysis

5	May 16	<ul style="list-style-type: none"> ● Assessing Math ● Development of Math Skills ● Assessment Considerations ● Teaching Math ● Research on Effective Instruction ● Computation and Problem Solving ● Math Activities 	<p>Read Chapter 11 and 12</p> <p>In Class:</p> <ul style="list-style-type: none"> - Math readiness displays - Linking math and literature - <i>Best Practices in Math</i> <p>- <u>All students:</u> Curriculum Dev. Project due</p>
6	June 6	<ul style="list-style-type: none"> ● Learning Strategies ● Motivation ● Curriculum ● Content Instruction ● Study Skills ● Assistive Technology ● AT devices ● AT implementation in the classroom 	<p>Read Chapter 13</p> <p>In Class:</p> <ul style="list-style-type: none"> - Study skills group presentation - <i>AT Fact Sheet</i> - <i>Final Exam Study Guide</i> - Grad student presentations on AT <p>- <u>Grad Students only:</u> Assistive Technology Paper and Presentations due</p>
7	June 20	<ul style="list-style-type: none"> ● Social and Emotional Development ● Behavioral Development ● Assessing Students Emotional Needs ● Interventions ● Instructional Games and Activities ● Promoting Transitions ● Program Areas in Transition Education ● Adults with LD 	<p>Read Chapters 5 and 14</p> <p>In Class:</p> <ul style="list-style-type: none"> - Intervention plan - Transition goal writing - <i>DCDT fact sheet</i> <p>- <u>All Students:</u> Final Exam</p> <p>- <u>Grad Students only:</u> Research Paper due</p>

Important to note:

- Assigned readings from the text should be completed prior to class
- Items in *italics* are handouts or journal articles for use or discussion in class
- Assignments may be handed in earlier for review, feedback, and modification prior to grading

