

Winthrop University  
Department of Curriculum and Instruction

SPED 691-001: Practicum in Teaching the Exceptional Child I  
**Spring 2012**

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Course Meeting Time: T (10-12) on specified dates

Office Hours: T(10-2); W(10-2)

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**COURSE DESCRIPTION:**

This course is designed to give additional practice to graduate students who lack initial certification in special education, but are completing a degree with an emphasis in special education. Each course within the Riley College of Education must provide opportunities for students to demonstrate their competence in meeting the standards of national professional organizations, certification standards for the state, and standards of Winthrop University. Winthrop University's standards for students enrolled at the graduate level are noted in the conceptual framework for the graduate program, which correspond to the standards of the NCATE, INTASC, and NBPTS.

Guided by the standards, this course is designed to help students who are preparing for their role in meeting the instructional needs of students in inclusive programs. In order to accomplish this goal, prospective educators will explore the diversity of contemporary classrooms, which include students with disabilities and other academic differences and students from diverse cultural, racial, and socio-economic backgrounds.

Diverse classrooms require teachers who are committed and prepared to work with others in meeting all students' needs. To this end, this practicum will stress best practices in:

- Identifying how all diversity, but especially disabilities, effects the interaction between students and instructional/setting demands of classrooms,
- Collaborating with families, professional colleagues, and support services within the school and community, and
- Designing and implementing instructional strategies with students with learning disabilities supported by research.

**COURSE OBJECTIVES:**

Students enrolled in this course accept objectives from the College of Education's Conceptual Framework and Concept of the Role of the Teacher, both of which focus on Leadership skills which will enable personal development, effective communication and collaboration skills. Students will also apply these course objectives to teaching / learning situations and program planning. SPED 691 course objectives are also keyed to the CEC Performance – based Standards. By participating in and completing this course you will be able to:

Objectives	Performance Criteria
1. Understand how curricula and instructional strategies are modified for exceptional learners.	Article Review Onsite visits
2. Demonstrate and examine a repertoire of teaching strategies and methods of assessment to use when planning for instruction of students with disabilities or exceptional learning needs.	Article Review Lesson Plans Onsite visits
3. Demonstrate knowledge of strategies to modify assessment instruments or accommodate during assessment activities.	Article Review Onsite visits Lesson Plans
4. Demonstrate collaborative skills to meet the needs of the diverse classroom community	Article Review Onsite visits
5. Examine the importance of involving parental support for classroom positive behavioral support	Article Review Discussion questions Onsite visits
6. Recognize the role of technology in meeting the needs of students with exceptional learning needs.	Article Review Discussion questions Lesson Plans

#### COURSE TEXT

- Deshler, D. D., Ellis, E. S., & Lenz, B. K. (1996). *Adolescents with learning disabilities: Strategies and methods* (2nd ed.). Denver: Love.
- Mercer, C. D., & Mercer, A. R. (2005). *Teaching students with learning problems* (7<sup>th</sup> ed.). Upper Saddle River, NJ: Merrill.

Research Articles to be found through Dacus Library:

### 1) Strategy Instruction

Gaskings, I. (2009). *Strategies instruction*. Education.com. Available at <http://www.education.com/reference/article/strategies-instruction/>

### 2) Collaboration

Sharpe, M. N., & Hawes, M. E. (2003). Collaboration between general and special education: Making it work. National Center on Secondary Education and Transition, 2(1). Available at <http://www.ncset.org/publications/viewdesc.asp?id=1097>.

### 3) Modifications

Families and Advocates Partnership for Education (2001). School accommodations and modifications. Available at <http://www.wrightslaw.com/info/sec504.accoms.mods.pdf>

### 4) Behavior

Loman, S., & Borgmeier, C. (n.d.) Practical functional behavioral assessment training manual for school-based personnel. Positive Behavioral Interventions and Supports. Available at:

[http://www.pbis.org/common/pbisresources/publications/PracticalFBA\\_TrainingManual.pdf](http://www.pbis.org/common/pbisresources/publications/PracticalFBA_TrainingManual.pdf)

### 5) Technology

University of Kansas. (2010) Assistive technology rights. Available at: <http://www.youtube.com/watch?v=CvHzhQb5u0k>

## POLICIES AND EXPECTATIONS:

**Attendance Policy-** A variety of learning formats are used in this course, one of which is active learning and participating. Therefore, your class attendance is extremely important and mandatory. Students are not allowed to make up points not earned as a result of class absences (unless there is a documented reason or prearranged event approved by the instructor). Tardiness after 15 minutes without a legitimate reason is considered unprofessional and will result in a loss of 5 points for that day's total of 10 points.

**Religious Observances-** Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second class meeting.

**Assignment Policy-** All assignments are due during the first ten minutes of during the class meeting indicated in the syllabus unless stated otherwise. Assignments turned in after it is due but within 24 hour will be deducted 10 percentage points. Assignments turned in after 24 hours will be deducted by 50%. All written assignments must be typed in a 12-point font and double-spaced.

**In-class Assignment Policy-** Each class meeting will require written confirmation of the readings. These writings must be taken during the class date as scheduled unless there is a documented emergency and arrangements are made with the professor before the writing.

**Professionalism-** As professional educators, you are expected to display professionalism and ethical decision-making in this University course and in your schools. Therefore, you are also encouraged to actively contribute and participate in this class by engaging in individual and group activities, reflect and share on your experiences, and respect the perspectives of others.

### Students with Disabilities