

SPED 505
Teaching Students with
Learning and Behavior Problems
Spring 2022, Jamaica



College of Education and Allied Professions Conceptual Framework

The mission of the professional education programs at Western Carolina University is to prepare highly effective and ethical graduates that are **inspired** to be lifelong learners, **engaged** in the community, and empowered to become leaders who strive to **transform** the future.

Course Details

Instructor: Dr. Charmion B. Rush

Contact Information: cbrush@wcu.edu

Class Schedule:

- Dec. 20-Jan.2 (two weeks before)
- **Jan 3-Jan. 16 (official class)**
- Jan. 17-Jan.28 (two weeks after)

Course Objectives (short overview): This course is designed for teacher candidates to explore, understand and plan:

- instruction for students with learning, behavior problems, and social skills (**CEC Standards 2, 3, & 4**);
- approaches for teaching students with learning problems (reading, writing, & math) ; (**CEC Standards 2, 3, & 4**);
- methods for teaching students with learning problems (reading, writing, & math) (**CEC Standards 2, 3, & 4**);
- develop an action plan for a student with disabilities (**CEC Standard 5, 7 & 9**);

CEC Standards:

<https://www.regent.edu/acad/schedu/pdfs/cec-content-standards.pdf>
<https://www.weber.edu/wsuiimages/COE/speced/CEC%20Standards.pdf>

Course Goal (short overview): The goal is to help all teacher candidates understand the primary characteristics of students with mild disabilities and introduce as many concepts and instructional strategies as possible. This is an introductory course so we will not be going *in-depth* into many concepts/skills, but rather surveying a number of topics. ***You will need to have access to a school-age student.***

Primary Readings / Selected Chapters: Vaughn, S. & Bos, C. (2020). Strategies for teaching students with learning and behavior problems (10th ed.). Pearson. ISBN-13: 978-0-13-479201-9.

Additional Files / Readings: Assigned articles per Module

Recommended Internet Resources:

APA Publication Manual (7th ed.) Style Resources: <http://www.apastyle.org/> and http://owl.english.purdue.edu/handouts/research/r_apa.html and <http://www.wcu.edu/WebFiles/PDFs/APA-Citation-Resource.pdf>

CAST - Universal Design for Learning: <http://www.cast.org/our-work/about-udl.html#.V7n6I5grLIU>

Reading First: <http://www2.ed.gov/programs/readingfirst/index.html>
<http://www.scholastic.com/teachers/article/overview-reading-first>
<http://www.ncpublicschools.org/federalprograms/titleI/>

Vanderbilt University's Iris Center: <http://iris.peabody.vanderbilt.edu/>

What Works Clearinghouse: <http://ies.ed.gov/ncee/wwc/>

Florida Center for Reading Research: <http://www.fcr.org/>

What Works Clearinghouse: <https://ies.ed.gov/ncee/wwc/>

Intervention Central: <https://www.interventioncentral.org/>

Content Modules: The course is composed of eight content modules. To view each module, click on "Modules" on the left side of your screen and then on the specific module for that week. Everything you need to complete the module will be there.

Canvas: You will access to this course through Canvas, an internet-based course management system used in many college courses and in all courses at WCU. You will be added to the Canvas roster by the first day of class. If you have any problems, contact the Canvas help line at (828) 227-2930 or 1(866) 928-7487

You will need access to a computer with an Internet connection and Microsoft Office software (or equivalent for Apple users). Required computer skills include basic keyboarding, accessing the Internet, searching the Internet for information, uploading documents, sending e-mails with attachments, creating word documents, and using cut and paste.

Written Assignment Format Expectations: Follow the APA 7th edition style format when handing in assignments and writing discussion board posts. Specifically, I care a lot about you (a) using inline citations for information sources, (b) including the page or paragraph numbers if you provide a direct quote in quotation marks, and (c) including the full references for those sources at the end of your document. I am much less particular about other APA style formatting; those are My Big Three, although I'll make recommendations for additional style

edits as I see them in your work. You can refer to the “Writing Supports” tab for common APA errors to avoid, and you can refer to WCU’s writing center reference document for common APA citation styles at <http://www.wcu.edu/WebFiles/PDFs/APA-Citation-Resource.pdf>

Course Requirements/Grades

Synchronous Sessions / Class Attendance: Zoom <https://wcu.zoom.us/j/88000206526>

Quizzes: A quiz on each chapter and its associated daily notes and readings. Each chapter quiz is worth 20 points. You may use notes, articles, and the textbook to take each quiz. There will be a time limit. Quizzes may include multiple choice, short answers, True/False, and matching questions. You will receive immediate feedback on all questions, but each final quiz grade will be delayed until I can hand-score the short-answer questions.

Discussion Boards: Each discussion board is worth 20 points. There is a rubric in for the discussion board in COURSE INFORMATION.

Scholarly Article Reviews: You will review scholarly research articles about an instructional strategy for students with learning disabilities and/or emotional behavior disorders. You will review the articles based on a template provided and develop one-page *outline* indicating how you would implement that instructional strategy for an appropriate content area or skill. The article will be used for your final Discussion Board. HINT: The articles can also be a helpful resource for your final project.

Field Experience-CBM : You will be required to administer several curriculum-based assessments to a school-aged child with a disability that you locate and choose. You should seek signed parent permission for the child and keep it on file, although you will not be asked to turn it in.

Final Project/ Action Plan: Develop a proposal for a “research-based action” project designed to address practical instructional, behavioral, social, or other needs of a student or group of students. This project consists of two main parts: a paper and either a report or an advertisement.

Grading Scale		
Assignments	Points	Total
Synchronous Sessions / Class Participation	2 @ 10= 20 points	20 points
Quizzes	8 @ 20 = 160 points	160 points
Discussion Boards	2 @ 10 points	20 points
Scholarly Article Reviews	8 @ 10 points	80 points
Field Experience: Action Plan	3 @ 40 points	120 points
Final Project: Action Plan	1 @ 100 points	100 points
Total Available Points:		500 points

2022 Spring SPED 505		
Day	Assignment	Due Date
December 20th - January 2nd	DB: Discussion Board-Introductions	DB Introductions: 1/2/2022 @ 11:59 pm/EST
January 3 rd	Synchronous (Syn) Welcome/Orientation Review of Syllabus & Assignments Modules & Class Activity	ZOOM: https://wcu.zoom.us/j/88000206526
Jan. 4 th	Asynchronous (AS): Module 1 (Ch.1), Article Review & Quiz	
Jan. 5 th	AS: Module 2 (Ch.2), Article Review & Quiz	
Jan. 6 th	AS: Module 3 (Ch.6), Article Review, CBM & Quiz	
Jan 7 th	AS: Module 4 (Ch.7), Article Review, CBM & Quiz	
Jan. 8 th	AS: Continue to work on M1, M2, M3, & M4	
Jan. 9 th	AS: Complete M1, M2, M3, & M4	Modules 1-4 Due: Jan 9, 2022 @ 11:59 pm / EST
Jan.10 ^h	Synchronous (Syn) Review of Modules & Class Activity	ZOOM: https://wcu.zoom.us/j/88000206526
Jan.11 th	AS: Module 5 (Ch.8), Article Review, CBM & Quiz	
Jan.12 th	AS: Module 6 (Ch.9), Article Review & Quiz	
Jan.13 th	AS: Module 7 (Ch.10), Article Review & Quiz	
Jan.14 th	AS: Module 8 (Ch.11), Article Review & Quiz	
Jan.15 th	AS: Continue to work on M5, M6, M7, & M8	
Jan.16 th	AS: Complete M5, M6, M7, & M8	Modules 5-8 Due: Jan. 16, 2022 @ 11:59 pm/EST
January 17th- 28th	DB: Discussion Board- Article Final Project COURSE EVAL / TBD	Final Project & Course Eval Due: Jan 28, 2022 @ 11:59pm/EST

University Policies

Academic Integrity Policy. This policy addresses academic integrity violations of undergraduate and graduate students. Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity. Any violation of the Academic Integrity Policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community. While academic in scope, any violation of this policy is by nature, a violation of the Code of Student Conduct and will follow the same conduct process (see Article VII.B.1.a.). If the charge occurs close to the end of an academic semester or term or in the event of the reasonable need of either party for additional time to gather information timelines may be extended at the discretion of the Department of Student Community Ethics (DSCE).

General:

This policy addresses academic integrity violations of undergraduate and graduate students. Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity. Any violation of this policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community.

Instructors have the right to determine the appropriate academic sanctions for violations of the Academic Integrity Policy within their courses, up to an including a final grade of “F” in the course in which the violation occurs.

Definitions:

- *Cheating* – Using, or attempting to use, unauthorized materials, information, or study aids in any academic exercise. This includes “recycling” assignments (yours or others’).
- *Fabrication* – Creating and/or falsifying information or citation in any academic exercise.
- *Plagiarism* – Representing the words or ideas of someone else as one’s own in any academic exercise.
- *Facilitation* – Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g. allowing another person to copy information during an examination).

Undergraduate and Graduate Academic Integrity Process:

Additional information is available on the Student Success website under Student Community Ethics:

<https://www.wcu.edu/experience/dean-of-students/academic-integrity.aspx>

SafeAssign Tool.

All written work submitted for this class is eligible for submission to the SafeAssign tool at the instructor’s discretion.

Jamaican Relevancy. Recognizing that limited resources are a common issue in Jamaican schools and classrooms, students in this class are encouraged to explore how teacher leaders can build leadership capacity in schools by involving all major stakeholders in attempts to address the needs of ALL students, but particularly those with mild disabilities (learning disabilities, ADHD, slow learners, poor readers, etc.). All Jamaican educators are faced with addressing the needs of a diverse and challenging group of students with multiple learning and emotional needs. Jamaican educators assuming roles as teacher leaders provide important support to other teachers, administrators, and community members. Students will be expected to implement strategies discussed in class and report the benefits and/or difficulties encountered when implementing these approaches in their schools and classrooms. The final evaluation for the class will include a question related specifically to whether the information presented during the course was ‘relevant to Jamaican schools.’

Diversity Statement. Throughout this professional education program diverse global content and culture is explored through class discussions, assignments and course readings. These activities provide a plethora of diverse perspectives on educational leadership.

Course Evaluation. In order to maintain accreditation with SACS-COC and the University Council of Jamaica, students are encouraged to complete course evaluations which help us to improve our classes and service. Evaluations are anonymous and instructors will only see the results after grades are entered. The following is the link to your course evaluation:

https://wcu.az1.qualtrics.com/jfe/form/SV_9sH2aCeXg1WhlAN

Class Attendance Policy. The current University Class Attendance Policy located at: www.wcu.edu/WebFiles/WordDocs/Class_Attendance_Policy.docx

University Resources

Accommodations for Students with Disabilities.

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities and/or medical conditions. Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to the Office of Accessibility Resources. All information is confidential. Please contact the Office of Accessibility Resources at (828) 227-3886.

BrainFuse. BrainFuse is a free, online academic tutoring service for distance students. Please visit the link below for instructions on accessing this resource.

<https://www.wcu.edu/apply/distance-online-programs/current-students/tutoring-support.aspx>

Canvas Support. The learning management system for this class is Canvas and can be found at: <http://wcu.Canvas.com>. Additional help with Canvas can be found at: tc.wcu.edu, (828) 227-7487 or by visiting the Technology Commons located on the ground floor of the Hunter Library.

Library Resources. Hunter Library provides students with access to group and individual study spaces and to thousands of information resources: print and electronic books, newspapers, and scholarly journal articles. These resources can be searched online and often accessed there (<http://library.wcu.edu>) or can be searched and located in the library building. Students in need of research or library support can get help online (<http://researchguides.wcu.edu/help>), from your subject specialist, Joshua Rakower jrakower@wcu.edu, or from the research guide: <http://researchguides.wcu.edu/Education> or <http://researchguides.wcu.edu/Counseling>

Civility and Ground Rules: The WCU Community Creed states: “I will respect the rights and well-being of others.” Each student may possess different ideas, as well as different ways of communicating those ideas. Because of these differences, respect and civility are integral to maintaining the quality of the academic environment and free inquiry”.