

**The University of North Carolina at Greensboro**  
**Department of Specialized Education Services**  
**Spring 2005**

**“A Community of Professional Educators Committed to Preparing and Supporting the Professional Development of Caring, Collaborative, and Competent Educators who work in Diverse Settings”**

**Course:** SES 656: Methods for Teaching Students with Learning Disabilities

**Instructor:** Dr. Beth Holder

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**Course Developed by Dr. Ada Vallecorsa**

**Paperwork:** Students enrolled in the course must register through UNC-Greensboro Continual Learning.

**Textbook (required):** Mercer, C. D. & Mercer, A. R. (2005). Teaching Students with Learning Problems, Seventh Edition. Columbus, OH: Merrill: Prentice-Hall.  
ISBN # 0-13-112807-8

Students may purchase the textbook through the UNCG Bookstore or online site including Amazon.com.

This course has an online mode of delivery. The course information can be accessed through <http://blackboard.uncg.edu>. Students will need a username and password to access the course.

It is the student’s responsibility to provide the instructor with current contact information – especially email. In addition, should the student select to withdraw from the course, it is the student’s responsibility to follow the UNCG procedure for withdrawing. The student should also contact the instructor, via email, within 24 hours of withdrawing from the course. Failure to follow the UNCG procedure could result in the student receiving a failing grade for the course.

**Course Summary:** This course is designed to address a broad range of instructional strategies for effectively teaching students with learning disabilities in a variety of settings. The focus is on development of knowledge and skills necessary to implement a clinical teaching model in the curriculum areas of reading, writing, and mathematics. Also addressed are strategies for assessing and teaching a variety of study skills and learning strategies as well as approaches for social skill development. The course is divided into seven units of instruction, which have been designed to emphasize practical application of new knowledge and skills.

**Teachers Academy Conceptual Framework Mission Statement:**

The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as

cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.

### **Course Objectives and Student Learning Outcomes (coded to CEC Content Standards):**

At the conclusion of the course, students will be able to:

#### **Unit 1 – Accommodating Effective Instruction in Classrooms**

- 1.1 - describe strategies that can be used to examine instructional contexts (CEC #5)
- 1.2 - discuss variables that might be considered in analyzing instructional contexts (CEC #5)
- 1.3 - identify appropriate instructional accommodations for students with learning disabilities based on an analysis of student and instructional context characteristics (CEC #5, #7)

#### **Unit 2 – The Clinical Teaching Approach to Instruction**

- 2.1 - describe the clinical teaching approach and provide a rationale for using this method in teaching students with learning disabilities (CEC #4, #7)
- 2.2 - differentiate among purposes for evaluating academic performance (CEC #8)
- 2.3 - discuss principles which should guide assessment for instructional planning (CEC #7, #8)
- 2.4 - apply error analysis and item analysis techniques and discuss the role these strategies play in assessment for instructional planning (CEC #7, #8)
- 2.5 - understand principles of systematic teaching which should guide development and implementation of instructional plans (CEC #4, #7)
- 2.6 - describe various performance monitoring strategies (CEC #4, #7, #8)

#### **Unit 3 – Assessing and Teaching Reading Skills**

- 3.1 - provide examples of formal and informal options for assessing reading performance (CEC #8)
- 3.2 - discuss components which might be included in an assessment of word recognition and reading comprehension skills (CEC #8)
- 3.4 - apply error analysis procedures in conducting word recognition assessments (CEC #8)
- 3.5 - implement a variety of instructional strategies for improving phonemic awareness, word recognition, and reading comprehension (CEC #4, #7)

#### **Unit 4 – Assessing and Teaching Writing Skills**

- 4.1 - provide examples of formal and informal options for assessing writing performance (CEC #8)
- 4.2 - discuss components, which might be included in an assessment of composing skills, spelling, handwriting, and writing conventions (CEC #4, #7)
- 4.4 - apply error analysis procedures in conducting writing assessments (CEC #8)
- 4.5 - implement a variety of instructional strategies for improving composing skills, spelling and handwriting performance (CEC #4, #7)

#### **Unit 5 – Assessing and Teaching Mathematic Skills**

- 5.1 - provide examples of formal and informal options for assessing mathematics performance (CEC #8)
- 5.2 - discuss components which might be included in an assessment of mathematics skill (CEC #8)

- 5.3 - apply error analysis procedures in assessing computation skills (CEC #8)
- 5.4 - implement a variety of instructional strategies for improving computation and problem-solving skills (CEC #4, #7)

**Unit 6 – Developing Study Skills and Learning Strategies**

- 6.1 - describe a range of important study skills and learning strategies that help students direct and control their own learning (CEC #4, #7)
- 6.2 - implement a variety of instructional strategies for improving students' use of strategic learning behaviors (CEC #4, #7)

**Unit 7 – Developing Social Skills**

- 7.1 - understand the impact of specific learning disabilities on social skill development (CEC #4, #5, #7)
- 7.2 - describe a range of key social skills for students with learning disabilities to acquire (CEC #4, #5, #7)
- 7.3 - provide examples of formal and informal strategies for assessing and teaching social skills (CEC #8)

**Course Assignments:** The course includes five types of graded activities: forum discussions, practice tasks, exams, chapter summaries, and portfolio projects. The point value and due dates for each activity is indicated. While you are welcome to complete assignments early, all assignments must be completed by the date specified. **Work submitted after the identified due date will result in a reduction of 10% of the point value for each 24 hours late.**

<b>Due Date</b>	<b>Assignment</b>	<b>Maximum Point Value</b>
On-going	Forum Discussions	20
January 31	Unit 1 Practice Task	10
February 7	Unit 2 Summary	10
February 14	Exam 1 (Units 1 & 2)	20
February 21	Unit 3 Practice Task	10
March 7	Portfolio Project 1 (Classroom Accommodation)	25*
March 14	Unit 4 Practice Task	10
March 21	Exam 2 (Units 3 & 4)	20
March 28	Portfolio Project 2 (Reading Assessment)	25*
April 4	Unit 5 Summary	10
April 11	Unit 6 Summary	10
April 18	Unit 7 Summary	10
April 25	Portfolio Project 3 (Writing Assessment)	25*
May 9	Exam 3 (Units 5, 6, & 7)	20

\* Students are to complete two of the three portfolio projects.

Total 200

**Grading Criteria:**

- 186 – 200 points = A
- 172 – 185 points = B
- 158 - 171 points = C
- less than 157 points = F

**Forum Discussions:** These will take place periodically throughout the course. You should respond to the forum items within one week from the time the item is distributed. Students should refer to what other students have written regarding the topic. If/when discussing teaching situations, issues of confidentiality should be maintained at all times as other students will have access to your forum entries. The forum topic will be emailed to you through group mailing. You should “reply all” for the forum topics.

**Exams:** The three exams will consist of multiple choice items and essays. The exams are to be emailed to the course instructor (bholder1@triad.rr.com) or submitted through the Digital Drop Box. Students should follow the directions for taking the exams as outlined – especially in regards to the stated length for essays. Exams will be available for student access at least one week prior to the due date. The exam will not be accessible after the due date. The exams can be located in the Assignments Folder. The exams are independent assignments and should not be discussed with classmates.

**Projects: Students are to complete two of the three projects.** In order to effectively complete the projects, students need to work with a student identified as having a learning disability. The projects are typically 4 to 8 pages in length. Required components of the projects will be provided and should be specifically addressed by the student. Projects may be emailed to the instructor, submitted through the Digital Drop Box, or mailed (2601 Sherwood Street, Greensboro NC 27403.) The project descriptions can be accessed in the Assignments Folder.

**Practice Tasks:** Students are to complete practice tasks available on-line. Three of the practice tasks (units 1, 3, and 4) are to be submitted to the instructor for review. The Practice Tasks can be accessed in the Assignments Folder.

**Unit Summaries:** Students are to provide a summary for units 2, 5, 6, and 7. The unit summaries should be approximately two pages in length. The summary should provide an overview of the key points presented in the unit. The unit reading is to be supplemented with the text readings as indicated below:

Unit 1 - Instructional Accommodations

(Text Chapters 1 and 2)

Unit 2 – Clinical Teaching

(Text Chapters 3 and 4)

Unit 3 – Reading Skills

(Text Chapters 6, 7, & 8)

Unit 4 – Writing Skills

(Text Chapters 9 & 10)

Unit 5 – Math Skills

(Text Chapters 11 & 12)

Unit 6 – Study Skills

(Text Chapters 13 & 14)

Unit 7 – Social Skills

(Text Chapter 5)

For all work, students should make sure the work is correctly and properly cited.

Plagiarism will not be tolerated for any work submitted.

According to the UNCG Academic Integrity Policy, plagiarism is defined as:

"intentionally or knowingly representing words of another, as one's own in any academic exercise. Plagiarism may occur on any paper, report, or other work submitted to fulfill course requirements. This includes submitting work done by another, whether commercial or non-commercial enterprise, including web sites, as one's own work.

Sanctions can range from an F on the assignment to a recommendation for expulsion."  
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UNCG has a website link dedicated to the important topic of Academic Integrity. This includes a quiz for student use related to the policy.

This information can be accessed at:

<http://studentconduct.uncg.edu/policy/academicintegrity/>