COURSE OUTLINE

<u>Teaching Students with Special Needs</u>
Course Title

___ED219___
Dept. & Course No.

I. COURSE DESCRIPTION:

This course will provide knowledge about learning disabilities and the different conditions which impair student learning. Methods of teaching, testing and assessing students will also be covered, including learning materials and the learning environment to accommodate students with special needs.

.II. SEMESTER CREDITS: __3__

III. CONTACT HOURS PER WEEK: ___3___ ___0___ ___3___
　　　　　　　　　　　　　　　　　　　　Lecture　　Lab　　Total

IV PREREQUISITE: ED215

V. STUDENT LEARNING OUTCOMES:	VI. COURSE CONTENT:
Upon completion of this course, the student will be able, with 65% accuracy, to:	
1. Describe fourteen IDEA-97 categories of disabilities that are found in children; discuss their characteristics and needs and compare RPPL 3-9 to IDEA-97.	A. IDEA-97 & RPPL 3-9 1. Categories of Disabilities 2. Characteristics 3. Needs
2. Discuss physical and instructional dimensions of management that are associated with effective teaching and activities teachers need to perform to operate their classroom effectively.	B. Managing the Physical Environment 1. Environmental Design 2. Classroom Arrangement 3. Designing an IEP 4. Organizing & Planning for Instruction 5. Planning Homework Strategies 6. Record Keeping Procedures 7. Effective Grading Practices
3. Discuss strategies for changing behavior with an emphasis on approaches that have been found particularly effective with students who have special needs and how these strategies relate to students with special needs in local schools.	C. Behavior Change 1. Prerequisites to Successful Management 2. Increasing Appropriate Behavior 3. Behavior Reduction Techniques
4. Discuss teaching approaches for teaching special students and adaptation strategies to meet their learning needs in the inclusive classroom settings.	D. Effective Instruction and Accommodative Practices 1. Self-Reflection and Knowledge of Students 2. Self-Directed Learning 3. Peer-directed Learning 4. Accommodative Practices
5. Discuss curriculum designs that are functional to prepare students for the	E. Curriculum Types 1. Explicit

environment in which they will live and learn, and how a student's needs can be met within an inclusive classroom settings.	2. Hidden 3. Absent 4. General Education 5. Special Education
6. Develop an IEP Daily Lesson Plan for a special student consisting of an annual goal, short term objective with four required elements (condition, content, behavior, and criteria), materials, equipments, teaching strategies, and evaluation procedures.	F. IEP Daily Lesson Plan 1. Annual Goal 2. Short Term Objectives 3. Materials & Equipment 4. Evaluation Procedures
7. Describe the term "Individual Instruction" and discuss its purpose and steps for conducting an individual instruction method to meet the needs of a child with special needs.	G. Individualized Instruction 1. Definition 2. Purpose 3. Steps for conducting an individualized instructional method
8. Describe the words "communication, speech, and language", explain their functions and assessments to identify language disorders in children and discuss teaching methods that best meet the needs of students with language disorders.	H. Spoken Language 1. Definitions 2. Functions of language 3. Assessments 4. Teaching methods
9. Discuss teaching approaches that help special students learn to derive meaning from the printed materials and strategies to develop skills in comprehension and fluency.	I. Reading Comprehension 1. Basal reading approaches 2. Comprehension strategies 3. Grouping for instruction 4. Oral reading strategies
10. Discuss strategies for developing or improving writing skills in the areas of handwriting, spelling, and written expression for students with special needs.	J. Written Language 1. Handwriting skills 2. Spelling 3. Written expression
11. Discuss strategies involved in teaching functional math skills to special students in the school curriculum that relate to their every survival needs.	K. Mathematic Skills 1. Math goals for students with special needs 2. Assessment 3. Teaching strategies 4. Functional/Survival math skills
12. Discuss effective teaching strategies which could be modified to teach local science and social studies topics to special students in local schools.	L. Science and Social Studies 1. Teaching science strategies 2. Teaching social studies strategies 3. Assessment in science and social studies
13. Discuss types of study skills that are essentially important for special students to learn in order for them to be successful learners in the inclusive classroom settings.	M. Study Skills 1. Types of Study Skills 2. Teaching study skills 3. Learning strategies 4. Assessment of study skills
14. Discuss strategies for teaching social and personal or self-determination skills to children and adolescents with special needs in the inclusive classroom settings that are in line with school curriculum.	N. Social Competence and Self-Determination Skills 1. Definition of Terms 2. Assessment 3. Social skills and self-determination skills

VII.   EQUIPMENT AND MATERIALS: May vary depending on the instructor.

    A. Routine Classroom Materials
    B. TV & DVD Player
    C. CDs
    D. Supplemental Materials

VIII.   TEXT(S):
Required Text -
    Edward Polloway A., James Patton R., Loretta Serna, *Strategies for Teaching Learners with Special Needs.* (7th Edition) Upper Saddle River, NJ, Merrill Prentice Hall, 2001.

IX. METHOD OF INSTRUCTION: May vary depending on the instructor.

    A. Lecture
    B. Discussion
    C. Individual/Group Projects
    D. Presentations
    E. Reaction Paper

X.   METHOD OF EVALUATION:

1. Class Participation	-	15%
2. At least 2 summative assessments	-	30%
3. At least 2 formative assessments	-	30%
4. At least 1 authentic assessments	-	25%
		100%

The transmutation of percent to letter grade is as follows:

90 - 100	-	A
80 - 89	-	B
70 - 79	-	C
65 - 69	-	D
00 - 64	-	F

Palau Community College
ED219 Teaching Students with Special Needs
COURSE LEARNING OUTCOMES

During the course experience, the **course learning outcomes** (CLO) will be assessed through the use of signature assignments. A rating scale will be used to determine the students' proficiency level of each CLO using specifically aligned assignments. The numerical rating of 4,3,2 and 1 are not intended to represent the traditional school grading system of A, B, C, D and F. The descriptions associated with each of the numbers focus on the level of student performance for each of the course learning outcome listed below.

Rating Scale: 4 - Outstanding
3 - Proficient
2 - Developing
1 – Emerging

CLO 1:	Students will be able to develop a daily lesson plan based on the IEP for the exceptional student; identify and integrate curriculum designs with basic academic skills: Language arts, mathematics, science, social studies, creative arts, and life skills for students with special needs.
Outstanding	Develops a daily lesson plan based on the IEP for the exceptional student; identify and integrate curriculum designs with basic academic skills: Language arts, mathematics, science, social studies, creative arts, and life skills for students with special needs.
Proficient	Develops a daily lesson plan based on the IEP for the exceptional student; identify and integrate curriculum designs with basic academic skills: Language arts, mathematics, science, social studies, creative arts, and life skills for a students with special needs, however minor evidence of unclear and inaccurate interpretations is shown.
Developing	Develops a daily lesson plan based on the IEP for the exceptional student; identify and integrate curriculum designs with basic academic skills: Language arts, mathematics, science, social studies, creative arts, and life skills for students with special needs, making numerous errors and eliminating most important facts.
Emerging	Needs constant assistance with developing a daily lesson plan based on the IEP for the exceptional student; identifying and integrating curriculum designs with basic academic skills: Language arts, mathematics, science, social studies, creative arts, and life skills for students with special needs.

CLO 2:	Students will be able to develop individualized instructional methods to meet specific needs of children with special needs.
Outstanding	Develops individualized instructional methods to meet specific needs of children with special needs.
Proficient	Develops individualized instructional methods to meet specific needs of children with special needs, however minor evidence of unclear and inaccurate interpretations is shown.
Developing	Develops individualized instructional methods to meet specific needs of children with special needs, making numerous errors and eliminating most important facts.
Emerging	Unable to develop individualized instructional methods to meet specific needs of children with special needs.