

Spring 2008
 M 6:00-8:45 and online

**Design of Academic and Social Skills Instruction in Special Education
 SPED 731**



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 Overview:

The purpose of this course is to teach graduate students seeking certification or an MSE in learning disabilities how to design instructional strategies to remediate academic and social/emotional disabilities.

Required Texts: Coyne, M.D., Kame'enui, E.J., & Carnine, D.W. (2007). *Effective teaching strategies that accommodate diverse learners*. Merrill Prentice-Hall: Upper Saddle River, NJ.

Other readings: On electronic reserve and linked in D2L

Course Goals:

Objective	WTS	Artifacts
1. Review the characteristics of diverse learners.	2	Study Questions
2. Describe six principles of design--big ideas, conspicuous strategies, mediated scaffolding, primed background knowledge, strategic integration, and judicious review.	7	Study Questions Content /Discussion Items Design Unit of Instruction
3. Apply design principles to reading, writing, mathematics, science, social studies, and social skills instruction.	7	Behavior concept format Design Unit of Instruction
4. Design or modify curricula based on design principles and learner characteristics.	3	Design Unit of Instruction
5. Identify the forms of knowledge and draw implications about appropriate instruction on that basis.	7	Study Questions Quiz Curriculum Analysis
6. Evaluate a social skills curriculum.	7	Presentation and handout
7. Compare and contrast published curricula.	7	D2L Discussion Board
8. Engage in conversation related to curriculum issues.	7	D2L Discussion Board Levels of Research Presentation
9. Articulate the variables that influence curriculum decisions.	7	D2L Discussion Board
10. Develop a personal philosophy of education upon which the structure and curricula of your own classroom is based.	9	Final Exam

Course Requirements:

1. Attend and participate in face-to-face class meetings. Participate in discussions on D2L including case studies and application items from the text. (30 points)
2. Answer all the study questions (45 points) and content questions (24 points) for Chapters 4, 5 and 6, 7 or 8. (Read a total of three chapters.) Submit to the instructor through D2L dropbox.
3. Summarize the Level 1, Level 2, Level 3 research on a teaching strategy for either academic or behavioral intervention and summarize your results in a handout that you post on D2L. (25 points)
4. Complete quiz on Taxonomy of Knowledge Forms on D2L. (20 points)
5. Analyze a chapter or unit from a curriculum to find out if it uses effective instructional strategies and to identify the knowledge forms. (35 points)
6. Modify or enhance a chapter or unit of instruction in general education OR modify or enhance a social skills curriculum OR design an original unit of instruction for teaching academic or social skills that includes generalization activities. (100 points)
7. Model, describe and evaluate a published social skills curriculum and present your evaluation to the class. Include a handout. (25 points)
8. Write a format for teaching a behavioral concept and post on D2L. (20 points)
9. Develop a personal philosophy of education upon which the structure and curricula of your own classroom is based and submit as the final exam. (20 points)

Daily Topical Outline

Date	Topic	Reading & Assignments Due
Jan. 28*	Instructional variables Education philosophies Research in education	
Feb. 4	Levels of Research	Carnine, 1992 Grossen (online)
Feb. 11	Effective teaching strategies/Characteristics of diverse learners	Chapter 1-2 Study Questions_1 Research on a teaching practice DUE
Feb. 18	Reading comprehension	Chapter 4
Feb. 25	Writing	Chapter 5
March 3	Mathematics/Science/Social Studies concepts	Chapter 6, 7, or 8
March 10*	Knowledge forms Juxtaposition principles Designing practice activities	Kameenui & Simmons, 1990 Study Guide_2 (bring to class)
March 24	Taxonomy of knowledge forms	Study Questions_3 DUE Quiz on D2L DUE
March 31*	Social Skills Instruction	Colvin & Sugai, 1988; Gresham (1982) Study Questions_4 Behavioral concept DUE
April 7	Social Skills Instruction	Carter & Sugai, 1989 Elksnin, 1989 Curriculum analysis DUE
April 14	Curriculum activity	
April 22	Curriculum activity	
April 28*	Saturday meeting	Presentations and discussion Social Skills Curriculum Analysis DUE
May 5	Curriculum activity	Curriculum project DUE
May 12		Final exam DUE

References

- Carnine, D. (1992). Expanding the notion of teachers' rights: Access to tools that work. *Journal of Behavioral Analysis, 25, Monograph 7, 7-13.*
- Carter, J. & Sugai, G. (1989). Social skills curriculum analysis. *Teaching Exceptional Children, 22(1), 36-39.*
- Colvin, G. & Sugai, G. (1988). Proactive strategies for managing social behavior problems: An instructional approach. *Education and Treatment of Children, 11, 341-348.*
- Elksnin, L.K. (1989). Teaching mildly handicapped students social skills in secondary settings. *Academic Therapy, 25, 153-167.*
- Gresham, F. M. (1982). Social skills instruction for exceptional children. *Theory into Practice, 21, 129-133.*
- Grossen, B. (1999). Mechanisms for distinguishing fads from best practice. In *What does it mean to be a research-based profession?* [On-line]. Available:
<http://darkwing.uoregon.edu/~bgrossen/pubs/resprf.htm>
- Kameenui, E.J., & Simmons, D.C. (1990). *Designing instructional strategies.* Merrill: Columbus, OH.

Point Sheet for SPED 731

My Points	Description of Assignment	Possible
_____	Study Questions_1	11
_____	Study Questions_2	10
_____	Study Questions_3	9
_____	Study Questions_4	15
_____	Content Questions Chapter 4	8
_____	Content Questions Chapter 5	8
_____	Content Questions Chapters 6, 7, or 8	8
_____	Quiz: Taxonomy of Knowledge Forms	20
_____	Research a Teaching Practice	25
_____	Curriculum Analysis	35
_____	Curriculum Project	100
_____	Evaluation of Social Skills Curriculum	25
_____	Behavioral Concept	20
_____	Philosophy	20
_____	Participation Points	30

Total = 344

Grading Scale

- A 310 - 344 points
- B 275 - 309 points
- C 240 - 308 points

Definition of Collaborative Leadership:

- *Collaborative leadership* is the intentional and skillful management of relationships that enables others to succeed individually while accomplishing a collective outcome.
- *Collaborative leaders* ably facilitate the involvement of two or more people in a group working toward a shared outcome in a manner that reflects collective ownership, authorship, use, or responsibility.
- *Collaboration is not the outcome or goal. Collaborations are processes* that, when successful, align people's actions to accomplish a goal or solve a problem.
- *Collaborative leaders possess knowledge, skills, and dispositions* that enable them to carry out leaderful actions such as optimizing assets, seeking new solutions, sustaining focus, promoting trust, or setting and monitoring goals and progress.

Wisconsin Teaching Standards

1. The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
2. The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
3. The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
4. The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children's development of critical thinking, problem solving, and performance skills.
5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
9. The teacher is a reflective practitioner who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community and others who actively seeks out opportunities to grow professionally.
10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness, and in an ethical manner.