



Course Number: ED 465
Course Title: Mild and Moderate Disabilities
Division Name: School of Education and Behavioral Sciences. Credits: 3
Term: Fall
Class Location: Brogan online
Course Dates: 10/4/21-12/12/21

Text books:

Research-Based Strategies for Improving Outcomes for Targeted Groups of Learners, R.A. McWilliam, Bryan Cook, Melody Tankersley, ISBN: 9780-1370-3133-7, Pearson, 1st edition

Help for Billy: A Beyond Consequences Approach to Helping Challenging Children in the Classroom. Heather T. Forbes, LCSW, ISBN 10: 0977704092 ISBN 13: 9780977704095

Catalog Description:

ED 465-90 SPED: Mild/Moderate Disabilities

This course provides an overview and application of best practices and instructional approaches, strategies, techniques and assessment methods for students with mild/moderate disabilities in K-12 settings.

Mission Statement, Marianist Values and Special Education:

The mission of the Education Division is to foster the education of teachers and leaders in education through programs based in the liberal arts tradition, Catholic Marianists' values, current research, and best practices. The course *Mild and Moderate Disabilities* incorporates two Marianist characteristics. The aim of the course is to provide our teacher candidates with an **integral, quality education**. Knowing how to create a positive, productive classroom environment is one of the goals of this course. To education for **service, justice, peace** is another Marianist characteristic that informs this course. Teacher candidates will learn how to differentiate instruction in order to address the various learning needs of diverse and exceptional students in their classroom. This is reflected in the student collaborative assignment to create grade level differentiated learning stations.

Selected from *Characteristics of Marianist Universities: A Resource Paper* Published in 1999 by Chaminade University of Honolulu, St. Mary's University and University of Dayton.

Marianist Values:

1. Educate for Formation in Faith
2. Provide an Integral Quality Education
3. Educate in Family Spirit
4. Educate for Service, Justice, and Peace
5. Educate for Adaptation and Change

WASC Core Competencies:

1. Written Communication
2. Oral Communication
3. Quantitative reasoning
4. Critical Thinking
5. Information Literacy

Program Learning Outcomes:

Upon completion of the undergraduate B.S. program in Special Education, students will be able to:

1. Apply knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for Elementary students.
2. Describe central concepts, tools of inquiry and structures of the subject matter disciplines for Special Education students.
3. Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Special Education students.
4. Analyze the history, values, commitments, and ethics of the teaching profession within the school community.
5. Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.

ED 465 Course Learning Objectives: At the end of this course, the students will:

CLO 1	Demonstrate competency in content knowledge and evidence-based instructional strategies for students with mild/moderate disabilities
CLO 2	Critique the components of a structured literacy approach
CLO 3	Create a Behavior Support Plan for a Trauma-Impacted Student with challenging behavioral Issues.

COURSE REQUIREMENTS

Assignment	Pts	Assignment Description	Due Date
Weekly Threaded Discussions	130	There will be two threaded discussions based on the two textbooks (week1 readings will be scanned and in files). questions will be assigned from your readings in the text book. Answers should be based on content from the text with a minimum of 2 citations included Late postings will result in loss of points. In addition, there will be some videos to watch. A reflection will be required.	Ongoing starting with Week 1

Assignment	Pts	Assignment Description	Due Date
Specific Learning Disabilities Reports	20 (total)	Students will take an in-depth look at Specific Learning Disabilities (SLD) and the different ways it can manifest in students with Specific Learning Disabilities. In a subsequent and related assignment, students will review the research-based structured literacy program recommended for students with dyslexia.	Week 5 & 6
Trauma-Impacted Students	30	Plan for Billy- This assignment is a review the characteristics of trauma-impacted students- the causes, behaviors and strategies that can be employed to assist trauma-impacted in classroom settings.	Week 9
Total	200		

Grading Scale: 200- 185= A, 184- 172= B, 171-160 = C, 159-147=D, below 147 = F

Grade Dissemination/Feedback: My goal will be to return graded assignments within one week of the due date. Emails to the instructor will be answered with 24 hrs. Students can text the instructor for urgent matters.

Late Work Policy: Weekly postings, discussions/Video Reflections. You will need to respond to discussions/assignment prompts described in the weekly module. These will be due on Saturday of the specified week. Two responses to colleagues will be required. These should be thoughtful, descriptive feedback, not simply ‘good job’, ‘I agree’ without elaboration, 100-150 words. These responses are due by the next day Sunday. Since students not only benefit from course readings but from other students’ postings and from your feedback on students’ postings, late postings and responses to peers will result in a loss of points. -1 for every day late. Work later than 1 week will not be accepted. Late work will result in a loss of points.

Grades of "Incomplete": The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the “I” will automatically be recorded as an “F” on your transcript.

Academic Conduct Policy. *From the 2019-2020 Undergraduate Academic Catalog (p. 39):* Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of

the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, [please refer to the Student Handbook \(Links to an external site.\)](#).

Writing Policy: Commentary on written work will be delivered in written format, at the end of the assignment. However, upon request, an alternate delivery method can be used. Use of [APA](#) is required for all papers. If you need writing assistance, please seek help from Student Support Services and the [Academic Achievement Program](#). All papers are to be word-processed, proofread, and solely the work of the author.

Appropriate Technology: Email/Texting: I respond to both email and text. I will respond to questions/concerns within 24 hours. Please do not hesitate to text for urgent matters.

Netiquette Guidelines: (The correct or acceptable way of communicating on the Internet.)

Rules- [see website](#) or copy and paste: <https://www.rasmussen.edu/student-experience/college-life/netiquette-guidelines-every-online-student-needs-to-know/>

Disability Access: If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kokua Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Title IX Compliance: Chaminade University of Honolulu (CUH) recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you

may contact the Chaminade Counseling Center at [808 735-4845](tel:8087354845) and/or any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Attendance Policy: It is expected that students make every effort to attend every class. Points will be given for attending and actively participating. Due to concerns about Covid19, students should not come to class if they feel unwell. All assignments can be submitted via Canvas.

Professionalism Policy: Please attend to all university policy and classroom etiquette procedures. Those not heeding the policies will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time, be attentive, and respectful for all class meetings. Students who habitually disturb the class by talking, arriving late or other unprofessional behavior may suffer a reduction in their final class grade.

Promptness, punctual attendance, participation, and responsible behavior will influence the instructor's (and future employer's) perception of student professionalism. Active, positive, engaging, participation in class activities is essential. As pre-service teachers, you should be at the point in your career where you have learned to ask and answer these questions:

- How do I know when I know something? What is the evidence and how reliable is it?
- How are things, events, theories, models or people connected? What is the cause and effect?
- What is new and what is old - have I run across this idea before? When, where, what did it mean to me then, and how I can expand and further connect the concept now?
- So what? Why does it matter? What does it all mean?

Academic Conduct Policy: The success of the Honor Code is made possible only with the acceptance and cooperation of every student. Each student is expected to maintain the principles of the Code. Example of Honor Code violations include:

- Giving or receiving information from another student during an examination;
- Using unauthorized sources for answers during an examination; ^[SEP]
- Illegally obtained test questions before the test; ^[SEP]
- Any and all forms of plagiarism – submit all or part of someone else's work or ideas as your own;
- The destruction and/or confiscation of school and/or personal property. A violation is reported either to the professor involved, who will report it to the Dean of Students, or directly to the Dean of Students. ^[SEP]Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment, and withholding of the final course grade until a paper is turned in on the Topic(s) of plagiarism, failure of the course, or suspension from the University. Violations of Academic Integrity: Violations of the principle include, but are not limited to:
 - Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.

- **Fabrication and Falsification:** Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- **Multiple Submissions:** The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- **Plagiarism:** Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).
- **Abuse of Academic Materials:** Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- **Complicity in Academic Dishonesty:** Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

One-on-One Tutoring: ^{ISEP} Student Support Services and the Academic Achievement Program offer free, one-on-one tutoring for all undergraduate students at Chaminade University. Tutoring services are designed to guide students to the point at which they become independent learners, no longer needing a tutor. Subjects tutored include, but are not limited to: biology, chemistry, math, nursing, English, etc. The tutoring corps consists of trained Peer and Professional Tutors. Tutoring is available by appointment only. Tutoring takes place in the Student Support Services building during the hours of 9:00 am to 5:00 pm, Monday through Friday. In order to receive tutoring, a student must first complete and submit an intake form. After submitting the intake form, a staff member will assist the students in creating an online account that allows him/her to book an appointment through the online system. All appointments must be made two (2) days prior to the desired appointment. Cancellations must be made 24 hours in advance. For further information, contact Student Support Services at [\(808\) 735-4724](tel:8087354724).

Schedule	
Week	Readings
1	Read Introduction to Research Based Strategies for Improving Outcomes for Targeted Groups of Learners (chapter 1) in FILES Help for Billy (Read PART 1-chapters 1 &2) Video-The power of a teacher
2	Read Chapter 2 Research Based Practices in Early Childhood Special Education in Research Based Strategies for Improving Outcomes for Targeted Groups of Learners Help for Billy (Read PART 1-chapters 3 & 4) Video on Self-Regulation
3	Read chapter 3 Teaching Students with High-Incidence Disabilities in Introduction to Research Based Strategies for Improving Outcomes for Targeted Groups of Learners Help for Billy (Read PART 2-chapters 5 & 6) Video: Music as a memory aid
4	Read Chapter 4 Severe Disabilities in Research Based Strategies for Improving Outcomes for Targeted Groups of Learners Article: Five Ways to Facilitate the Teacher Assistant's Work in the Classroom Help for Billy (Read PART 2-chapter 7)

	Video: Self-Management Techniques
5	<p>Read Chapter 5 Effective Reading Interventions for ELLs Who are Struggling Readers or Identified with Learning Disabilities in Research Based Strategies for Improving Outcomes for Targeted Groups of Learners</p> <p>Video- Differentiation in a 5th grade class with Guided Reading Small Groups</p> <p>Week 5 Written Assignment: Specific Learning Disabilities</p> <p>Help for Billy (Read PART 2-chapter 8)</p>
6	<p>Read Chapter 6 Teaching Students with Language Disorders in Research Based Strategies for Improving Outcomes for Targeted Groups of Learners</p> <p>Structured literacy programs</p> <p>Help for Billy (Read PART 2-chapters 9 & 10)</p>
7	<p>Read Chapter 7 Students with Autism Spectrum Disorders (ASD) in Research Based Strategies for Improving Outcomes for Targeted Groups of Learners</p> <p>Behavior Analysis (ABA)</p> <p>Help for Billy (Read PART 2-chapters 11)</p>
8	<p>Read Chapter 8 Effective Practices for Promoting Literacy with Individuals Who Have Physical Disabilities in Research Based Strategies for Improving Outcomes for Targeted Groups of Learners</p> <p>Read Chapter 10 Teaching for Transition to Adulthood in Research Based Strategies for Improving Outcomes for Targeted Groups of Learners</p>
9	<p>Week 9 Read Chapter 9 Teaching Students who have Sensory Disabilities in Research Based Strategies for Improving Outcomes for Targeted Groups of Learner</p> <p>Crip Camp- movie review assignment</p>
10	Plan for Billy