

Chaminade University of Honolulu  
Ed 465 Teaching Students with Mild/Moderate Disabilities  
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### Goal

The goal of this course is to gain an overview of learning, behavioral, and personality characteristics of students diagnosed as mild or moderately disabled. The focus will be on designing effective instructional strategies for students with learning and behavioral challenges based on best practices identified in current research. In order to meet this goal, the following objectives have been established:

### Objectives

1. Students will identify current educational trends and their impact on curriculum and instruction with a focus on the learning environment, teacher and learner characteristics and key legislation.
2. Students will learn to implement effective practices for collaborating with professionals, paraprofessionals and families
3. Students will learn to write Individualized Education Plans (IEP) that are consistent with the individuals with Disabilities Act (IDEA) and Chapter 36
4. Students will learn to implement three effective approaches to instruction with consistent delivery and homework practices
5. Students will learn effective strategies to evaluate instructional practices including curriculum-based assessment and portfolio assessment
6. Students will become acquainted with educational journals, resource books and other professional materials relating to teaching students with mild or moderate disabilities.
7. Students will learn to implement preventive measures to decrease the occurrence of inappropriate behavior and provide interventions that eliminate or reduce mild or moderate levels of inappropriate behavior
8. Students will learn effective instructional strategies to enhance learning in reading, writing, mathematics, and study skills
9. Students will learn to implement transition models which support students with mild or moderate disabilities as they move through life

**Required Text: Teaching Students with learning and Behavior Problems, Third Edition, 1997. Diane Pedrotty Rivera and Deborah Deutsch Smith. Allyn and Bacon : Boston, Mass.**

### Course Requirements

1. **Attendance:** Consistent, prompt attendance and active participation are expected. These behaviors demonstrate quality teacher practices. Many of the in-class experiences cannot be made up outside of class; therefore attendance will be taken each class session. A total of 10 points may be earned during each class. In the event of an absence, the 10 in class points may not be made up. No exceptions. It is the responsibility of the student to copy all class notes missed during an absence from a class member.
2. **Personal Belief Paper:** A two page paper stating why Special Education is of interest to you.
3. **Resource Project:** You will research two resources for teachers that relates to Special Education ( Examples: Books, Web Sites, Agencies) A one page paper for each resource will be written and presented to the class
4. **Presentation:** Plan a presentation on an area of the text that relates to students with mild/moderate disabilities and is of especial interest you. Written paper of 6 pages and oral presentation to the class.
5. **Mid-term and Final Exams**

### Grading

Attendance	100 pts	A= 450-500
Personal Belief Paper	50 pts	B= 400-449
Resource Project	50 pts	C= 350-399
Presentation	100 pts	D= 300- 349
Mid- Term Exam	100 pts	F= <299
Final Exam	100 pts	

**Incompletes:** Incompletes may be given if the student is unable to complete a portion of the work due to circumstances beyond their control. The incomplete contract must be signed by the student and the instructor. It will specify when the work must be completed. Usually, the work must be completed in 90 days, if it is not; the incomplete will revert to the grade the student would have earned that is specified on the incomplete form.

**Administrative Warning:** Plagiarism is a serious offence. It is the offering of another's work as your own and may include but is not limited to:

- \* Complete or partial copying directly from a published or unpublished source without proper acknowledgment to the author. Minor changes in wording and syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgement of the source of the text is always mandatory.

- \* Paraphrasing the work of another without proper author acknowledgement

- \* Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file or other assignment that has been prepared by another individual.



**Tentative Class Schedule**

<b>October 9<sup>th</sup></b>	<b>Introduction/Preview Syllabus &amp; Textbook Assignments: Personal Belief Paper Read Chapters 1 &amp; 2</b>
<b>October 16<sup>th</sup></b>	<b>Discuss Chapters 1 &amp; 2 Special Topic Presentations Personal Belief Paper Due Assignments: Read Chapter 3 &amp; 4</b>
<b>October 23<sup>rd</sup></b>	<b>Discuss Chapters 3 &amp; 4 Special Topic Presentations Assignments: Read Chapters 5 &amp; 6</b>
<b>October 30<sup>th</sup></b>	<b>Discuss Chapters 5 &amp; 6 Special Topic Presentations Review for Mid-Term Assignments: Read Chapters 7 &amp; 8</b>
<b>November 6<sup>th</sup></b>	<b>Mid-Term Exam Special Topic Presentations Discuss Chapters 7 &amp; 8 Assignment: Read Chapters 9 &amp; 10</b>
<b>November 13<sup>th</sup></b>	<b>Discuss Chapters 9 &amp; 10 Special Topic Presentations Assignments: Read chapters 11 &amp; 12</b>
<b>November 20<sup>th</sup></b>	<b>Discuss Chapters 11 &amp; 12 Special Topic Presentations Assignments: Read Chapters 13 &amp; 14</b>
<b>December 4<sup>th</sup></b>	<b>Discuss Chapters 13 Special Topic Presentations Assignments: Read Chapter 14</b>
<b>December 11<sup>th</sup></b>	<b>Discuss Chapter 14 Special Topics Presentation Review for Final Assignments: Prepare Resource Presentations</b>
<b>December 18<sup>th</sup></b>	<b>Final Exam Resource Presentations</b>