

Midwestern State University

Gordon T. & Ellen West College of Education

SPED 4903 Cognitive Disabilities

Dr. Dennis Cavitt

Fall 2020

Office BH 309

Office Hours

Office Hours M & W Face-to-Face- 1:00-4:00 Virtual: Tuesday 1-4 & Thursday 9:30-11:30

Virtual Office Hours See links and Codes Below:

(Tuesday: <https://msutexas-edu.zoom.us/j/93277068115?pwd=T0cyMFZaY1BTdXFzSXBSQzVoOVVDUT09> Passcode: 932440)

(Thursday: <https://msutexas-edu.zoom.us/j/98863891516?pwd=NkkyUDZyUm1NZlE4c1hoaEc3dFNfZz09> Passcode: 789815)

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Catalog Description:

Strategies for teaching children and adolescents with mild disabilities. Focus on content area learning incorporating formative assessment and planning procedures.

Required Text/Readings:

Mather, N., Goldstein, S., & Eklund, K. (2015). *Learning Disabilities and Challenging Behavior*. Brookes Publishing

Additional readings Posted on D2L

Communicating with your Professor: The best way to communicate with me is through e-mail. Be aware that I will respond to you within 24 hours of your email with the exception of weekends or holidays. If you contact me over a weekend or holiday, I will respond to you on the next Business day.

Conceptual Framework Overview

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

- Learning Environment – Graduates of West College of Education (GWCOE) create challenging, supportive, and learner-centered environments in diverse settings
- Individual Development - GWCOE demonstrate knowledge of individual differences in growth and development
- Diverse Learners - GWCOE recognize the value and challenges of individual differences:
- Reflection - GWCOE engage in individual and group reflection to improve practice.
- Collaboration, Ethics, Relationships - GWCOE develop positive relationships, use collaborative processes, and behave ethically.

- Communication - GWCOE communicate effectively both verbally and nonverbally through listening, speaking, reading, and writing.
- Professional Development - GWCOE actively engage in continuous learning and professional development.
- Strategies and Methods - GWCOE use a variety of instructional strategies aligned with content to actively engage diverse learners.
- Content Knowledge - GWCOE demonstrate mastery of the content area(s) and remain current in their teaching fields.
- Planning Process - GWCOE demonstrate effective planning as part of the instructional cycle.
- Assessment - GWCOE demonstrate formative and summative techniques to plan, modify, and evaluate instruction.

Additional readings may be assigned by the instructor.

Assessment	Comp #	Cluster & Competency
		Professional Knowledge, Roles, & Responsibilities Domain
Quizzes, Exam	IGC10K2	SPED teacher's Collaborative/Consultative role
Quiz	ICC10K3	Collaboration with families of students w/ disabilities
		Social/Emotional Environment Domain
Quizzes, Exam	IGC3K1	Barriers to accessibility & acceptance
Quizzes, Exam	ICC9K2	Importance of teacher's role modeling
Mini-lessons	ICC5S12	Design, establish, & manage consistent routines
		Planning & Instructional Domain
Exam	IGC10K4	Co-planning & co-teaching methods to strengthen content acquisition
Quizzes, Exam	ICC5K1	Demands of learning environments
Quizzes, Exam	IGC4K4	Prevention & intervention strategies for at-risk learners
Mini-lessons	IGC3S1	Relate levels of support to individual needs
Mini-lessons	IGC4K1	Sources of specialized materials, curricula, & resources
Mini-lessons	IGC4S1	Use research-supported methods
Mini-lessons, Exam	IGC7S2	Select & use specialized strategies appropriate to individual needs & abilities
Supplemental materials	IGC4S7	Use appropriate adaptations & technology
		Disability Domain
Quizzes, Exam	ICC2K5	Similarities & differences between students w/ & w/out special needs

Quizzes, Exam	ICC2K6	Similarities & difference among students w/ special needs
Exam	ICC3K5	Differing ways of learning among students w/ special needs
Mini-lessons, Exam	IGC3K1	Impact of disabilities on information processing
Quizzes, Exam	ICC2K2	Educational implications of disabilities

Attendance Policy

Consistent class participation is essential. Attendance will be taken at the start of every class. Upon three absences (for any reason) a student **may be dropped from the course** or at the very least will have a grade reduction. Being repeatedly late for class will also result in a grade reduction regardless of other marks. Any student who misses class (for any reason) remains responsible for contacting other students to obtain class notes, handouts, assignments, etc.

If a student is absent (for any reason) on a date when an assignment is due to be handed in, the student remains responsible to make arrangements to submit the assignment on time.

Course Calendar (tentative)

<i>Date</i>	<i>Topics / Activities</i>	<i>Assignments/Important Dates</i>
June 4-8	Cognition, Chapter 1-7	
June 11-14	Camp Prep and project Exam 1	
June 18-27	Camp	FE 303
June 28	Presentations	
July 2-6	Exam 2	

Grading for the Course:

Disability Comparison Project	10 %
Exams (2)	40 %
Reading Experience	50 %

Conversion

100-90	A
89-80	B
79-70	C
69-60	D
< 60	F

Class Policies

Dress Code

“Casual Appropriate” dress required during Reading Camp.

Academic Honesty

MSU students demand of themselves the highest level of academic honesty as delineated in their honor creed. Academic honesty involves the submission of work that is wholly the student's own work, except in the case of assigned group work. Additionally, academic honesty involves the proper citation of other authors' works.

By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.

Disability Support

As the faculty of the West College of Education, we are dedicated to helping meet the needs of our students with disabilities and are eager to provide the accommodations to which such students are entitled. If you have a documented disability and are registered with the Office of Disability, please let your instructor know to expect a letter from that office describing the accommodations to which you are entitled. If you have a documented disability but are not registered with the Office of Disability, please contact that office immediately to register.

Course Calendar
**SPED 4903 Cognitive Disabilities Calendar and
Assignment Overview**

**Week1 & 2 Foundational Information with High Incidence Disabilities
August 22nd- September 5th, 2020**

Mather Book reading Assignments:

- Chapter 1-The Building Blocks of Learning: A framework for Understanding Classroom Learning and behavior (10 Points)
- Chapter 2-Theoretical Foundations (10 Points)
- Chapter 3-The Learning Environment (10 Points)

Readings found in D2L:

- Perspectives on Disability. (10 Points)

Other Assignments:

- High Incidence Disabilities Comparison Assignment (25 Points)
- The Pre-Referral Process: Procedures for Supporting Students with Academic and Behavioral Concerns: <https://iris.peabody.vanderbilt.edu/module/preref/> (60 Points)

**Week 3
September 6th – September 12th, 2020
Learning Disabilities**

Mather Book Reading Assignments:

- Chapter 4-Self-Regulation: Understanding and Managing Students with Hyperactivity and Poor Attention, Planning and Behavior. (10 Points)
- Chapter 8-Specific Learning Disabilities and the Processing Blocks (10 Points)

Readings found in D2L:

- Fletcher, Lyon, Fuchs, & Barnes Chapter 3: Classification and definition of Learning Disabilities: The Problem of Identification. (10 Points)
- Fletcher, Lyon, Fuchs, & Barnes Chapter 4: Assessment of Learning Disabilities. (10 Points)

Other Assignments:

- LDA Website: Types of Learning disabilities (10 Points)

**Week 4
September 13th – September 19th, 2020
Other Health Impairments (ADHD, Tourette's, Etc.)**

Mather Book reading Assignments:

- Chapter 5-Understanding and Managing Challenging Behaviors (10 Points)

Readings found in D2L:

- Learners with Difficulties in Attention, Communication, and Physical and sensory Functioning. (10 Points)

Other Assignments:

- Center for Parent Information & Resources Website-Other Health Impairment:
<https://www.parentcenterhub.org/ohi/#:~:text=What's%20central%20to%20all%20the,ne%20gatively%20affected%20as%20a%20result.> (10 Points).

Week 5

September 20th – September 26th, 2020

Emotional and Behavioral Disorders

Mather Book reading Assignments:

- Chapter 6-Emotions: Understanding and Managing Anxiety, Depression, Trauma and Stress (10 Points).

Readings found in D2L:

- Overview of Emotional and Behavioral Disorders (10 Points)

Other Assignments:

- **Texas Behavior Support Initiative (TBSI) Training** (25 Points)
https://www.escweb.net/tx_esc_04/catalog/session.aspx?session_id=1555485

Week 6

September 27th – October 3rd, 2020

Intellectual Disability (Mild/Moderate 70-55 IQ)

Mather Book Reading Assignments:

- Chapter 7-Strategies to Promote Resilience

Readings found in D2L:

- The Impact of Personal Characteristics of People with Intellectual and Developmental Disability on Self-Determination and Autonomous Functioning.

Other Assignments:

- Center for Parent Information & Resources Website-Intellectual Disability:
<https://www.parentcenterhub.org/intellectual/> (10 Points).

Week 7

October 4th – October 10th, 2020

High Functioning Autism

Readings found in D2L:

TBD (10 Points)

Other Assignments:

- IRIS Modules:
 - Autism Disorder Part 1: <https://iris.peabody.vanderbilt.edu/module/asd1/>
 - Autism Disorder Part 2: <https://iris.peabody.vanderbilt.edu/module/asd2/>

Midterm

The Midterm will be open from October 10th and close October 17th by 11:59 PM.

Week 8**October 11th – October 17th, 2020****Examining Interventions****Mather Book Reading Assignments:**

Chapter 9-Instruction for the Processing Blocks: Decoding and Encoding, Reading Fluency, Calculating, and Hand writing.

Readings Found in D2L:

- **TBD X 2 (20 Points)**

Other Assignments-IRIS:

- **Evidenced Based Practices Part 1 (50 Points)**
https://iris.peabody.vanderbilt.edu/module/ebp_01/
- **Evidenced Based Practices Part 2 (40 Points)**
https://iris.peabody.vanderbilt.edu/module/ebp_02/
- **Evidenced Based Practices Part 3 (50 Points)**
https://iris.peabody.vanderbilt.edu/module/ebp_03/cr_assess/#content

Midterm

The Midterm will be open from October 10th and close October 17th by 11:59 PM.

Week 9**October 18th – October 24th, 2020****Mather Book Reading Assignments:**

Chapter 10-The Conceptual Blocks: Verbal, Nonverbal, And Executive Functions.

Readings Found in D2L:**TBD X 2 (20 Points)****Other Assignment****TBD (50 Points)****Week 10****October 25th – October 31st , 2020****Yell Book reading Assignments:**

- Chapter 11-Instruction in Reading Comprehension, Written Expression, And Math Problem Solving
- **Readings Found in D2L:**

- TBD X 2 (20 Points)
- Other Assignment
- TBD (50 Points)

Week 11

November 1st – November 7th, 2020

Mather Book reading Assignments:

- Chapter 12-The Classroom as a Microcosm of the World. (10 Points)

Readings Found in D2L:

TBD X 2 (20 Points)

Other Assignment

TBD (50 Points)

Week 12

November 8th – November 14th, 2020

Research Paper- Due on December 5th by 11:59 PM

Readings Found in D2L:

- TBD X 2 -Collaboration (20 Points)

Tutoring time

Examining Direct Instruction

Week 13

November 15th – November 21st, 2020

Readings Found in D2L:

- TBD X 2 (20 Points)

Tutoring time

Examining other interventions

Week 14

November 22nd – November 28th, 2020

Readings Found in D2L:

- TBD X 2 (20 Points)

Tutoring time

Examining other interventions

Week 15

November 29th – December 5th, 2020

Readings Found in D2L:

- TBD X 2 (20 Points)

Tutoring time

Examining other interventions

Week 16/17

December 6th – December 11th , 2020

Final-Due by 12/11/2020 by 5PM