



Course Syllabus: SPED 3313 Teaching Strategies Cognitive Disorders
College of Education

Spring 2022 Jan 10th-May 7

Contact Information

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Instructor Response Policy

Use D2L for course related questions. If I do not respond within 24 hours on **weekdays**, send a gentle reminder. I usually am very prompt in my replies.

Textbook & Instructional Materials

Mather, Goldstein, and Eklund (2015) Learning Disabilities and Challenging Behaviors (3rd Edition). Brookes: Baltimore.

Course Description

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

Course Objectives/Learning Outcomes/Course Competencies

This course is a course for all special education majors. It is based on relevant standards from 19 TAC Chapter 235 for Texas Teachers. October 2020 Updates. These standards are aligned to the relevant CEC Standards that includes the 22 High Leverage Practices (2020) See Appendix A

(b) Legal and Ethical Guidelines. The Early Childhood-Grade 6 special education teacher must:

(3) demonstrate knowledge of IDEA 2004 eligibility categories;

(c) Understanding and Addressing Each Individual's Developmental and Learning Needs. The Early Childhood-Grade 6 special education teacher must:

- (1) demonstrate knowledge about relevant physical and emotional development from birth through adolescence;
- (2) demonstrate knowledge of how stress, trauma, protective factors, resilience, and supportive relationships may impact learning, behavior, and development in young children;
- (3) demonstrate knowledge of how exceptionalities can interact with development and learning;
- (4) demonstrate understanding that students with all support needs may also come from a different cultural background, may speak other languages than those of the dominant culture, or may come from a unique racial or ethnic group;
- (5) demonstrate knowledge of the multiple biological, physical, psychological, and social influences that affect learning and development when working with individuals with high support needs;
- (6) demonstrate knowledge of strategies to support students' development and independence given relevant grade level expectations for academic and behavior for students from birth through adolescence;

(9) demonstrate knowledge of how developmental academic, social, and functional characteristics of individuals with high support needs impact levels of support needs;

(10) apply knowledge of evidence-based practices to identify and intervene when students are not making progress in functional, academic, or behavioral goals; and

(11) demonstrate the knowledge and ability to adapt instruction when students with high support needs do not meet milestones.

(d) Subject Matter Content and Specialized Curricular Knowledge. The Early Childhood-Grade 6 special education teacher must:

(12) apply knowledge of individual learner characteristics and specialized curricula knowledge to accommodate, modify, and/or adapt the curricula across contexts;

(f) Supporting Learning Using Effective Instruction. The Early Childhood-Grade 6 special education teacher must:

(1) demonstrate knowledge of how to plan instruction according to the requirements of an IEP, including supplements, assistive technology, and related services;

(6) use explicit, scaffolded, and systematic instruction to teach content, strategies, and skills; (7) design individualized instruction that adapts instructional intensity and/or intervention to build on students' strengths and accommodate students' needs; (8) provide specific, developmentally appropriate, and explicit feedback to students during instruction to engage, motivate, and support students toward mastery;

(16) plan, adapt, and deliver learning experiences for individuals with high support needs in an inclusive manner that reflects an understanding of the continuum of instructional settings and an understanding of how to engage individuals with high support needs in inclusive, meaningful learning activities across instructional settings;

(17) apply knowledge of the Universal Design for Learning Guidelines to create and incorporate strategies for making content and instruction accessible and challenging for individuals with all support needs;

(18) apply knowledge of students, content, and pedagogy to develop, implement, evaluate, and revise instruction and interventions as needed;

(19) demonstrate a thorough knowledge of the learning processes of young children; and

(20) use strategies to promote active student engagement.

(b) Legal and Ethical Guidelines. The Grades 6-12 special education teacher demonstrates knowledge of

(3) demonstrate knowledge of IDEA 2004 eligibility categories;

(c) Understanding and Addressing Each Individual's Developmental and Learning Needs. The Grades 6-12 special education teacher must:

(1) demonstrate knowledge about relevant physical and emotional development for early adolescence through early adulthood;

(2) demonstrate knowledge of how specific developmental characteristics of the teenage brain impact learning (e.g., decision-making, problem-solving, impulse control, and relationships);

(3) understand the impact of exceptionalities on developmental milestones, executive functioning, and social skills;

(4) demonstrate understanding that students with all support needs may also come from a different cultural background, may speak other languages than those of the dominant culture, or may come from a unique racial or ethnic group;

(5) demonstrate knowledge of the multiple biological, physical, psychological, and social influences that affect learning and development when working with individuals with high support needs;

(6) demonstrate knowledge of strategies to support students' development and independence given relevant grade level expectations for academic and behavior for students in Grades 6-12; (7) apply a variety of evidence-based, age-appropriate classroom routines and procedures that support individual developmental and learning needs;

(f) Supporting Learning Using Effective Instruction. The Grades 6-12 special education teacher must:

(3) design instruction to meet the individual needs of a diverse group of students based on information from various types of formative and summative assessments;

- (4) plan for strategic integration of technology and assistive technology into daily teaching practices based on student developmental and learning needs;
 - (5) use knowledge of the learning processes of adolescents and teenagers to select, adapt, and apply instructional strategies that meet the needs of individual students and support transition goals;
 - (6) use explicit, scaffolded, systematic instruction to teach content, strategies, and skills;
 - (7) design individualized instruction that adapts instructional intensity and/or intervention to build on students' strengths and accommodate needs;
 - (8) provide specific, developmentally appropriate, and explicit feedback to students during instruction to engage, motivate, and support students toward mastery;
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- (10) create opportunities for students to demonstrate their knowledge and skill using different modalities and allow every individual to advance as they demonstrate their understanding;
 - (11) apply knowledge of developmentally appropriate instructional strategies to engage, motivate, and promote learning specific to the needs of adolescents and teenagers with exceptionalities;
 - (12) apply knowledge of the learning processes of adolescents and teenagers to select and use a variety of grouping strategies (e.g., whole group, small group, individual) to meet the learning needs of each student;
 - (13) promote the generalization of concepts and skills across content areas and educational settings;
 - (14) design visual supports to promote student mastery of curriculum, executive functioning, and classroom procedures;
 - (15) adapt instruction and make regular changes based on data from assessments;
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- (16) demonstrate an understanding of the continuum of instructional settings and of how to engage individuals with high support needs in inclusive, meaningful learning activities across instructional settings;
 - (17) apply knowledge of the Universal Design for Learning Guidelines to create and incorporate strategies for making content and instruction accessible and challenging for individuals with high support needs;
 - (18) apply knowledge of students, content, and pedagogy to develop, implement, evaluate, and revise instruction and interventions as needed;
 - (19) demonstrate understanding of the potential impacts of modified curriculum on a student's graduation plan;
 - (20) use strategies to promote active student engagement;
 - (21) demonstrate a thorough knowledge of the learning processes of adolescents and teenagers; and
 - (22) demonstrate understanding of the importance of digital citizenship and the vulnerability of youth with exceptionalities to social media influences.

Student Handbook

Refer to: [Student Handbook-2019-20](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct. [Office of Student Conduct](#)

Grading/Assessment

Table 1: Assignments

	Points
Exam 1 Feb 16	100
Exam 2 March 9	100
Exam 3 April 20	100
Exam 4 May 1 st week	100
Paper and Presentation	150
Instructional Matching/IEP Project	150

Table 2: Total points for final grade.

Grade	Points
A	630-700
B	560-629
C	490-559
D	420-489
F	Less than 420

Exams

Exams (3 Total) will generally be 25-40 questions (T/F, MC, and Constructed Response). Details will be provided for each exam over what content it will cover.

Projects/Assignments Required

1. Exam 1 -Chapters 1-7 (Mather Book), Lectures 1/12-2/16
2. Exam 2-Chapters 8-9 (Mather Book), 2/16-3/9 Lectures
3. Exam 3 -Chapters 10-12 (Mather Book), 3/9-4/20 Lectures
4. Final Exam (This will focus on High leverage Practices Book)
5. Paper and Presentation

6. Instructional Matching/IEP Project

Important Dates

Last day for term schedule changes: Jan 10-13

Deadline to file for graduation: Feb 14

Last Day to drop with a grade of "W:" 4/21/21

Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor. In addition, you must be able to access ZOOM (Free) in order to participate in the courses.

Attendance

You are expected to be in class on time and ready to learn. If you miss more than two classes without sufficient reason you will incur a final letter grade drop. Absences over 3 will result in 2 letter grades drop. Communication with me is the key.

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. **Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Instructor Class Policies

Click here to enter text.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer

semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Lecture and Major Exam Schedule

Week or Module	Activities/Assignments/Exams	Due Date
Week 1 1/12	Class lectures will be over topics in book. Chap 1-7	
Week 2 1/19	Chap 1-7	
Week 3 1/26	Online Activity/Class (no in person)	
Week 4 2/2	Chap 1-7	
Week 5 2/9	Chap 1-7	
Week 6 2/16	Exam 1	
Week 7 2/23	Chap 8-9	
Week 8 3/2	Chap 8-9	
Week 9 3/9	Exam 2	
Week 10 3/16	Spring Break	
Week 11 3/23	Chap 10-12	Presentation 1 Presentation 2
Week 12 3/30	Chap 10-12	Presentation 3 Presentation 4 Presentation 5
Week 13 4/6	Chap 10-12	
Week 14 4/13	Chap 10-12	
Week 15 4/20	Exam 3	Instructional matching/IEP project Due
Week 16 4/27	Wrap up	
Week 17 May 4	Final Exam	

References/Scientifically-Based Research/Additional Readings:

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- Jaffe, L. E. (2009). Development, interpretation, and application of the W score and the relative proficiency index (Woodcock-Johnson III Assessment Service Bulletin No. 11). *Rolling Meadows, IL: Riverside Publishing*.
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Appendix A: Standards/Competencies
Field 253: Educational Diagnostician Examination Framework

WCOE Standards (InTASC):

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following 10 elements: List up-to-date INTASC standards here.

WCOE Standards (InTASC):

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

Learner Development - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences.

Learning Differences - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Learning Environment - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Application of Content - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Assessment - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Planning for Instruction - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content

areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Instructional Strategies - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Learning and Ethical Practice - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Leadership and Collaboration - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Appendix A

High Leverage Practice	CEC Standard Component
HLP 8: Provide positive and constructive feedback to guide students' learning and behavior.	5.2 Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning. 6.2 Candidates use a range of preventive and responsive practices documented as effective to support individuals' social, emotional, and educational well-being.
HLP 11: Identify and prioritize long- and short-term learning goals.	2.2 Candidates use their knowledge and understanding of diverse factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments. 3.1 Candidates apply their understanding of academic subject matter content of the general curriculum to inform their programmatic and instructional decisions for individuals with exceptionalities.

	<p>5.1 Candidates use findings from multiple assessments, including student self-assessment, that are responsive to cultural and linguistic diversity and specialized as needed, to identify what students know and are able to do. They then interpret the assessment data to appropriately plan and guide instruction to meet rigorous academic and non-academic content and goals for each individual.</p>
<p>HLP 12: Systematically design instruction toward a specific learning goal.</p>	<p>2.2 Candidates use their knowledge and understanding of diverse factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments.</p> <p>3.2 Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and implemented to achieve mastery of curricular standards and individualized goals and objectives.</p> <p>5.3 Candidates use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning.</p>
<p>HLP 13: Adapt curriculum tasks and materials for specific learning goals.</p>	<p>3.1 Candidates apply their understanding of academic subject matter content of the general curriculum to inform their programmatic and instructional decisions for individuals with exceptionalities.</p> <p>3.2 Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts as well as</p>

	<p>the continuum of placement options to assure specially designed instruction is developed and implemented to achieve mastery of curricular standards and individualized goals and objectives.</p> <p>5.6 Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.</p>
<p>HLP 14: Teach cognitive and metacognitive strategies to support learning and independence.</p>	<p>3.2 Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and implemented to achieve mastery of curricular standards and individualized goals and objectives.</p> <p>5.3 Candidates use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning.</p> <p>5.6 Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.</p>
<p>HLP 15: Provide scaffolded supports.</p>	<p>3.2 Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and implemented to achieve mastery of curricular standards and individualized goals and objectives.</p> <p>5.6 Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.</p> <p>6.3 Candidates systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and</p>

	<p>evaluate behavioral interventions and social skills programs, including generalization to other environments.</p>
<p>HLP 16: Use explicit instruction.</p>	<p>5.3 Candidates use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning.</p> <p>6.3 Candidates systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments.</p>
<p>HLP 17: Use flexible grouping.</p>	<p>5.4 Candidates use flexible grouping to support the use of instruction that is adapted to meet the needs of each individual and group.</p> <p>5.5 Candidates organize and manage focused, intensive small group instruction to meet the learning needs of each individual.</p>
<p>HLP 18: Use strategies to promote active student engagement.</p>	<p>5.2 Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning.</p>
<p>HLP 19: Use assistive and instructional technologies.</p>	<p>4.3 Candidates assess, collaboratively analyze, interpret, and communicate students' progress toward measurable outcomes using technology as appropriate, to inform both short- and long-term planning, and make ongoing adjustments to instruction.</p> <p>5.1 Candidates use findings from multiple assessments, including student self-assessment, that are responsive to cultural and linguistic diversity and specialized as needed, to identify what students know and are able to do. They then interpret the assessment data to appropriately plan and guide instruction to meet rigorous academic and non-academic content and goals for each individual.</p>

	<p>5.2 Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning.</p> <p>5.6 Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.</p>
HLP 20: Provide intensive instruction.	<p>5.5 Candidates organize and manage focused, intensive small group instruction to meet the learning needs of each individual.</p> <p>5.6 Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.</p>
HLP 21: Teach students to maintain and generalize new learning across time and settings.	<p>3.2 Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and implemented to achieve mastery of curricular standards and individualized goals and objectives.</p> <p>6.3 Candidates systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments.</p>
HLP 22: Provide positive and constructive feedback to guide students' learning and behavior.	<p>5.2 Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning.</p> <p>6.2 Candidates use a range of preventive and responsive practices documented as effective to support individuals' social, emotional, and educational well-being.</p>