The University of Texas at
TYLER

College of Education and Psychology

School of Education

EDSP 3354 - HYBRID

Instructional Programming for Students with Mild and Moderate Disabilities

Course:	EDSP 3354.001
Semester & Year:	Fall 2021
Time & Days:	Monday 12:35-2:00 -HYBRID
Location:	BEP 218
Instructor	Priscilla Gilpin M. Ed.
Office:	BEP 244
Office Hours:	Tuesday, 9:00-12:00
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Course Catalog Description

A study of instructional techniques for use with learners with mild/moderate disabilities. Addresses assessment and instructional methods, accommodations, adaptations, strategies, and materials appropriate for teaching individuals with exceptionalities in a variety of educational settings. Prerequisite: EDSP 3351 or equivalent

Student Learning Outcome

Topics/Objectives	Activities	Measurement (including performance-based)	Standards Alignment
Describe the unique learning needs of individuals with mild and moderate disabilities.	Small group activities/discussion Simulations	UDL Project Mock IEP Meeting	**TES**: 2A(i-iii), 2B(ii), 2C(iii) **INTASC:** 2, 7, 8

	Children's Books Disability Awareness	IEP Project	
Identify appropriate formal and informal assessments for students with mild and moderate disabilities.	Small group activities	Quiz/Exams	**TES**: 5A (i-ii **INTASC: 6**
Identify appropriate instructional materials, methods, and strategies to teach students with mild and moderate disabilities.	Small group activities/discussion Simulations Children's Books	Quiz/Exams Resource Review Internet Deep Dive Lesson Plan Review	**TES: 3** A(i-iii) **ISTE:** 5 **INTASC**:2, 7, 8
Develop and apply social skills and positive behavioral supports for individuals with mild and moderate disabilities.	IRIS Modules Group Discussions Guest Speakers Social Story	Quiz /Exams Social Story	**TES:** 4 C(i-iii) **INTAS:** 3
Identify appropriate strategies needed to partner with educators, professionals, paraprofessionals, and families to provide services to individuals with mild and moderate disabilities.	Small group discussions IRIS Module	Quiz/Exams IRIS Module	**TES:** 6 C (i-ii), **INTASC:** 9
Evaluate transition practices that increase self-determination in order to meet the post-secondary needs of individuals with mild and moderate disabilities.	Small group discussions IRIS Module	Quiz/Exams IRIS Module	TES:6 C(iii) **INTASC:** 10

Textbook:

Boyle, J. & Scanlon, D. (2019). *Methods and Strategies for Teaching Students*

with High Incidence Disabilities (2nd Ed.). Cengage: Boston.

Evaluation and Grading

1. In-Class Activities	4@20	80
2. Online Assignments	12@ 20	240
3. UDL Project		100
4. IEP Project		100
5. Social Story		50
6. Attendance		Required

TOTAL POINTS: 570

Last Day to Withdraw from Courses: Monday, Nov. 1st

The overall total points for the class are subject to change due to possible time restraints.

Quizzes/Assignments -Active involvement is the key to learning! Your participation is important and required to do well in this course. Students are expected be well prepared to engage in scholarly discussion of the scheduled subject matter. All students are expected to fully participate in all class activities. Students are expected to respect (not necessarily agree with) opinions of classmates. Become an active participant by extending ideas presented by sharing new information and new resources on the subject area. Ask questions and demonstrate being prepared (having read assigned materials). Students must be prepared for class by reading assigned materials prior to class.

At various time throughout the semester, assignments such as *reflections*, *case studies, discussion board groups, book or movie reflections, website or software exploration, etc,* will be assigned to provide you the opportunity to demonstrate your understanding of a specific topic. These will be in addition to the scheduled on-line assignments discussed below. These activities will be related to the assigned topic for the day or to the class discussion from the previous class period. It is anticipated that activities may include either individual or group assignments and some may be completed during class time.

Throughout the semester, you will be expected to participate with your peers in class activities. These activities are extensions of the topic being discussed during the class session.

You must be present in the face-to-face classes to receive these points.

UDL Project: This project will provide you with the ability to show what you have learned during this semester. More information will be shared in class.

IEP Project: You will create a standards-based IEP for a student who demonstrates a mild/moderate disability. More information will be provided in class.

Social Story: You will create a social story to address the social needs of a student. More information will be provided in class.

Course Policies

- **Attendance**. Your attendance and participation are important and required to do well in this course. Students are expected to come to class and be well prepared to engage in scholarly discussion on the day's scheduled subject matter. A student will not be able to do well in the class without prompt and regular attendance. Class attendance and participation is expected. Arriving late or leaving early is considered an absence. If you are absent on the day an assignment is due, you are still expected to submit the assignment on time (e.g., via email or through another student). Points will be deducted from the final grade due to absences. Students will not be penalized for religious holidays. Absences will be treated as follows:

  1 Absence = No Point Loss

  2 Absences = 10 Point Deduction* **Must schedule conference after 2nd absence**

3 Absences = 25 Point Deduction

4 Absences = 40 Point Deduction

⬜ **Make/Up exam.** There will be NO make/up activities or exams for this course unless absence is due to an emergency. <u>Students are expected to submit relevant documentation (e.g. doctor's note, funeral notice, tow-truck receipt, etc.) when requesting a make/up activity.</u>

⬜ ⬜ **Written Assignments.**

⬜ Written assignments MUST be typed using <mark>**double spaced lines and have page numbers**</mark>. In addition, work submitted should reflect a professional quality in terms of scope, depth, writing mechanics, and appearance that would be expected of students at a prestigious university. Proofread all assignments as <u>only materials with minimal or no errors will receive high scores.</u> <mark>**Type assignments in an easily-readable 12 point (e.g. Times New Roman, Helvetica, Tahoma)**</mark>

Late Assignments:

Assignments and projects are expected to be handed in on time. An assignment will be considered late if it is not turned in the day it is due. Assignments are expected to be dropped in the assignment box on Canvas even if you are not in class. You may turn in your assignment early. ***Late assignments are not accepted unless prior arrangements have been made with the instructor.*** Assignments and due dates are posted on the course syllabus. To see if you are really reading this syllabus, please email me a picture of your favorite animal by August 24 and I will add 2 points to your class participation grade. Don't alert your peers. Let's see if everyone is reading their syllabus.

⬜ **Academic Dishonesty.** To be successful in this class, you must invest time for study. Honesty is expected. Academic dishonesty (cheating, plagiarism, collusion) will NOT be tolerated and will result in a grade of zero (0) for the assignment. A second infraction will result in automatic failure of the class. Dishonesty is defined as (i) the use of unauthorized materials,
(ii) any communication with peers during quizzes, (iii) representing another's work as one's own (i.e. plagiarism) or (iv) fabricating information. The professor reserves the right to determine occurrences of cheating. Additional information on Academic Dishonesty is found in the Selected University Policies section of this syllabus.

⬜ **Canvas:** Students will access class notes, assignments, grades and course information through Canvas. Any changes to the course schedule, schedule of assignments, or any special assignments will be posted on Canvas. Students are

expected to regularly check Canvas for updates and to download any class handouts. Please refer to http://www.Canvas.uttyler.edu for more information.

- **DEVICES IN CLASS**: Out of respect for your fellow students, your professor, and the educational process, all technology devices (i.e. cell/smart phones, lap tops, iPads<mark>, etc.) must be powered down and put away unless otherwise indicated</mark> by the professor. Cell phones may be left on vibrate for emergency notification purposes
only. Students will be allowed to use the electronic devices during designated technology breaks. Texting or other cell phone use during class time may result in a reduction of your participation points

- **Person First Language:** Our language is a reflection of our attitudes. Always refer to persons with disabilities with respect. Degrading terminology will not be tolerated. In this class we will strive to use "people first" language at all times. "People First" language always refers to the person first and not as a label or a category. For example, refer to "a student with autism" and not "an autistic".

- **Teacher Candidate Dispositions.** The University of Texas at Tyler School of Education has developed **Teacher Candidate Disposition Assessment** outlining professional behaviors educators are expected to demonstrate in their interactions with students, families, colleagues and communities. The process assumptions, dispositions to be assessed, and examples of deficiencies within each disposition assessment categories are available at the UT-Tyler School of Education website: www.uttyler.edu/education (access School of Education; School of Education Disposition Assessment). It is expected that all students enrolled in EDSP 3354will adhere to and demonstrate these teacher candidate dispositions at all times.

Safe Zone

The professor considers this classroom to be a place where you will be treated with respect as a human being - regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is the professor's expectation that ALL students consider the classroom a safe environment

Technical Information for Hybrid Sections

- Canvas access; sound capacity; check your Patriot email daily for schedule changes or announcements.
- Technical Support: If you experience technical problems or have a technical question about this course, you can obtain assistance by emailing itsupport@patriots.uttyler.edu .
When you email IT support, be sure to include a complete description of your question or problem including:

    ○ the title and number of the course ○ the page in question ○ if you get an error message, a description and message number ○ what you were doing at the time you got the error message

- Plug-ins and Helper Applications: UT Tyler fully online and hybrid courses use Java, Javascript, browser plug-ins, helper applications and cookies. It is essential that you have these elements installed and enabled in your web browser for optimal viewing of the content and function of your online/hybrid course.

    ○ Adobe Reader allows you to view, save, print Portable Document Format (PDF) files. http://getadobe.com/reader/ ○ http://www.java.com/en/download/

    ○ Adobe Flash Player allows you to view content created with Flash suchas interactive web applications and animations.

        http://get.adobe.com/flashplayer/

        player