

PRDV 74024 Ways To Prepare and Maintain Students With Disabilities for General Education Classrooms: Including Use of Behavioral Management Principles

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Description: Focus for this course is on reaching all learners and applying concepts to instructional methodology to address the needs of diverse learners in order to support students with behavioral challenges, learning disabilities, and other moderate disabilities. Participants will apply current research and best practice to improve classroom instruction and learning; integrating functional behavior analysis, student self management techniques, and appropriate teaching strategies to prevent, intervene, and reverse ineffective and negative learning practices. Participants will develop a 7-10 slide PPT to share with others. This course helps participants develop strategies for effective schooling for students with disabilities and the instruction of students with diverse learning styles.

QUESTIONS

If you have general questions or need assistance, please post your comments to the Ask Deb discussion board of the course. Most likely, someone in the class has the same question. If the question is specific to your work, please email dmerriam@framingham.edu or phone 508-359-2710. Questions will be answered within 24 to 48 hours.

COMPUTER SKILLS

Participants are expected to have basic computer skills, know how to search the web, understand how to send an email and attach a file, and have basic file management skills. A fairly new computer connected to the internet works best with Blackboard and familiarity with the learning management tool is also advised. Mozilla Firefox is the preferred browser to use with Blackboard.

ACADEMIC HONESTY

All students enrolled in courses at Framingham State University must abide by the University Policy Regarding Academic Honesty, as published in the Framingham State University catalog and the RAM Student handbook. All forms of academic dishonesty, including cheating on exams and plagiarism, are serious offenses and are subject to scrutiny under due process. By logging into Blackboard, you agree to the university [Acceptable Use Policy](#) which also covers academic honesty. To become more familiar with this policy [click here](#).

TECHNOLOGY RESOURCES

You are encouraged to reference the link to **Atomic Learning** on Blackboard if you have a need to brush up on your technology skills or learn how to use a specific computer application. Atomic Learning self-paced tutorials are free to anyone enrolled in a course at the university. In addition, if you are new to **Blackboard** or online courses, may visit the [FSU Blackboard support site](#) or Blackboard Help [Blackboard Help](#) to view (2-4 minute) show me videos about how to submit an assignment, participate in discussion forums, and much more. **Blackboard support is also available 24-7 by calling 1-866-361-8970.**

BLACKBOARD MOBILE LEARN may be used to read discussion board posts or class material. It does not work as well for participating on the discussion boards or for submitting assignments. Download the app from the Blackboard login page.

ACCOMMODATIONS

Framingham State University offers equal opportunities to all qualified students, including those with disabilities and impairments. The University is committed to making reasonable accommodations as are necessary to ensure that its programs and activities do not discriminate, or have the effect of discriminating,

on the basis of disability. Academic Support serves students with learning and psychiatric disabilities as well as students with visual, mobility and hearing impairments. For further information about this, please visit the website at <https://www.framingham.edu/academics/center-for-academic-success-and-achievement/> or contact Ms. LaDonna Bridges, Director of Academic Support/Disability Services, in the Center for Academic Support and Achievement (CASA) at 508-626-4906 or lbridges@framingham.edu.

COPYRIGHT

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Course Schedule and Objectives

This course overview provides a summary of the topics for each Unit. Detailed instruction is posted on Blackboard in the Threaded Discussion area of the course. You are expected to log into [Blackboard](#) often to review course material, participate on the Discussion Board, and participate in Unit assignments.

Introductions	Day 1
Participant Introductions	
UNIT 1 Behavior plans, assessment, strategies, and implementation	Unit 1
OBJECTIVES:	
<ol style="list-style-type: none"> Using information in Individualized Education Programs (IEPs) to plan strategies for integrating students with disabilities into general education classrooms. Application of effective strategies to enhance student academic learning and behavior. Skills necessary to ethically support students, families, school staff with regard to effective instructional and behavioral interventions. 	
UNIT 2 Motivational needs and home/school communication	Unit 2
OBJECTIVES:	
<ol style="list-style-type: none"> Skills in the area of consultation and collaboration strategies with regard to students, families, and school community. Knowledge in the area of classroom strategies for students to maintain high academic motivation. Development of more empathetic responses with regard to students who hold diverse needs with regard to academic challenges. 	
UNIT 3 Implementation of the IEP, inclusion settings, and assessment	Unit 3
OBJECTIVES:	
<ol style="list-style-type: none"> Content standards of the relevant curriculum frameworks to plan sequential units of study, individual lessons, and learning activities that make learning cumulative and advance students' level of content knowledge. Results of formal and informal assessments as well as knowledge of human development to identify teaching strategies and learning activities appropriate to the specific discipline, age, level of English language proficiency, and range of cognitive levels being taught. Identification of appropriate reading materials, other resources, and writing activities for promoting further learning by the full range of students within the classroom. 	
UNIT 4 Integrating student needs, appropriate methodology, and appropriate materials to support students in general education settings	Unit 4
OBJECTIVES:	
<ol style="list-style-type: none"> Identification of prerequisite skills, concepts, and vocabulary needed for the learning activities. Planning lessons with clear objectives and relevant measurable outcomes. Resources from colleagues, families, and the community to enhance learning. 	

Unit 5 Putting It All Together: What Do We Know?**Unit 5****What Do We Still Need to Know? PowerPoint Plan sharing****PowerPoint Posted in Unit 5 no later than the Day Before Class Closes****OBJECTIVES:**

1. Drawing on resources from colleagues, families, and the community to enhance learning.
2. Incorporating appropriate technology and media in lesson planning.
3. Using information in Individualized Education Programs (IEPs) to plan strategies for integrating students with disabilities into general education classrooms.

Each Unit offers a website exploration and reading/watching a video. A discussion questions are posted in the threaded discussion area. Each participant responds to the question and two peers. Grading: 100 points

80pts. Reading, attendance/online participation (see rubric) 5 units
20 pts. Presentation of a PPT describing the implementation of a plan for preparing and maintaining students with disabilities in the general classroom

Readings:

Horner, R. H., Sugai, G., & Anderson, C. (2010). Examining the evidence base for school-wide positive behavior support. *Focus on Exceptional Children*, 42(8), 1-15

<http://www.uconnucedd.org/Lend/readings/2011/pdfs/Session%2022%20-%20March%204,%202011/horner%20sugai%20anderson%202010%20evidence.pdf>

Rafferty, L. A. (2010). Step-by-Step: Teaching Students to Self-Monitor. *Teaching Exceptional Children*, 43(2), 50-58

<https://spedchat.wikispaces.com/file/view/Step+By+Step+Teachig+Students+to+Self+Monitor.pdf>

Trussell, R. P. (2008). Classroom Universals to Prevent Problem Behaviors. *Intervention in School & Clinic*, 43(3), 179-185. <http://elizabethgoff.wiki.westga.edu/file/view/Trussell+article>

Websites:

All Kinds of Minds <http://www.allkindsofminds.org/>

National Dissemination Center for Children with Disabilities <http://nichcy.org/schoolage/accommodations/>

COURSE REQUIREMENTS

The course is designed as an active collaborative four Unit online learning experience. Participants are expected to log in frequently during the Unit, complete the assigned reading/viewing/exploration and respond to the prompt as well as to at least two classmates' entries. Course material is arranged in modules and should be viewed in the order listed. There is no text book to buy and no face to face meetings scheduled. All material is posted on the University eLearning platform – Blackboard. Students may expect to spend approximately three hours each Unit participating on the discussion board and reviewing course material. As a final assignment, students will submit a completed template of a curriculum unit and lesson plan adapted to meet the needs of a student with learning challenges.

COURSE EXPECTATIONS

Participation in all assignments and course discussions is required. If you anticipate being away during any part of this course, make plans to have access to a computer connected to the internet. The course is 5 units of discussion based on readings, DESE website resources, and additional resources - links provided within the course site.

[myFramingham](#) is the official site for your official academic history at Framingham State University, your official grades, and to register for courses/ request a transcript

Discussion Rubric

Students are expected to post a response for each threaded question and respond to at least 2 other students’ posts for each unit.

Threaded Discussion activity will be awarded 0-16 points/unit for the following:

Quantity of Postings How many times did you post? Was it the minimum or did you post more often. Did you take over the forum by excessive posting?

Quality of Postings Were the posts relevant to the question and thoughtful or were they simply “Yes, I agree”.

Quality of Interactive Discussion and Community Building Did you weave other postings into your own posting?

Understanding of the Reading Did you weave your understanding of the literature into your posting?

	Unsatisfactory 0	Satisfactory 8	Exemplary 16
Quality of Postings	Postings are not relevant to the question posted.	Postings reflect the reading but no information given to source of information.	Postings reflect the readings and information source is cited.
Quantity of Postings	Responds to the question posted and one of the following: Neglects to respond to any student postings or Dominates the thread with excessive postings	Responds to the question posted and responds to a couple of student postings.	Responds to the question posted and responds to 3 - 4 other students and responds throughout the units (not just at one time during the Unit).
Understanding of Readings	Responds to the question posted but does not mention material from the readings.	Responds to the question posted and makes reference to the readings.	Responds to the question posted and makes reference to the readings and provides links to other sources.
Interweaving other postings into discussion	Responds to question posted and to student posting but does not weave information into posting.	Responds to question posted and to student posting and weaves information into own posting.	Responds to question posted and to student posting and weaves information into own posting. Additionally, weaves information in from links to outside sources.

PPT Rubric

5 points	10 points	20 points
Addresses some, but not many areas addressed in class and is not in a format that can be shared with others	Addresses most areas addressed in class and is readily able to be shared with others	Addresses all areas addressed in class and is readily shared with others
Is presented in a somewhat confusing manner	Is presented well and with good clarity and with some graphics	Is presented with exceptional clarity and with appealing graphics
Includes some research based resources, but not in APA format	Includes some research based resources in APA format	Includes several research based resources in APA format