



FAYETTEVILLE STATE UNIVERSITY
SCHOOL OF EDUCATION

Department of Middle Grades, Secondary and Special Education

1. LOCATOR INFORMATION

Semester Fall

Year 2009

Credit Hours 3

Course Number and Name SPED 631 Teaching Students with Mild to Moderate Disabilities: Academic Methods

Course Location & Meeting Time Online (Blackboard)

Office Hours TBA, By Appointments

Instructor Dr. Virginia J. Dickens

Office Location 248 Butler

Office Telephone 910-672-1635

e-mail vdickens@uncfsu.edu (*preferred contact method)

2.

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at
<http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

2. COURSE DESCRIPTION

A study of classroom educational procedures, including methods, curriculum and materials, for teaching students with academic disabilities, with emphasis on problems related to mild to moderate disabilities. [This is not the NC TEACH section of SPED 631]

3. TEXTBOOK

Bos, C.S., & Vaughn, S. (2006-6th Ed.). *Strategies for teaching students with learning and behavior problems*. Boston: Pearson/A & B. ISBN # 0-205-40772-2 (pbk).

Other readings as assigned online

4. Disabled Student Services:

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910 672 – 1203.

5. SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK

The conceptual framework of the School of Education is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in P-12 schools. It defines the educator as a *Facilitator of Learning*, one who seeks to make the learning process accessible and one who enables learning to take place successfully. This presupposes that the educator is reflective and serves as a catalyst, stimulator, and motivator of the teaching for learning process. The conceptual framework defines the unit's vision which underscores the school's purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological, and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the music program. The themes of our conceptual framework are: (1) caring dispositions and ethical responsibility; (2) communication; (3) knowledgeable and reflective educators; (4) research and leadership; (5) respect for diversity and individual worth; (6) technological competence and educational applications; and (7) working with families and communities.

6. STANDARDS

Professional			
Standards Used in Course	NC Core Standards	CEC Common Core Standards; NCATE Standards	Assessments
X	1. Teachers demonstrate leadership.	# 9 Professional and Ethical Practice; # 10 Collaboration # 1 Knowledge, Skills, Dispositions	Inclusion, Strategy Instruction, & Research Val. Instr. Methods Projects/ Presentations; Peer Discussions
X	2. Teachers establish a respectful environment for a diverse population of students.	# 5 Learning Environments and Social Interactions; # 1 Knowledge, Skills, Dispositions	Inclusion, Strategy Instruction, & Research Val. Instr. Methods Projects/ Presentations
X	3. Teachers know the content they teach.	#3 Individual Learning Differences #4 Instructional Strategies; # 1 Knowledge, Skills,	Inclusion, Strategy Instruction, & Research Val. Instr. Methods Projects/ Presentations; IARs; Peer

		Dispositions	Discussions; Practice Tests
X	4. Teachers facilitate learning for their students.	# 6 Communications #1 Foundations; # 1 Knowledge, Skills, Dispositions; #4 Diversity	Inclusion, Strategy Instruction, & Research Val. Instr. Methods Projects/ Presentations; IARs; Peer Discussions; Practice Tests
X	5. Teachers reflect on their practice.	# 9 Professional and Ethical Practice # 1 Knowledge, Skills, Dispositions	Inclusion, Strategy Instruction, & Research Val. Instr. Methods Projects/ Presentations; IARs; Peer Discussions; Practice Tests

Special Education: General Curriculum

Standard 1: Special Education: General Curriculum teacher candidates know the policies, process and procedures for providing special education services.

Special Education: General Curriculum teacher candidates have a thorough understanding of the Policies Governing Services for Children with Disabilities. Through this knowledge of the process of referral, evaluation, and development of the individualized education program (IEP), teachers provide appropriate individualized education in the least restrictive environment.

- Know the Policies Governing Services for Children with Disabilities
- Understand the placement process from referral to delivery of services
- Know the typical characteristics of students in each disability category.
- Understand and facilitate effective planning for transitions (preschool, school, postsecondary/adult).

Standard 2: Special Education: General Curriculum teacher candidates have the knowledge and skills to use a variety of assessment techniques to plan and implement instruction, monitor student progress, and document learning.

Special Education: General Curriculum teacher candidates use a variety of assessment strategies and sources to determine students' prior knowledge, skills, interests and learning styles. They plan appropriate instruction, evaluate progress toward learning goals and inform families and professional service providers. Teacher candidates view assessment as an integral part of the teaching/learning cycle, in which assessment drives instruction, and evaluation of learner outcomes informs further instruction. Teacher candidates use regular, frequent, valid, and reliable outcome measures to evaluate and respond to the progress of individual students toward annual goals and to differentiate instruction in a tiered model.

- Evaluate reliability, validity, and the technical soundness to select measures used in assessing students for eligibility, instructional decisions, and progress monitoring.
- Demonstrate instructional decisions using grade-level benchmarks, CBM, and progress monitoring data in a tiered model for differentiation of instruction.
- Assess students' reading performance by obtaining measures of phonemic awareness, letter-sound association skills, word identification skills, fluency, vocabulary and comprehension.
- Assess students' written language performance by gaining measures of fine motor skills, mechanics of writing, writing fluency and written expression.
- Assess students' mathematics performance through analysis of error patterns and an understanding of the components of number sense (quantity/magnitude, form of a number, base ten, equality, numeration, algebraic and geometric equation and proportional reasoning).
- Use age appropriate transition assessments for students ages 14 and above.

Standard 3: Special Education: General Curriculum teacher candidates have a broad working knowledge of research-validated instructional and behavioral strategies to facilitate learning across the curriculum for K-

12 students.

Special Education: General Curriculum teacher candidates utilize research-validated instructional and behavioral strategies to facilitate learning across the various disciplines. Cognitive and behavioral techniques support the use of best practices for all students. Research-validated techniques support innovative integration of standards-based content with appropriate use of technology.

- Demonstrate how to teach social skills using explicit and systematic instruction.
- Demonstrate competency to design a self-management program and instruct students on implementation of program.
- Know research-validated cognitive learning strategies.
- Know research-validated meta-cognitive learning strategies.
- Demonstrate the principles of Universal Design for Learning through the use of multiple means of representation, expression, and engagement across the curriculum.
- Plan and facilitate comprehensive transition services.

Standard 4: Special Education: General Curriculum teacher candidates have the knowledge and skills to use systematic, explicit, multi-sensory methods to teach communication skills, reading, written expression, and mathematics.

Special Education: General Curriculum teacher candidates provide a comprehensive series of daily instructional lessons in communication skills, reading, written language and math that are systemic, explicit and multi-sensory.

- Understand the essential components of the English language (phonetics and phonology, sound production, morphology and orthography, semantics and syntax and pragmatics) and the impact of language on learning.
- Understand the critical components of comprehensive reading instruction (phonemic awareness, letter-sound associations, word identification, spelling, reading fluency, vocabulary, reading comprehension).
- Understand and provide instruction in the essential components of math instruction (quantity/magnitude, form of a number, base ten, equality, numeration, algebraic and geometric application and proportional reasoning).
- Understand and provide instruction in the essential components of written language instruction (composition and conventions).

Standard 5: Special Education: General Curriculum teacher candidates have the knowledge and skills to teach students to use behaviors that promote success in the learning environment, which include the development of social competence.

Special Education: General Curriculum teacher candidates use effective strategies that promote a positive learning environment. They also use small-group and individualized strategies that enable students with behavior problems to develop academic and social competence. Teacher candidates use individualized behavior management strategies for those with more severe behavior problems.

- Know how to establish rules and procedures that convey behavioral expectations.
- Demonstrate how to teach social skills using explicit and systematic instruction.
- Demonstrate competency to conduct and analyze a functional behavior assessment.
- Demonstrate competency to use functional behavioral assessment results to develop a positive behavior support plan based on research-validated interventions.
- Know how to implement individualized positive behavior support strategies based on functional behavior assessment results for students with significant behavior problems.

Standard 6: Special Education: General Curriculum teacher candidates collaborate and consult with families, general education teachers and other professionals to further the academic and social development of students.

Special Education: General Curriculum teacher candidates recognize how accessing resources and collaborating with families, schools, and the community can impact student success. Communicating and building trusting partnerships with families, including those from culturally and linguistically diverse backgrounds, are essential elements that must be implemented. Teacher candidates partner with families to gather critical information to assess student progress and design instruction. Inclusive education and other collaborative teaching models assist with providing access to the general curriculum.
<ul style="list-style-type: none"> • Demonstrate effective communication strategies
<ul style="list-style-type: none"> • Establish effective interagency collaboration with adult service providers
<ul style="list-style-type: none"> • Model evidence based variations of co-teaching
<ul style="list-style-type: none"> • Collaborate and consult with interpreters, transliterators and other related / adult service providers.
<ul style="list-style-type: none"> • Maintain confidentiality
<ul style="list-style-type: none"> • Provide effective paraeducator supervision

Graduate

Standard 1: Teacher Leadership
Teacher leaders assume the roles and responsibilities of collaborative leaders in schools and communities. Teachers demonstrate leadership in their classrooms, schools and professional organizations; they advocate for students and effective educational practices and policies; and they are role models for ethical leadership.
Teacher leaders will know and be able to:
<ul style="list-style-type: none"> • Demonstrate effective ongoing communication, collaboration, and team-building among colleagues.
<ul style="list-style-type: none"> • Facilitate mentoring and coaching with novice teachers.
<ul style="list-style-type: none"> • Set goals and establish priorities while promoting educational initiatives that positively affect student learning.
<ul style="list-style-type: none"> • Participate in professional learning communities.

Standard 2: Respectful Educational Environments
Teacher leaders model leadership by establishing a positive and productive environment for a diverse population of students, their families, and the community. Teachers are knowledgeable about cultures and global issues and how they are contextualized locally. Teachers help colleagues develop effective strategies for students with special needs. They encourage positive, constructive relations among colleagues and students.
Teacher leaders:
<ul style="list-style-type: none"> • Facilitate the development of inviting, respectful, supportive, inclusive, and flexible educational communities.
<ul style="list-style-type: none"> • Create collaborative partnerships with families, schools, and communities to promote a positive school culture.
<ul style="list-style-type: none"> • Facilitate and model caring and respectful treatment of individuals within the learning community.
<ul style="list-style-type: none"> • Demonstrate knowledge and understanding of diverse world cultures and global issues.
<ul style="list-style-type: none"> • Encourage high expectations for all students.
<ul style="list-style-type: none"> • Collaboratively design and implement curriculum and instruction that is responsive to learner differences.

Standard 3: Content and Curriculum Expertise

Teacher leaders have a deep knowledge of the subjects they teach and understanding of curriculum theory and development. They value collaboration and the interconnectedness of disciplines. They understand the importance of curriculum relevance in engaging students in content.
Teacher leaders:
• Demonstrate in-depth knowledge of curriculum, instruction, and assessment.
• Model the integration of 21st century content and skills into educational practices.
• Develop relevant, rigorous curriculum.

Standard 4: Student Learning
Teacher leaders facilitate student learning through evidence-based practice informed by research. They understand and apply research in child and adolescent development, cognitive development, and general and specialized pedagogy. They encourage critical reading, writing and thinking in the learning process. They foster instructional and evaluation methods that embrace variety and authenticity. They promote student reflection and self-assessment. They encourage colleagues and students to take on leadership roles and work in teams.
Teacher leaders:
• Seek out and use existing research to inform school practices.
• Design action research to investigate and improve student learning and school policies and practices.
• Model technology integration that supports student learning.
• Critically analyze student and school performance data to determine needs and plan instruction that is rigorous, coherent, and substantiated within a theoretical and philosophical base.

Standard 5: Reflection
Teacher leaders contribute to systematic, critical analysis of learning in their classrooms and beyond. They are lifelong learners who model and support ongoing professional development. Teachers embrace critical thinking, problem solving, and innovation.
Teacher leaders:
• Promote an educational culture that values reflective practice.
• Model the development of meaningful professional goals.
• Model personal and professional reflection to extend student learning and school improvement.

7. GENERAL REQUIREMENTS

The content of SPED 631-D1 is divided into 3 parts and 12 lessons. The lessons consist of a series of activities (individual and group) designed to assist students to meet the course competencies.

The Lesson Activities (or Assignments) include:

1. Introductory Notes
There will also be Introductory Notes for students to read prior to beginning the activities for each lesson.
2. Readings
There will be lesson Readings from the Bos & Vaughn text and other resources from the Internet, etc.
3. Information in Action Responses (IARs)
There will be a series of IARs or reflection/application questions students will complete on course text chapters and related readings for each lesson

[These are graded assignments to be completed only after reading all assigned resources for the lessons]

4. Practice Tests

There will be Practice Tests students will complete for each text chapter online and present results to the instructor through the Companion Website for Teaching Students with Learning and Behavior Problems [These are graded assignments to be completed only after reading all assigned resources for the lessons]

5. Peer Discussions

For some lessons, there will be an online discussion with course peers related to a Prompt presented on the Discussion Board for the lesson topics [These are graded assignments to be completed only after reading all assigned resources]

6. Application Projects

For some lessons (3) there will be applied projects related to the course content [These are graded assignments to be completed only after reading all assigned resources]

Project 1--Inclusion Project & Presentation

Students will conduct and report on an individualized inclusion project selected from a variety of choices, including: models and methods of inclusion, research related to inclusion, planning and implementing adaptations

Project 2--Strategy Instruction Project & Presentation

Students will conduct and report on an individualized strategy instruction project including: review of learning strategy instruction research and learning strategy instruction implementation (mnemonic strategy instruction, content enhancements strategy instruction, or non-mnemonic strategy instruction)

Project 3--Research-Validated Methods Project & Presentation

Students will conduct and report on an individualized methods project selected from a variety of choices, including: peer-mediated instruction implementation; direct and explicit instruction, scaffolded instruction, anchored instruction

8. EVALUATION CRITERIA

Grades will be assigned on an accumulated points basis according to student performance on assignments with points assigned based upon comparison with established rubrics for success. Performance rubrics will be provided for students prior to task assignments. Assignments are worth the following possible points:

Information in Action Responses=460 points (46 questions across 12 IARs X 10 each question)

Practice Tests=304 points (12 tests X 21 to 35 questions each test X 1 point per question)

Peer Discussions=60 points (6 Prompts X 10 points each prompt)

Projects/Presentations

Inclusion=100 points

Strategy Instruction=200 points

Research-Validated Methods=300points

Total Points= 1424

Final grades are assigned as follows: Accumulated Points Grade Scale Used in this Course

A 92-100 % of points = A

B 83-91 % = B

C 73-82 % = C

F 72 % or less (Academic Failure)

I *=See new grading policy attached to end of this syllabus; no Incompletes will be awarded except in these circumstances

FN= See new grading policy attached to end of this syllabus following the references section

A=1424-1310 points

B=1309-1182 points

C=1181-1039 points

F=Below 1039 points

[Points system and activities required subject to revision by instructor, as necessary for the benefit of the students. Instructor reserves the right to subtract points for late work and to withhold a grade for or give an F to students who fail to complete significant portions of the activities, regardless of points accumulated, due to competencies not being met.]

9. COURSE OUTLINE (Assignment Due Date Schedule available at course Blackboard site under Course Information/Course and Assignment Schedule)

LESSON 1 TEACHING AND LEARNING

LESSON 2 THEORIES ON TEACHING AND LEARNING

LESSON 3 THE INSTRUCTIONAL PROCESS

LESSON 4 TEACHING READING-THE BASICS

LESSON 5 TEACHING READING FOR LEARNING

LESSON 6 TEACHING WRITING

LESSON 7 CONTENT AREA AND VOCABULARY INSTRUCTION

LESSON 8 TEACHING MATHEMATICS

LESSON 9 MANAGING BEHAVIORS AND SOCIALIZATION

LESSON 10 TRANSITION EDUCATION

LESSON 11 COLLABORATIVE INSTRUCTION

LESSON 12 PROFESSIONAL COMMUNICATION

10. TEACHING STRATEGIES This Blackboard based online course will involve: extensive readings of text and online materials, on campus meeting for orientation, student-instructor interaction, peer-peer discussion, student individual activities, projects and presentations.

11. REFERENCES:

SELECTED BIBLIOGRAPHY ON-LINE RESOURCES*

[*Note that online reference URLs change frequently. Notify instructor of resources not available.]

Inclusion

Office of Special Education Programs, US Department of Education,
I. Context/Environment, (Scroll document for Section 2: Providing Access to the General Education Curriculum for Students with Disabilities)

<http://www.ed.gov/about/reports/annual/osep/1999/ch1.doc>

Moore, C., Gilbreath, D., & Maiuri, F. Educating Students with Disabilities in General Education Classrooms <http://interact.uoregon.edu/wrrc/AKInclusion.html>

The Change from Isolation to Collaboration (Ch. 1) in Collaborative Teaching: Special Education for Inclusive Classrooms

Price, Mayfield, McFadden, and Marsh

http://www.parrotpublishing.com/Inclusion_Chapter_1.htm

Inclusion

<http://www.uni.edu/coe/inclusion/>

(A good site for basic inclusion information)

Special Education Resources on the Internet

<http://seriweb.com/>

(A mega-site of SPED resources)

Inclusion

<http://www.specialednet.com/inclusion.htm>

(A resource for SPED inclusion information on Web)

Including Students with Disabilities in General Education Classrooms, ERIC Digest # E521,

<http://www.ericfacility.net/ericdigests/ed358677.html>

ERIC, Selected Internet Resources for Inclusion

<http://ericec.org/faq/inclus-x.html>

The ABCDEs of Co-Teaching

http://www.ldonline.org/ld_indepth/teaching_techniques/tec_coteaching.html

Including Students with Disabilities in General Education Classrooms, LD Online, ERIC EC Digest # E521

http://www.ldonline.org/ld_indepth/special_education/eric_e521.html

Inclusion and Learning Disabilities: Frequently Asked Questions
(http://www.ldonline.org/ld_indepth/special_education/schultz_inclusion.html)

Surviving in the Inclusion Classroom
(<http://helium.vancouver.wsu.edu/~golden/inclusion.htm>)

Power of 2
<http://www.powerof2.org/>

Co-teaching: Are Two Heads Better Than One in an Inclusion Classroom? Harvard Educational Letter, Research Online
<http://www.edletter.org/past/issues/1999-ma/coteaching.shtml>

Strategies for Teaching Students with Learning Disabilities
<http://www.as.wvu.edu/~scidis/learning.html>

Haskill, D.H. Building Bridges Between Science and Special Education: Inclusion in the Science Classroom
<http://unr.edu/homepage/crowther/ejse/haskell.html>

Learning Strategy Instruction
Learning Strategies
<http://ericec.org/digests/e577.html>

Blakey, E., & Spence, S. (1990) Developing Metacognition, ERIC Digest
<http://www.ericfacility.net/ericdigests/ed327218.html>

Learning Strategies Curriculum, Strategic Instruction Model
<http://www.ku-crl.org/iei/sim/lscurriculum.html>)

Center for Advancement and Learning, Muskingum College
<http://muskingum.edu/~cal/database/introlsmod.html>
<http://muskingum.edu/~cal/database/conspecific.html>

Sturomski, N. Interventions for Students with Learning Disabilities Teaching Students with Learning Disabilities to Use Learning Strategies, NICHCY News Digests News Digest 25 (ND25) 1997
<http://www.nichcy.org/pubs/newsdig/nd25txt.htm>

Thinking and Study Skills
<http://education.calumet.purdue.edu/vockell/cai/Cai3/cai3thinking.htm>

Center for Advancement and Learning, Muskingum College
<http://muskingum.edu/~cal/database/instruction.html>

Purposes of Memory Strategies
<http://muskingum.edu/~cal/database/memory.html>

Learning Strategies for Students with Learning Disabilities, NICHCY
<http://www.nichcy.org/pubs/bibliog/bib14txt.htm>

Metacognitive Strategies
http://coe.jmu.edu/mathvidsr/inst_strat/descrip/tms.htm)

Falcon, N. Content Enhancement Routine Research Paper
<http://students.cup.edu/fal2298/Research%20paper.htm>
<http://vigid.lcsd.wednet.edu/svn/Organizers/>
(Examples and blank templates to download)

La Conner School District

<http://yiqid.lcsd.wednet.edu/svn/Organizers/Template/template.pdf>

(Example forms)

Content Enhancement, E.D. Feehan High School

<http://www.scs.sk.ca/edf/ce/>

(Examples and templates to download)

Larson, B., Content enhancements

http://www.powerof2.org/teacher_vistas/interviews/enhance/brenda/

(Completed examples)

Van Horn, C. Content enhancements

http://www.powerof2.org/teacher_vistas/interviews/enhance/cindy/

(Completed examples)

Study Guides and Strategies, UST

<http://www.studygs.net/>

(Wealth of Content Enhancement Techniques and Examples)

Feldman, K. Cutting to the Chase: Improving Content Area Instruction in Mixed Ability General Education Classes Grades 4-12

<http://www.calstat.org/leadershipinstitute/powerpoints/calstatroundtable.ppt>

(A ppt. Presentation with examples)

La Conner School District

<http://yiqid.lcsd.wednet.edu/svn/Organizers/Template/template.pdf>

(Example forms)

Content Enhancement, E.D. Feehan High School

<http://www.scs.sk.ca/edf/ce/>

(Templates to download)

Content Enhancements and Adaptations

http://www.teachingld.org/teaching_how-tos/content/default.htm

(Links to articles on Content Enhancements and Learning Strategies)

Graphic Organizers, Printables (Teachervision.com)

<http://www.teachervision.fen.com/lesson-plans/lesson-6293.html>

(Access to printable content enhancements)

Deshler, D.D., Ellis, E.S., & Lenz, B.K. (1996). *Teaching adolescents with learning disabilities: Strategies and methods*. Denver: Love.

Mercer, C.D., & Mercer, A.R. (2001). *Teaching Students with learning problems*. Upper Saddle River, NJ: Merrill Prentice Hall.

[Access to the General Curriculum](#)

Accommodations and Modifications, The Advocacy and Learning Center

<http://pages.zdnet.com/ourorhskids/id25.html> (a variety of links)

Accommodation Strategies (Ch. 6) in *Special Education for Inclusive Classrooms*, Price, Mayfield, McFadden, and Marsh http://www.parrotpublishing.com/Inclusion_Chapter_6.htm

Classroom Strategies for Inclusion of Students with Communications and Learning Disorders, Tools for Coping with Life's Stressors

<http://www.coping.org/involvepar/accomform.htm>

Accommodations for Students with Communications and Learning Disorders, Tools for Coping with Life's Stressors

<http://www.coping.org/involvepar/inclusion.htm>

Accommodations: Matching Accommodations to Learning Needs (LD Online)

http://www.ldonline.org/ld_indepth/teaching_techniques/accommodations_matching.html

Accommodations Checklist; Inclusion: Yours, Mine, Ours (Florida Inclusion Network)

http://rushservices.com/Inclusion/accommodations_checklist.htm

Special Education Accommodations and Adaptations (AL State Dept. of Education-Special Education Website)

<http://www.hhs.homewood.k12.al.us/edgewood/staff/kwear/sped/accommodations.html>

Nine Types of Adaptations; Teaching Strategies

http://www.uni.edu/coe/inclusion/strategies/types_adaptation.html

Adapting the Curriculum (Washington State University, Vancouver)

<http://helium.vancouver.wsu.edu/~golden/adapting.htm>

Making Modifications in the Classroom: A Collection of Checklists (LD Online)

www.ldonline.org/ld_indepth/teaching_techniques/mod_checklists.html

List of Appropriate School-Based Accommodations and Interventions (Attention Deficit Disorder Association)

<http://www.add.org/content/school/list.htm>

Great Classroom Accommodations for ADHD (Healthy Place: ADD/ADHD Community)

http://www.healthyplace.com/communities/add/judy/teaching_tools_1.htm

Parent Journal. (1996). Classroom Modifications (LD Online)

http://www.ldonline.org/ld_indepth/teachers/teaching-2.html

Collaboration/Consultation

Including Students with Disabilities in General Education Classrooms

<http://www.ericfacility.net/ericdigests/ed358677.html>

Collaboration between General and Special Education Teachers

http://www.ed.gov/databases/ERIC_Digests/ed409317.html

Targeting Home-School Collaboration for Students with ADHD

http://www.ldonline.org/ld_indepth/add_adhd/tec_home_school_collab.html

Collaborative Teaching: Special Education for Inclusive Classrooms

<http://www.parrotpublishing.com/>

The ABCDEs of Co-Teaching

http://www.ldonline.org/ld_indepth/teaching_techniques/tec_coteaching.html

Meeting the Needs of Special Education Students (Shoup, J., & Kramer, P.)

http://www.muhsenberg.edu/conferences/govacad/ppt/Special_Education.ppt

(A PowerPoint presentation that may take a little time to load)

Collaborative Consultation Skills Needed by Teachers to Develop Effective Teaching Programs

<http://www.personal.monash.edu.au/~usharma/collborasamplepaper.pdf>

Inclusion and Learning Disabilities: Frequently Asked Questions

http://www.ldonline.org/ld_indepth/special_education/schultz_inclusion.html

Surviving in the Inclusion Classroom

<http://helium.vancouver.wsu.edu/~golden/inclusion.htm>

Co-teaching: Are Two Heads Better Than One in an Inclusion Classroom?

<http://www.edletter.org/past/issues/1999-ma/coteaching.shtml>

Co-Teaching/Collaboration

<http://www.esc13.net/lre/coteaching.html>

What is Teacher Collaboration...?

<http://www.slc.sevier.org/tcollab.htm>

Collaboration: A Must for Teachers in Collaborative Educational Settings

http://iris.peabody.vanderbilt.edu/info_briefs/collaboration/collaboration.doc

Messina, J.J., & Messina, C.G. Tools for Getting Parents Involved in the Exceptional Education Process, Coping.Org Tools for Coping with Life's Stressors

<http://www.coping.org/involvepar/involve.htm>

Research Validated Teaching Methods

Access to the General Curriculum for Students with Disabilities: A Brief Legal Interpretation (Karger, J. & Hitchcock, C.) Click here to read: <http://http://www.cast.org/ncac/index.cfm?i=4672>

Three Steps for Gaining Access to the General Education Curriculum for Learners with Disabilities (Margaret E. King-Sears) Click here to read:

<http://www.powerof2.org/cgiwrap/powerof2/feature/index.php?id=166>

Accessing the General Curriculum: Including Students with Disabilities in Standards- Based Reform (McLaughlin, M.J., & Nolet, V.) Click here to read:

http://http://www.ncset.org/teleconferences/transcripts/2001_11.asp

Accessing the General Curriculum (ppt) Click here to read:

<http://http://technoranger.allconet.org/curriculumstuff/WhyAdaptCurriculum.ppt>

<http://technoranger.allconet.org/curriculumstuff/WhyAdaptCurriculum.ppt>

Bright Futures for Exceptional Learners: Action Agenda to Achieve Quality Conditions for Teaching and Learning (CEC) Click here to read: http://http://www.cec.sped.org/spotlight/cond/bf_findings.html

Effective Practices: An Integration of Meta Analyses

<http://curry.edschool.virginia.edu/sped/projects/ose/information/mega/>

Accessing the General Curriculum: Instructional Strategies on the Internet (Western Regional Resource Center) <http://interact.uoregon.edu/wrrc/InstStrat.htm> [This site provides you with links "to a number of Web sites that provide useful information about instructional strategies for accessing the general curriculum." A particularly useful link is listed below:

Strategies to Improve Access to the General Education Curriculum, Access Tool: Research -Supported Strategies Chart (The Access Center)

<http://www.k8accesscenter.org/pdf/normal4.pdf> see esp.

<http://www.k8accesscenter.org/documents/RESEARCHSUPPORTEDSTRATEGIESCHART.pdf>

Current Practice Alerts, Teaching LD

http://www.teachingld.org/ld_resources/alerts/

Instructional Strategies List

http://coe.jmu.edu/mathvidsr/inst_strat/lists.htm#Organization

Jackson, R., Harper, K., & Jackson, J. Effective Teaching Practices and the Barriers Affecting their Use in Accessing the Curriculum: A Review of Recent Literature

<http://www.cast.org/ncac/reports/tpractice1.pdf>

Special Education Effective Practices: Links to Other Effective Practice Sites (VESID)

<http://www.vesid.nysed.gov/specialed/effective/effecdetail.html#lin>

Improving Education: The Promise of Inclusive Schooling (National Institute for Urban School Improvement)

<http://www.inclusiveschools.org/Inclbook.htm>

Special Education Inclusion (On WEAC)

<http://www.weac.org/resource/june96/speced.htm>

Intervention Techniques (Office of Special Education, UVA)

<http://curry.edschool.virginia.edu/sped/projects/ose/information/interventions.html>

Ideas that Work (ERIC)

<http://ericec.org/osep-sp.html>

New Horizons for Learning

<http://www.newhorizons.org/>

David H. Allsopp, D.H., Ingram, R., & Kyger, M. Instructional Strategies List, Math VIDS (Video Instructional Development Source, JMU) http://coe.jmu.edu/mathvidsr/inst_strat/lists.htm#Conceptual
(Has instructional sheets and links to video clips of best practices)

28 Takes on 21st Century Literacy Instruction

http://learnweb.harvard.edu/2821/w2000_2.cfm

Anderson, Ed. Education that Works: The Child is Always Right (6 part article)

<http://www.behavior.org/> (Then search for Ed Anderson)

Useful Links on Teaching

<http://www3.niu.edu/facdev/teaching/teachlinks.htm#Disabilities>

EdGate Special Education and Gifted Center

http://www.edgateteam.net/sped_gifted/indexsped.htm

Blackie, G.B. Classroom Climate.

http://www.qsi.org/YEM/Pages/Sch_Publications/Staff_articles/Classroom_climate/Classroom_climate.htm

Garnett, K. Thinking about Inclusion and Learning Disabilities: A Teacher's Guide (DLD)

http://www.ldonline.org/ld_indepth/teaching_techniques/dld_ecologies.html

Educational Planning

<http://members.aol.com/BevKPrice/HTML/web10.html>

Creating a Climate for Learning: Effective Classroom Management Techniques

http://www.education-world.com/a_curr/curr155.shtml