

**SPED 386: Learning Disabilities (3 credits)**

Fall 2018

Education Building 122, Tuesdays &amp; Thursday 12:00-1:15pm

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<b>Time Zone:</b>	All times indicated throughout this syllabus reflect Central Time (CT)
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<b>Hours of Availability:</b>	Mon. 10-12, Tues. 9-11, Thurs. 11-12 & by appointment
<b>Learning Management System (LMS) used for this Course:</b>	Blackboard Learn

**Course Description:** This course will include identification and characteristics of children, youth and other individuals with learning & related disabilities. A heavy emphasis will be placed on creating and modifying learning environments and adapting instructional strategies to meet the needs of students in inclusive early childhood, elementary and secondary settings. Students will focus on best practices and methods related as well as computer assisted instruction and technological equipment appropriate to varied learning needs. Prerequisite: SPED 389; Co-Req: SPED 387 for major. F, S online.

**Purpose of the Course:** The statement regarding The Challenge in the preface of William N. Bender's (2008) book expressed the true purpose of this course. "The challenge, in the final analysis, must be stated in personal, moral terms. These students historically have been ignored by our educational institutions and our society. Many have suffered emotionally because of the uninformed ridicule by other students and, in some rare cases, teachers. Yet most of the students with whom you will have contact will be individuals who have not given up the struggle to gain something through their educational endeavors and their personal/social lives. Almost every professional in the field is constantly amazed at the triumph of spirit that is apparent in these students. In the face of consistent failure, many students with learning disabilities continue to attempt every reading assignment, every math assignment, and every language arts task. They constantly seek to achieve social acceptance from their peers, even at the cost of some unintentional ridicule and social embarrassment. These struggling students will amaze you, and you will quickly find that you wish to assist them in every way you can. You will learn a deep, abiding respect for these individuals. You will seek ways to assist them in their schoolwork and in their relationships with peers, teachers, and family members. You will do everything within your power to assure that these individuals are given something resembling an even chance in their education and in their lives. In the majority of cases, an even chance is all these students need to become very productive citizens in our society. The moral imperative then becomes clear: You must become the best teacher you can be. These remarkable students deserve nothing less" (xiv).

**Course Improvements Based on Most Recent Assessment Findings:** This course was assessed in the Fall of 2017. As a result, a new textbook was selected and additional supports integrated into course instruction to support students in their academic writing.

**Conceptual Framework:** Our conceptual framework at Mayville State is *The Reflective Experiential Teacher*. It is based upon a belief that preservice teachers develop abilities to reflect on current research findings, essential and theoretical knowledge, and appropriate teaching strategies and practices through experience. Application requires learning how to reflect, to question, and test hypothesis, while experiential practices engage students in a variety of clinical, field-based opportunities in which to employ and assess their instructional abilities.

**Required Materials:**

Mather, N., Goldstein, S., & Eklund, K. (2015). *Learning disabilities and challenging behaviors: Using the building blocks model to guide intervention and classroom management* (3<sup>rd</sup> ed.). Baltimore, MD: Paul H. Brookes Publishing Co., Inc.

Sylvester, H. (2002). *Legacy of the blue heron: Living with learning disabilities*. Farmington, ME: Oxtou House Publishers.

Vaughn, S., & Bos, C.S. (2015). *Strategies for teaching students with learning and behavior problems* (9<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson.

**Field-Related Websites**

Council for Exceptional Children:	<a href="http://cec.sped.org">http://cec.sped.org</a>
National Committee on Learning Disabilities	<a href="http://www.ldonline.org/">http://www.ldonline.org/</a>
National Center for Learning Disabilities	<a href="http://www.nclld.org/">http://www.nclld.org/</a>
National Dissemination Center for Children with Disabilities	<a href="http://www.nichcy.org/">http://www.nichcy.org/</a>
What Works Clearinghouse	<a href="http://www.whatworks.ed.gov/">http://www.whatworks.ed.gov/</a>
Intervention Central	<a href="http://www.interventionalcentral.org">www.interventionalcentral.org</a>

**Course Goals aligned with Council for Exceptional Children (CEC) Standards, Mayville State SLO's and INTASC Principles:**

1. Use course materials and information from related professional organizations and authors to explain the disability experience and how knowledge gained influences teaching. (SLO 1,3; INTASC 1,2,3,7,9,10)
2. Explain for each category of learning disability: evaluation, remediation, characteristics, accommodations and related concerns (SLO 1,2,3 & INTASC 1,2,3,4,5,6,8,10)
3. Develop curriculum-based measurements for identification and progress monitoring. (SLO 1,2,3,5; INTASC 1,3,8,10)
4. Identify technology-based and other strategies for curriculum and instruction of students with learning disabilities. (SLO 1,2; INTASC 1,2,3,4,5,6,7,9)
5. Compare and contrast current research and issues in the field of learning disabilities and how they will impact practice (SLO 1,3; INTASC 1,7,8)

6. ISCI 1 K9 Effects of various medications on individuals with exceptionalities
7. IGC1 K1 IIC1 K1 Etiology and diagnosis related to various theoretical approaches
8. IGC1 K3 IIC1 K3 Etiologies and medical aspects of conditions affecting individuals with exceptionalities
9. IGC1 K8 IIC1 K7 Impact disabilities may have on auditory and information processing skills
10. IGC1 K9 Impact of exceptionalities on auditory and information processing skills
11. IGC1 K10 IIC1 K9 Impact of language development and listening comprehension on academic and non-academic learning of individuals with exceptionalities
12. IGC1 K11 IIC1 K10 Communication and social interaction alternatives for individuals who are nonspeaking
13. IGC1 K12 Typical language development and how that may differ for individuals with learning exceptionalities
14. IIC2 K5 Advantages and disadvantages of placement options and programs on the continuum of services for individuals with exceptionalities
15. ISCI 4 K5 National, state or provincial, and local accommodations and modifications
16. IGC4 K4 Procedures for early identification of young individuals who may be at risk for exceptionalities
17. ISCI 5 K2 Evidence-based practices validated for specific characteristics of learners and settings
18. ISCI 5 K3 Augmentative and assistive communication strategies
19. IGC5 K1 IIC5 K1 Sources of specialized materials, curricula, and resources for individuals with exceptionalities
20. IGC5 K2 Strategies to prepare for and take tests
21. IGC5 K3 Advantages and limitations of instructional strategies and practices for teaching individuals with exceptionalities
22. IGC5 K5 IIC5 K3 Strategies for integrating student initiated learning experiences into ongoing instruction
23. IGC5 K5 IIC5 K3 Strategies for integrating student initiated learning experiences into ongoing instruction
24. IGC5 K6 Methods for increasing accuracy and proficiency in math calculations and applications
25. IGC5 K7 Methods for guiding individuals in identifying and organizing critical content
26. IGC5 K11 Relationships among exceptionalities and reading instruction
27. ISCI 7 K1 Models and strategies of consultation and collaboration
28. ISCI 7 K2 Roles of individuals with exceptionalities, families, and school and community personnel in planning of an individualized program
29. ISCI 7 K3 Concerns of families of individuals with exceptionalities and strategies to help address these concerns
30. ISCI 7 K4 Culturally responsive factors that promote effective communication and collaboration with individuals with exceptionalities, families, school personnel, and community members
31. Recognize assets and needs of diverse learners (Diversity Goal 1)
32. Use knowledge of diversity to ensure learning experiences are differentiated to the needs of the learner (Diversity Goal 3)
33. Reflect on context, multiple perspectives, actions and personal decisions as they related to diversity (Diversity Goal 4)

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- 34. Exhibit respect, openness and value of diversity across the spectrum of differences (Diversity Goal 6)
- 35. Demonstrate actions consistent with the belief that all students are valued and can learn (Diversity Goal 7)
- 36. Evaluates technology resources for quality, accuracy, and effectiveness (Technology Goal 2)
- 37. Applies strategies to become a technology-using teacher (Technology Goal 3)
- 38. Use technology to support planning, differentiation, implementation, and evaluation of student learning experiences (Technology Goal 5)
- 39. Enrich professional practice through effective use of digital tools and resources (Technology Goal9)

**Student Goals for Course:**

1). \_\_\_\_\_

2.) \_\_\_\_\_

The Academic Program Student Learning Outcomes document can be found in your Blackboard course shell. It contains all learning outcomes pertaining to Essential Studies courses and all majors and minors. The document has an index so you can quickly find the degree you are pursuing. As part of Mayville State’s effort to demonstrate continuous improvement in achieving student learning outcomes, this course will assess SLO’s 1, 2, 3 & 4 as part of Bachelor of Science in Education programs. Assignments are listed in the course requirements.

InTASC Model Core Teaching Standards	
1	<i>Learner Development:</i> The teacher understands 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 designs and implements developmentally appropriate and challenging learning experiences.
2	<i>Learning Differences:</i> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3	<i>Learning Environments:</i> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4	<i>Content Knowledge:</i> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
5	<i>Application to Content:</i> The teacher understands 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.
6	<i>Assessment:</i> The teacher understands and uses 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.
7	<i>Planning for Instruction:</i> The teacher plans 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.
8	<i>Instructional Strategies:</i> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understandings of content area and their connections, and to build skills to apply knowledge in meaningful ways.
9	<i>Professional Learning &amp; Ethical Practice:</i> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and action on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10	<i>Leadership &amp; Collaboration:</i> The teacher seeks 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.

### Course Requirements:

#### 1.) Blue Heron Assignment: (50 points-12.5% of final grade)

Students will need to loan or purchase the selected book by Harry Sylvester, *Legacy of the Blue Heron: Living with Learning Disabilities* (2002) Oxtan House Publishers, Farmington, ME. Throughout the first part of the semester, you will read this book, while keeping a running record of connections to course materials (e.g., historical factors, theories of learning, conceptual approaches, etiology, student characteristics, assessment, placement, tips for your future teaching and interventions). These connections will be cross-referenced with course materials, outside materials, as well as current articles, and reflected upon for integration into future teaching. A detailed assignment sheet will be provided.

**Due: October 18 by midnight**

#### 2a.) Teachers Only-LD Mini Lesson: (50 points-12.5% of final grade)

You will teach 1 special education mini lessons to a small group of fellow students. Students will select evidence-based instructional strategies from course resources. The lesson will demonstrate student learning and application of appropriate teaching methods. A mini-lesson focuses on 1 very specific teaching point and lasts approximately 15-20 minutes. The MSU special education lesson plan format will be followed. The written lesson plan will be turned into the instructor prior to teaching the lesson. Peer evaluation and self-reflection will be included. A detailed assignment sheet will be provided.

**Due: November 15** (Note: Teaching majors do not complete the Research Paper)

#### 2b.) Non-Teachers Only-LD Research Paper: (50 points-12.5% of final grade)

As a non-teaching major, you will complete an alternate assignment instead of teaching a lesson. Read two research articles from professional journals on a single topic related to your role working with individuals with learning disabilities (e.g. dyslexia, math, assessment, placement, technology, young children, etiology, ect.). Summarize the findings of each article. Then compare/contrast the findings with information from the course and textbooks. Describe the relevance of this information to your understanding of LD. You must include a title page, reference page and complete the paper using APA format. This paper should be 5-8 pages including the cover and reference pages. A detailed assignment sheet will be provided. (Note: Non-teaching majors do not complete the Mini Lesson)

**Due: November 15**

**3.) Project LD: (100 points-25% of final grade)**

This project is a compilation of instructional strategies and techniques for students with many different kinds of learning disabilities. You will choose a digital presentation style to organize and submit the required components (website, Prezi, narrated power point, word or pdf document/report ect.) and keep for use in your future teaching. Strategies will be collected throughout the semester from: textbooks, readings, articles, recommended websites, outside texts, library materials and catalogues. A detailed assignment sheet will be provided.

**Due: December 11**

**4.) Class Preparation & Assignments: (200 points-50% of final grade)**

In order to maximize work in class, there will be a number of reading guides, graphic organizers, instructional examples and study guides to complete. The focus in our weekly class meetings is on interpretation and synthesis of materials. We will explore different dimensions of issues and ideas. These assignments will be checked for completion during each class session and a letter grade recorded for the percent of work completed. For example, if 8/10 class preparation assignments are completed, the recorded grade is and 80% C. If 14/15 assignments are completed, a 93% B will be assigned. The points will be recorded in 2-50 point submissions, one at midterm (week 8) and one at the completion of the course.

**Due: Weekly-various due dates**

**Course Grading:**

400-375 points	A 100-94%	317-286	D 79-72%
374-346 points	B 93-87%	285-0	F 71-0%
334-318 points	C 86-80%		

**Expectations, Protocols, Grading, and Policies:**

- *Assignments must be submitted on the due dates that are provided. **For the assignments that are late, a 1 point deduction will be taken for each day the assignment is past due.** If you would need an extension on an assignment, simply communicate with me in advance since life does happen along the way. For most situations, an extension will be granted, unless making this request has become patterned. *All assignments must be attempted for an official final grade to be submitted.**
- If you receive a grade of *D* or lower on the Blue Heron, Mini Lesson/Paper or Project LD, you may redo the work to improve your score by **1 letter grade**...79% or lower is considered a *D*. You will have up to *one week to resubmit* the assignment and all original documents must also be resubmitted.
- The mark of "I", Incomplete, will be assigned only to the student who has been in attendance and has done satisfactory work up to a time within four weeks of the close of the semester, including the examination period, and whose work is incomplete for reasons satisfactory to his or her instructor.
- Prior to submitting your assignment for grading, it is vital that you review the detailed assignment sheet to ensure not only quantity but quality in your work production. Students are

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only entitled to good grades when they produce quality work. Simply completing assignments or meeting the quantity requirements only entitles students to earning a minimal amount of points.

- Should students have any questions or concerns about their grades, they are encouraged to visit with the instructor to ask questions and explain their concerns.

### **Communication:**

- When I need to communicate with students as a whole group, I will post an announcement through Blackboard. To stay informed, I recommend checking the Announcements section at least daily.
- When I need to communicate with students individually, I will do so through email on Blackboard, which is linked to whichever account you have set as default through Connect ND. You are responsible for knowing which account this is and for all information that is sent electronically.
- I will check my email and Blackboard Monday-Friday. Should you have an urgent question during the weekend, please feel free to call me at my listed cell phone number. If an email is sent during working hours, I will usually respond within a few hours. If it is sent after working hours, I will respond by the following morning. I try to not respond to emails over weekends.
- **Last Drop Date: November 9 (with record)**

**Additional Student Evaluation:** Every student who is working on a teaching degree or a credential must demonstrate proper dispositions to continue in the Teacher Education program.

**Reading Assignments:** In the learning process, you progress through the following stages: *skill awareness, skill knowledge, skill practice, skill application, skill mastery.*

The majority of class time will be spent on the *skill practice* level. *Skill awareness* and *skill knowledge* will be acquired through assigned readings. It is imperative that you come to class not only aware but knowledgeable about skills/strategies delineated in the assigned readings. If you are a self-regulated learner, you will more than likely perform well in this class; but if you invest minimal time and effort, you will more than likely experience disequilibrium and frustration since material covered in reading assignments will not be retaught in class. The focus in class is on your interpretation and synthesis of the reading material. We will explore different dimensions of the issues and ideas. A variety of learning approaches are used within the class for interpreting and analyzing the material. To maximize your learning, attend class, prepare (complete readings prior to the class in which they are to be discussed), and participate (share ideas/opinions and support/relate them with/to information from readings, articles, or any other source material.).

**Course Schedule (tentative): *Other readings will be assigned throughout the course.***

<b>Date</b>	<b>Topics</b>	<b>Required Reading (prior to class)</b>
<b>Week 1</b> Aug 21	Introductions Course Overview Philosophy & History	Mather pp. 207-219
Aug 23	Building Blocks of Learning	Mather Ch. 1
<b>Week 2</b> Aug 28	Foundations for Understanding SLD	Mather Ch. 2
Aug 30	The Law Universal Screening & Identification	<a href="#">SLD Guidelines</a>
<b>Week 3</b> Sept 4	Evaluation Process	<a href="#">ND Evaluation Guidelines</a>
Sept 6	Approaches to Learning & Teaching	Bos & Vaughn Ch. 2
<b>Week 4</b> Sept 11	SLD & The Processing Blocks <b>Online Assignment-No Class</b>	See Online Assignment Instructions Mather Ch. 8
Sept 13	Progress Monitoring <b>Online Assignment-No Class</b>	<a href="#">Iris Center Module</a>
<b>Week 5</b> Sept 18	Oral Expression	Bos & Vaughn Ch. 6 Mather Ch. 10 pp. 351-368
Sept 20	Written Expression	Bos & Vaughn Ch. 9
<b>Week 6</b> Sept 25	Written Expression	
Sept 27	Written Expression	Mather Ch. 10 pp. 323-341 Mather Ch. 11 pp. 418-428
<b>Week 7</b> Oct 2	Basic Reading-Decoding & Encoding	Bos & Vaughn Ch. 7
Oct 4	Basic Reading-Decoding & Encoding	Mather Ch. 9 pp. 273-305
<b>Week 8</b> Oct 9	Reading Fluency & Comprehension	Bos & Vaughn Ch. 8
Oct 11	Reading Fluency & Comprehension Formative Course Assessment	Mather Ch. 10 pp. 306-315 Mather Ch. 11 pp. 403-418
<b>Week 9</b> Oct 16	Reading Fluency & Comprehension	Bos & Vaughn Ch. 10 pp. 315-333
Oct 18	Literacy Apps Blue Heron Discussion	Mather Appendix 11B Entire Blue Heron book by Sylvester

	<b>Due: All Entries for Blue Heron</b>	
<b>Week 10</b> Oct 23	Math Calculation & Problem Solving	Bos & Vaughn Ch. 11
Oct 25	Math Calculation & Problem Solving	
<b>Week 11</b> Oct 30	Math Calculation & Problem Solving	Mather Ch. 10 pp. 315-323 Mather Ch. 11 pp. 428-445
Nov 1	Nonverbal & Executive Functions	Mather Ch. 10 pp. 369-389& Appendix 10C
<b>Week 12</b> Nov 6	Response to Intervention & Educational Settings <b>Online Assignment-No Class</b>	Bos & Vaughn Ch. 3
Nov 8	Response to Intervention & Educational Settings	Bos & Vaughn Ch. 4
<b>Week 13</b> Nov 13	Behavior/Social/Medical	Mather Ch. 4
Nov 15	LD Mini Lessons <b>Due: Mini Lessons or Research Paper</b>	
<b>Week 14</b> Nov 20	LD Mini Lessons	
Nov 22	<b>No Class: Thanksgiving</b>	
<b>Week 15</b> Nov 27	Grit & Promoting Resilience The IEP	Mather Ch. 7
Nov 29	Goal Setting Modification & Accommodations	Bos & Vaughn Ch. 10 pp. 334-354
<b>Week 16</b> Dec 4	LD IEP Writing	Bos & Vaughn Ch. 1 pp. 7-14
Dec 6	LD IEP Writing	
<b>Final</b> Dec 11	<b>12:00pm Due: Project LD Submitted on Blackboard</b>	

**Instructional Strategies:**

- ✓ Simulation
- ✓ Cooperative learning
- ✓ Questioning
- ✓ Direct instruction
- ✓ Discovery learning
- ✓ Whole-group discussion
- ✓ Independent study
- ✓ Role play

**Learning Experiences:**

- \* Critical analysis
- \* Modeling
- \* Guided practice
- \* Discussions
- \* Technology application
- \* Group collaboration
- \* Disability simulation
- \* Curriculum creation

- |                          |                                 |
|--------------------------|---------------------------------|
| ✓ Small group work       | * Conducting assessments        |
| ✓ Revisiting             | * Problem solving               |
| ✓ Reflection             | * Skill building                |
| ✓ Project approach       | * Academic research and writing |
| ✓ Multimedia             | * Professional decision making  |
| ✓ Interactive lecture    |                                 |
| ✓ Literacy-based lessons |                                 |

#### Instructional Technologies Utilized in This Course:

- **Blackboard** – MSU’s learning management system and virtual class environment
- **Blackboard Instant Messenger** - an instant messaging and voice chat tool that allows students and instructors to communicate and collaborate synchronously online. This tool is available in every course and allows you to chat with the other members of your classes with ease.
- **Tegrity** – screen and video recording option. Some instructors use this to record their lectures with their presentation slides.
- **TIENET**- a web-based student file database available via a secured Internet site. This database contains all of the components of the Individualized Education Program (IEP) and other forms required for students receiving special education service.
- **Aimsweb**- a web-based solution for universal screening, progress monitoring, and data management for Grades K-12
- **Intervention Central Generators**- a progress monitoring tools, Curriculum-based assessments, and various probes

#### Special Accommodations:

- Students with disabilities who believe they may need an accommodation in this class are encouraged to contact Disability Support Services (788-4675) as soon as possible to ensure that accommodations are implemented in a timely fashion.
- Students who have difficulties in professional writing are encouraged to contact the Writing Center at 788-5240, in the Academic Support Center, or email the Coordinator at [erin.kunz@mayvillestate.edu](mailto:erin.kunz@mayvillestate.edu) to receive assistance in skill development. Students who have difficulty with grammar, spelling, punctuation, sentence structure, and/or organization are strongly encouraged to take advantage of this opportunity.

**Scholastic Honesty Code:** Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. Cases of dishonesty may be handled as a scholastic matter or as a disciplinary matter at the discretion of the instructor. Plagiarism means the appropriation, buying, receiving as a gift, or obtaining by any means another person’s work and the unacknowledged submission or incorporation of it in one’s own work. Collusion means the unauthorized collaboration with another person in preparing academic work offered for credit.

**NOTE: In the Blackboard course, you will find a document entitled, “Important Student Information,” which includes information about:**

- ✓ Academic Grievance Concerns and Instructor English Proficiency

- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement

**Bibliography:**

- Bender, W.N. (2008). *Learning disabilities: Characteristics, identification, and teaching strategies* (6th ed.). Boston: Pearson.
- Buffum, A., Mattos, M., & Weber, C. (2009). *Pyramid response to intervention: RTI, professional learning communities, and how to respond when kids don't learn*. Bloomington, IL: Solution Tree.
- Fuchs, D. & Fuchs, L. S. (2006). Introduction to response to intervention: What, why, and how valid is it? *Reading Research Quarterly*, 41 (1), 93-98.
- Fuchs, D., & Fuchs, L. S. (2005). Responsiveness-to-intervention: A blueprint for practitioners, policymakers, and parents. *Teaching Exceptional Children*, 38(1), 57-61.
- Harwell, J.M., & Williams, R.J. (2008). *The complete learning disabilities handbook: Ready-to-use strategies and activities for teaching students with learning disabilities* (3<sup>rd</sup> ed.). San Francisco, CA: Josey-Bass.
- Johns, B.H., & Crowley, E.P. (2007). *Students with disabilities & general education: A desktop reference for school personnel*. Horsham, PA: LRP Publications.
- Polloway, E.A., Patton, J.R., & Serna, L. (2008). *Strategies for teaching learners with special needs* (9<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson-Merrill Prentice Hall.
- Roffman, A. (2007). *Guiding teens with learning disabilities: Navigating the transition from high school to adulthood*. New York: Princeton Review.
- Sears, W. (2009). *The NDD book: How nutrition deficit disorder affects your child's learning, behavior, and health, and what you can do about it-without drugs*. New York: Little, Brown and Company.
- Spinelli, C.G. (2002). *Classroom assessment for students with special needs in inclusive settings*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Strichart, S.S., & Mangrum, C.T. II. (1993). *Teaching study strategies to students with learning disabilities: Ready-to-use reproducibles, teaching plans, and resources for middle to high school*. Needham Heights, MA: Allyn and Bacon.

**Student Grade Recorder**

Assignment	Description	Due Date	Points Possible	Date Completed	Points Earned
Week 1 In-Class Assignment			X or 0		
Week 2 Class Prep			X or 0		
Week 2 In-Class Assignment			X or 0		
Week 3 Class Prep			X or 0		
Week 3 In-Class Assignment			X or 0		
Week 4 <b>Online</b> Assignment			X or 0		
Week 5 Class Prep			X or 0		
Week 5 In-Class Assignment			X or 0		
Week 6 Class Prep			X or 0		
Week 7 In-Class Assignment			X or 0		
Week 7 Class Prep			X or 0		
Week 8 Class Prep			X or 0		
Week 8 In-Class Assignment			X or 0		
<b>1<sup>st</sup> ½ of Class Prep &amp; Assignment Points</b>	13 points = 7.7 completion points each		100		
Week 9 In-Class Assignment			X or 0		
Blue Heron Assignment	See assignment sheet		50		
Week 10 Class Prep			X or 0		
Week 11 In-Class Assignment			X or 0		
Week 11 Class Prep			X or 0		
Week 12 Class Prep			X or 0		
Week 12 In-Class Assignment			X or 0		
Week 12-Online Assignment			X or 0		
Week 13 Class Prep			X or 0		
Week 13 In-Class Assignment			X or 0		
<b>LD Mini Lesson</b>			50		
Week 15 Class Prep			X or 0		
Week 15 In-Class Assignment			X or 0		
Week 16 Class Prep			X or 0		
Week 16 In-Class Assignment			X or 0		
<b>2<sup>nd</sup> ½ of Class Prep &amp; Assignment Points</b>	13 points = 7.7 completion points each		100		
<b>Project LD</b>	See assignment sheet		100		
<b>Total Points Possible</b>			<b>400</b>		