

EDSP 5368
Educational Strategies for Special Education
The University of Texas at Tyler
School of Education

Course: EDSP 5368
Semester & Year: Fall 2020
Time and Days: Online
Location: Online

Instructor: Staci M. Zolkoski, PhD

Office: BEP 241

Office Hours: Monday 9:00 a.m. – 10:30 a.m., Tuesday 10:00 a.m. – 12:30 p.m., and
Virtual by appointment

Zoom conference link: <https://uttyler.zoom.us/j/8309886084>

Phone: 903-565-5612

E-mail: szolkoski@uttyler.edu or via Canvas email

** Please put your course and section number in your email subject line, e.g. EDUC 5368

I also welcome you to visit with me in email if you need assistance or to schedule a Zoom conference if you wish to discuss your grades or class performance.

1. Course Catalog Description

The presentation and application of major educational strategies for individuals with disabilities including: investigation of methodology, materials, state-mandated assessments, and augmentative/assistive technology; application of current teacher evaluation system with special educational programs. Clinical experience included.

Prerequisite: [EDSP 5364](#) and additional 12 semester hours in special education, or consent of instructor.

EDSP 5368 is a designated Service Learning course. **Service learning** is a teaching and **learning** strategy that integrates meaningful community **service** with instruction and reflection to enrich the **learning** experience, teach civic responsibility, and strengthen communities (Learn and Serve America National **Service Learning** Clearinghouse).

2. Student Learning Outcomes

The following student learning outcomes are aligned with the standards as delineated by the specific learning outcomes of the Educational Diagnostician State Board for Educator Certification (SBEC) and the Council for Exceptional Children (CEC) Advanced Special Education Diagnostician Specialist Standards.

3. Student Learning Outcomes & Assessments

Objectives and Learning Outcomes	Standards: SBEC/CEC
Identify types and sources of information to formally or informally assess student's skill levels and establish data based instructional goals and objectives for students with a range of support needs and demonstrate application of information derived through a variety of assessment and data management techniques.	Domain III- Standard X ACC2K5 ACC2S3 ED4S1
Demonstrate use of progress monitoring techniques for prescreening and monitoring student progress.	Domain III- Standard X ACC4K4 ED4S9 ED4S10
Identify and demonstrate effective teaching strategies and individual learning experiences based on current research into effective teaching practices.	Domain III- Standard X ACC3S3
Demonstrate appropriate methods to task analyze goals and objectives and use this information to develop goals, objectives, lesson plans and effective approaches and strategies for students with a wide range of support needs.	Domain III- Standard X ACC2S4
Identify and implement ways to modify curricula, materials, and the environment to accommodate individual differences.	Domain III- Standard X ACC2K6
Interact with families, students, and all constituents in a professional manner effective communication and maintaining open and timely communication. Maintain confidentiality.	Domain IV- Standard VII ACC6S1 ACC6S2 ED5S1

4. Required

- *APA Manual 6th edition or 7th edition*

Bibliography

Darling-Hammond, L, & Bransford, J. (Eds.). (2005). *Preparing teachers for a changing world. What teachers should learn and be able to do*. San Francisco, CA: Jossey- Bass.

Mitchell, D. (2014). *What really works in special and inclusive education* (2nd edition). New York, NY: Routledge.

Tomlinson, C.A. (2014). *The differentiated classroom: Responding to the needs of all learners* (2nd edition). Alexandria, VA: ASCD.

Torres, C., Farley, C. A., & Cook, B. G. (2014). A special educator’s guide to successfully implementing evidence-based practices. *TEACHING Exceptional Children*, 47(2), 85-93.

5. Evaluation and Grading

Your course grade will be based on the total number of points accumulated at the end of the semester for all of your evaluations including quizzes, assignments, and class activities.

Possible Points

Assignments	Maximum Points
<i>Progress Monitoring</i>	
Zoom Conference #1	25 points
Iris Center Progress Monitoring Module	25 points
Article Reviews	50 points
Consent for Intervention	2 points
<i>Evidence-Based Practices</i>	
Research Evidence-Based Practices	50 points
<i>Part I: Description of Learner</i>	
Zoom Conference #2	25 points
Student Characteristics	10 points
Socioeconomic/Cultural Factors of Family	10 points
Educational History	10 points
Summary of Current FIE/ARD—Summary of Current Informal/Classroom Achievement Testing	10 points
Present Level of Academic and Functional Performance	10 points
Targeted Goal and Objectives	10 points

<i>Part II: Literature Review</i>	
Literature Review	200 points
Online Writing Center Tutorial Evidence	10 points
<i>Part III: Implementation Plan</i>	
Description of the Design of Intervention	10 points
Description of Progress Monitoring Plan/Assessment Plan	10 points
<i>Part IV: Implementation of Intervention</i>	
Tutoring Activities/Lesson Plans (3 @ 50 points each)	150 points
Reflective Journals (6 @ 10 points each)	60 points
Log Hours (6 @ 2 points each)	12 points
Progress Monitoring Graph (6 @ 5 points each)	30 points
Video Recording of Intervention Session	25 points
<i>Part V: Intervention Project Wrap-Up</i>	
Results of Interventions	10 points
Summative Graph Progress Monitoring Graph	5 points
Future Recommendations	5 points
Final Presentation/Discussion of Results – Zoom #3	30 points
Final Reflection of Learning – Zoom #3	25 points
<i>TOTAL COURSE POINTS</i>	<i>744 POINTS</i>

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and below

The last day to withdraw from courses is Monday, November 2nd.

6. Course Policies and Guidelines

a. Assignment Submission:

For written assignments a “page” is defined as:

- 8½” x 11” paper
- Times New Roman or Arial 12-point font
- Double-spaced (unless otherwise directed)
- 1-inch margin on all sides.
- Put page numbers on the top right-hand side.
- Put the title of the assignment at the top and centered on your paper.
- Upload written assignments on the Canvas website under the assignment tab

- Your name/date/class number should NOT be included for electronic submissions.

7. Activities and Assignments

1. **Zoom Video Conferences.** You will have the opportunity to participate in three Zoom conferences throughout the semester. The primary purpose of these video conferences is to facilitate conversations about the intervention project, strategic instruction/interventions, and progress monitoring. The secondary purpose is to build an on-line community of learners.
 - a. **You are required to be present at the time you signed up for to receive points for attending the zoom conference.**
2. **Iris Center Module.** The Iris Center Module provides a unique opportunity for you to learn how to monitor students' progress via the Iris Center website. Progress monitoring is a valuable assessment tool that you will use in your intervention project and can be used in your classrooms to help identify students who are struggling to learn. Grades will be determined according to the Iris Center Module Rubric.
3. **Article Reviews.** Reading outside journal articles facilitates deeper understanding of the topics presented. You will read two assigned journal articles discussing strategy instruction, and write a review on them. A template for the article review and scoring rubric will be posted on Canvas.
4. **Evidence-Based Practices.** Researching evidence-based practices for students with disabilities is essential. This will allow you to learn how to do it and will help you be prepared for completing a literature review.
5. **Intervention Project (Service Learning Project).** This is a major, semester-long project and one of the key critical concepts you will learn from this course. Implementing an intervention with fidelity over a sustained period of time is crucial in school practice and is a key component of response to intervention frameworks. In this project, you will implement an evidence-based intervention for a sustained period of time with a child who is struggling to learn. A broad overview of the project is provided below. For specific details of intervention project, see Intervention Project Guidelines and Intervention Project Rubrics.
 - You will identify a child between the ages of **6 years to 18 years of age** who has an identified area of atypical development. The child does not have to be identified as eligible for special education services; however, he/she should be considered or diagnosed as experiencing (or at risk of experiencing) a learning disability, attention deficit disorders, cognitive disability, autism spectrum disorder, behavior disorders, etc. The child may be a family member such as niece, nephew, cousin, etc. ***However, your own children/stepchildren cannot be selected for the purposes of this project.*** You may select a student in your

school, child of a neighbor, friend, church acquaintance, etc. You should have sufficient access to working with the child and family to complete the remaining requirements of the project (i.e., once weekly).

- You will implement an evidence-based intervention for 6 weeks with a child who is struggling to learn for a minimum of 1-2 hours of intervention each week, for a minimum of 6 to 8 hours over the course of the semester.
- Intervention sessions will be conducted weekly. You may conduct 1-hour intervention sessions or you may spread sessions in 1/2 hour to 45 minutes segments throughout the week as long as 1-2 hours per week of intervention is documented. Length of intervention sessions should be based on needs of learner and the literature review.
- You will graph progress-monitoring data. A minimum of six data points (excluding baseline data) should be depicted on a graph at the conclusion of the intervention project. You will collect progress-monitoring data at least once weekly throughout the duration of the project and clearly depict baseline, weekly, and summative data points.
- You will video-record the summative intervention session for review by me. Video recordings should clearly depict you and the child engaged in the intervention during summative intervention session.
- At the conclusion of project, you will present results of the intervention in a Summative Zoom Conference as scheduled.

8. Teaching Strategies

The following instructional strategies will be employed during this class: Lectures, YouTube video clips/lectures, Canvas activities, multimedia, and simulations.

9. Required Text and Related Readings

- APA Manual 6th edition or 7th edition

There will be other readings as assigned in class. You will access all of our class notes, assignments, grades, and course information through Canvas. Any changes made to the course schedule, schedule of assignments, or any special assignments will be posted in Canvas.

10. Course Policies

People First Language/Class Etiquette

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 child.

Safe Zone

I consider 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 my expectation that ALL students consider the classroom a safe environment.

Communication

You’ll need to log in to Canvas regularly (at least once a week) to view that week’s assignments and check announcements.

If you need to email me privately, I normally respond to emails within 24 hours during the week, and up to 48 hours on a weekend. If you email me over a weekend, holiday break, or semester break, there may be a longer response time.

Also, it is my policy to discuss grades in a live, one-on-one meeting so that we can clearly communicate and I can hear your perspective and you can hear mine as this promotes open dialogue. If you have questions about grades or your performance in this class, I’m happy to meet with you in a Zoom conference or if you reside close to our campus during a face to face office visit.

Course Organization and Frequent Logins

This course is organized into learning modules. The modules will open Sundays at 11:59 p.m. and close Sundays at 11:59 p.m. Because this is an online course, on-campus attendance is not applicable. However, you must demonstrate self-motivation and be disciplined to complete the course activities and assignments in a timely manner. Thus, frequent (not less than once a week) logins to the course are expected.

Late Work

Because this is an online class, you have a lot of flexibility in where and when you complete many of your assignments. You have many opportunities to submit the assignment on time throughout the week. It is expected that assignments be turned in on time. An assignment will be considered late if it is not turned in one the day it is due. Assignments should be submitted in the assignment folder on Canvas. ***Late assignments are not accepted unless prior arrangements have been made with the instructor.*** Assignments and due dates are posted on the course syllabus.

Written assignments

Possessing the ability to clearly communicate in writing is an essential skill in our jobs as educational diagnosticians for the children and families we serve. Therefore, written assignments must be typed using double spacing lines and have page numbers. In addition, work submitted must reflect a professional quality in terms of scope, depth, writing mechanics, and appearance. Proofread all assignments as only materials with minimal or no errors will receive high scores. Plagiarism is not

tolerated.

Consent for Intervention

Because you will be working with a minor child who may be a child with a disability, you must obtain informed written consent from the parent(s)/guardian(s). Prior to the first intervention session, you must submit informed written consent. The Consent for Intervention Form is included in this syllabus. If informed written consent is not obtained prior to the first intervention session, a grade of zero will be recorded for all parts of the intervention project.

Academic Dishonesty

To be successful in this class, you must invest time for study. Honesty is expected. Academic dishonesty (e.g., 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 (a) the use of unauthorized materials, (b) any communication with peers during quizzes, (c) representing another's work as one's own (i.e. plagiarism), or (d) 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.

***Plagiarism.** Students need to use their own words when completing all assignments. A zero will be given for any assignment that is detected as being plagiarized. Students are subjected to a disposition or a failing grade in the course.*

***TurnItIn** is a tool that will be used to check a document for plagiarism. The tool provides feedback as to whether or not the text in a document is a close match with other documents on the Internet, in journal databases, and submitted to Canvas. If a student is caught plagiarizing, a grade of zero will be given as well as a disposition for cheating.*

Dispositions - All students in the UT Tyler Teacher Preparation Program must adhere to the professional behaviors outlined in the U.T. Tyler School of Education Dispositions. These dispositions are listed at the following website:

<http://www.uttyler.edu/education/documents/Dispositions.pdf>

Canvas

You will access class lectures, 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.

Technology

Because this is an online course, you are expected to possess basic technology skills. However, if you are struggling with technology, please post your questions on coffee and conversations, or in many cases you can find answers to your question on Google or other search engines. For issues related to Canvas, please contact IT Support at

itsupport@uttyler.edu.

Code of Conduct

Please see section 209 of the University of Texas at Tyler Handbook of Operating Procedures for specific information about expectations related to student conduct.

11. Class Schedule

This is a tentative schedule and subject to announced changes. Please frequently refer to your email and announcements on Canvas for any schedule changes.

Class Schedule – EDSP 5368
The schedule will be posted on the first day of class.

The University of Texas at Tyler
School of Education

Minor (Under age 18)

Permission Form

I give permission for my daughter/son, _____, to participate in individual tutoring sessions with _____, a graduate student in the School of Education at The University of Texas at Tyler. I understand the purpose of these tutoring sessions are instructional in nature and is being conducted as part of course requirements, that the results will be kept confidential, and that the results will not be used for placement or decision making purposes. I understand that I may contact the instructor of the course, Dr. Staci M. Zolkoski at 903-565-5612 or szolkoski@uttyler.edu should I have any questions or concerns.

Parent's or Legal Guardian's Signature: _____

Date: _____

Telephone Number: _____

Child's Date of Birth: _____

Signature of Graduate Student: _____

Date: _____

UNIVERSITY POLICIES

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

For a full list of university policies including information related to the topics listed below, click [here](#).

- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

UT Tyler Resources for Students:

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, <http://www.uttyler.edu/writingcenter/>
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, <https://www.uttyler.edu/tutoring/>
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) <https://www.uttyler.edu/counseling/>

[University Guidelines, Links and Policies](#)

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission: The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and

promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

Texas Education Standards: The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of [Texas Education Standards](#) can be accessed [here](#).

Access the [Code of Ethics and Standard Practices for Texas Educators](#).