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

Course: EDSP 5368
Semester & Year: Fall 2024
Time and Days: Online
Location: Online

Jessica A. Rueter, PhD
Professor of Special Education
Program Coordinator, Special Education
School of Education
Office: BEP 240
Office Hours: Monday & Wednesday 3:30 p.m. to 5:30 p.m. (Zoom). Other times by appointment.
Use this link to access Virtual Office Hours via Zoom. Join from PC, Mac, iOS or Android: https://uttyler.zoom.us/j/4154056690
E-Mail: jrueter@uttyler.edu
Google Voice: 682-593-1768 (Preferred phone/text number)

It is my desire that each of you profit from this course. Please contact me
via e-mail or phone or meet with me during office hours if you need any
assistance. Appointments are NOT required, but are appreciated,
preferred and given priority.

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**

Diagnostician 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 Diagnostic Specialist

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* SEDS1.S1 SEDS1.S6 SEDS1.S7
Demonstrate use of progress monitoring techniques for prescreening and monitoring student progress.	*Domain III- Standard X* SEDS.1.S1 SEDS.1.S2 SEDS.1.S7 SEDS.4.K1
Identify and demonstrate effective teaching strategies and individual learning experiences based on current research into effective teaching practices.	*Domain III- Standard X* SEDS.3.S2 ACSI3.K6 ACSI.4.K1 ACSI.4.S3
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* ACSI.3.K6 ACSI.3.S1 SEDS.3.S1 SEDS.3.S2 ACSI.4.S2 ACSI.4.S3
Identify and implement ways to modify curricula, materials, and the environment to accommodate individual differences.	*Domain III- Standard X* ACSI.3.K6 SEDS.1.S6 SEDS.1.S7
Interact with families, students, and all constituents in a professional manner effective communication and	*Domain IV- Standard*

maintaining open and timely communication. Maintain confidentiality.	*VII* <mark>ACSI.7.K1</mark> <mark>ACSI.7.S1</mark> SEDS.6.S1 SEDS.7.S1

4. Required Texts

American Psychological Association (2020). Publication Manual of the American Psychological Association (7th ed.).

<mark>**Recommended and Highly Encouraged**</mark>

Wendling, B. J. & Mather, N. (2009). Essential of Evidence-Based Academic Interventions. Hoboken, NJ: John Wiley & Sons.

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 assignments, your intervention project, and online activities.

Possible Points

Assignments	Maximum Points
Progress Monitoring	
Zoom Conference #1	50 points
Iris Center Progress Monitoring Module	25 points
Article Reviews	50 points

Consent for Intervention	2 points
Evidence-Based Practices	
Research Evidence-Based Practices	50 points
Part I: Description of Learner	
Zoom Conference #2	50 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
Part II: Literature Review	
Literature Review	200 points
Online Writing Center Tutorial Evidence	10 points
Part III: Implementation Plan	
Description of the Design of Intervention	10 points
Description of Progress Monitoring Plan/Assessment Plan	10 points
Part IV: Implementation of Intervention	
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
Part V: Intervention Project Wrap-Up	
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	50 points
TOTAL COURSE POINTS	***819 POINTS***

A = 90-100%
B = 80-89%
C = 70-79%

D = 60-69%
F = 59% and below

There are three specific grading policies that you need to be aware of.

1. It is my policy not to round grades at the end of the semester. The percentage you earn is the letter grade that will be recorded. For example, a percentage of 89.5 to 89.9 will be recorded as a B and a percentage of 70.5 to 79.9 will be recorded as a C.

2. It is also my policy not to extend extra credit or additional assignments/activities at the end of the semester.

3. Finally, it is my policy not to discuss grades via email. If you need to discuss grade issues, please email me to schedule a zoom conference. This will allow us time to review your concern and allow me to give you my undivided attention.

The last day to withdraw from courses is Nov 4, 2024.

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. ***Please see Zoom Conference Guidelines under course policies.***
        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. It will also prepare you as a future diagnostician to know what evidence-based practices are and where to find information on them.

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. **Criteria for all assignments** will be posted online unless otherwise notified by the instructor.

   Canvas: Students will access class notes, assignments, grades, and course information through Canvas. Any changes to the course schedule, schedule of assignments, or any special assignments will be posted on Canvas. Students are expected to regularly check Canvas for updates and to download any class handouts.

10. **Course Policies**

   People First Language/Class Etiquette
   Our language reflects our attitudes. Always refer to persons with disabilities with respect. Degrading terminology will not be tolerated. In this class we will strive to always use "people first" language. "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.

   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.

Zoom Conferences: Zoom conferences are face-to-face class meetings. Thus, face-to-face class etiquette will apply. Please create a distraction free environment while in our meeting. Zoom Conferences will begin at the time scheduled and will last approximately 30 to 45 minutes. To earn points for the Zoom conference you must do the following:

Zoom Attendance Guidelines

1. **All Zoom meetings that are scheduled are required.** You must be logged in within 1 to 3 minutes of the start time of the meeting you signed up for.
2. **You must attend the meeting you signed up for on the Google Doc**. Once the schedule is set, you cannot change your meeting time and date and you are obligated to attend the meeting you selected. We work very hard to keep our groups small. As teachers, you should appreciate the time it takes to organize meetings and to keep small groups balanced.
3. If you do not attend the Zoom you selected on the Google Doc or you are not on time to your meeting, **you will receive no credit even if you attend another meeting.**

Zoom Participation Guidelines:

a. Create an environment that is conducive for participating in Zoom conferences. For example, this could be your office at home or school or your kitchen table if it is distraction free. Participating in Zoom

conferences in your car while driving or riding as a passenger or while engaged in activities not related to the conference will be considered as an inappropriate environment and you will not receive credit for attendance.
b. Please make sure that you have access to a webcam. We want to see your bright smiling face. ☺
c. Make plans to sign in early and have your technology working before the start of the meeting.
d. If you have family members and or children in the home, please inform them that Zoom conferences are face-to-face class sessions and that you are expected to actively participate and contribute to the discussion without interruptions.
e. Make plans to attend the entire Zoom conference and contribute to the meeting. That is, have your commute and errands completed, family activities, obligations, and childcare taken care of before signing in for the meeting.

You will not earn points if the environment is inappropriate for the conference, you are absent, you are late to sign in, you attend a different meeting than the one you signed up for on the Google Doc, you exit the conference early, you leave the conference and reenter even if you are only gone for a minute or two, or there are significant interruptions during the meeting.

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.

Unicheck 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. Information on dispositions can be found under the attachments of the Course Information Page.

Excellent teachers must aspire to encourage and engage students with a wide range of abilities, interests, and personalities. UT Tyler has the responsibility of guiding and evaluating teacher candidates' effectiveness, knowledge and skills, and professional habits using many instruments and methods to ensure the highest quality of teacher performance in the complex classrooms of the 21stcentury.

A professional disposition includes principles or standards reinforcing teacher candidates' success in school and in the classroom. Professional dispositions include values, professional ethics, honesty, responsibility, and social justice. These beliefs and attitudes shape how an educator interacts with colleagues,

students, and families. Each semester student dispositions are evaluated by course instructors and field supervisors in consultation with mentor teachers.

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.

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.

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
Tentative Schedule – subject to announced changes

Date	Topic	Activities
Module 1 Aug. 26th – Sept 1	Class Introduction and Progress Monitoring	• Zoom Conference #1 – Welcome and Intervention Project Overview • Module 1 Activities Due Sept 1 at 11:59 p.m.
Module 2 Sept 2nd – Sept 8th	Evidence-Based Practices	• Module 2 Assignments Due September 8th at 11:59 p.m.
Module 3 Sept. 9th – 15th	Part I: Description of Learner	• Zoom Conference #2 – Literature Review • Intervention Project Part I Due September 15th at 11:59 p.m.
Module 4 Sept. 16th– Oct 6th	Part II: Intervention Review	• You must get approval on intervention choice prior to writing paper. • Intervention Project Part II Due Oct 6th at 11:59 p.m. • Online Writing Center Appt. Documentation Due
Module 5 Oct 7th – Oct. 13th	Part III: Implementation Plan	• Plan for intervention implementation and progress monitoring • Due October 13th at 11:59 p.m.
Module 6 Oct. 14th – Nov. 24th Thanksgiving Break: Nov. 25th – Dec 1	Part IV: Implementation	• Intervention Project Part III Due Weeks 1, 3, and 6 on Sundays at 11:59 p.m. totaling 3 turn-in periods • Video Recording of Summative Tutoring Session due by November 24th at 11:59 p.m.
Module 7 Dec. 2nd – Dec 13th	Part V: Project Results/Reflection	• Zoom Conference #3 – Project Results Presentations

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: _____

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

CEP Mission

The mission of the CEP is to prepare competent and passionate professionals in the fields of education, psychology, and counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.

CEP Vision

The CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.

STATE BOARD FOR EDUCATOR CERTIFICATION (SBEC) STANDARDS FOR EDUCATIONAL DIAGNOSTICIANS

Standard I: The educational diagnostician understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education.

Standard II: The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities.

Standard III: The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel.

Standard IV: The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.

Standard V: The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.

Standard VI: The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations.

Standard VII: The educational diagnostician understands and applies knowledge of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction.

Standard VIII: The educational diagnostician knows and demonstrates skills necessary for scheduling, time management, and organization.

Standard IX: The educational diagnostician addresses students' behavioral and social interaction skills through appropriate assessment, evaluation, planning, and instructional strategies.

Standard X: The educational diagnostician knows and understands appropriate curricula and instructional strategies for individuals with disabilities.

CEC ADVANCED SPECIALTY SET:
EDUCATIONAL DIAGNOSTICIAN SPECIALIST STANDARDS
Adopted July 2020

Advanced Standard 1 – Assessment. Educational diagnosticians demonstrate best practices of assessment, procedures, and report writing. It is critical that nonbiased assessment procedures are used in the selection of instruments, methods, and procedures for individuals with exceptional learning needs. Educational diagnosticians apply their knowledge and skill to all stages and purposes of evaluation including: prereferral and screening, recommendations for special education eligibility, monitoring and reporting learning progress in the general education curriculum, and other individualized educational program goals.

Advanced Standard 2 – Curricular Content Knowledge. Educational diagnosticians seek to deepen their professional knowledge and expand their expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to learning.

Advanced Standard 3 – Programs, Services, and Outcomes. Educational diagnosticians apply their knowledge of cognitive science, learning theory, and instructional technologies to improve instructional programs. They advocate for a continuum of program options and services to ensure the appropriate instructional supports for individuals with exceptional learning needs.

Advanced Standard 4 – Research and Inquiry. Educational diagnosticians know models, theories, and philosophies, and research methods that form the basis for evidence-based practices in special education. They use educational research to improve instructional techniques, intervention strategies, and curricular materials.

Advanced Standard 5 – Leadership and Policy. Educational diagnosticians learn to use their deep understanding of the history of special education, current legal and ethical standards, and emerging issues to provide leadership. They promote high professional self-expectations and help others understand the needs of individuals with exceptional learning needs.

Advanced Standard 6 – Professional and Ethical Practice. Educational diagnosticians are guided by the professional ethics and practice standards. They have responsibility for promoting the success of individuals with exceptional learning needs, their families, and colleagues. They create supportive environments that safeguard the legal rights of students and their families. They model and promote ethical and professional practice.

Advanced Standard 7 – Collaboration. Educational diagnosticians have a deep understanding of the centrality and importance of consultation and collaboration to the roles within special education and use this deep understanding to integrate services for individuals with exceptional learning needs. They also understand the significance of the role of collaboration for both internal and external stakeholders, and apply their skill to promote understanding, resolve conflicts, and build consensus among both internal and external stakeholders to provide service to individuals with exceptional learning needs and their families.