



Graduate Course Syllabus

SPED 521: Effective Learning Environments

Center: Online

Course Prerequisites

None

Course Description

This course examines teaching strategies and techniques for early childhood, elementary education, middle school, and high school. Students will conduct an in-depth study of behavior theory and practical applications in the classroom environment. Students will learn to promote learning environments where students can set goals and accept responsibility for their own learning. Modification and accommodations will be researched at each grade level, discussing the best approaches depending on the developmental age of the child. Alignment with the regular education curriculum includes a review of the Grade Level Expectations and the Grade Span Expectations. Students will leave this class with a good understanding of the progression and development of student with disabilities K–12 personally, socially, physically, and academically.

Course Outcomes

- Develop appropriate strategies and techniques for working with special needs students academically and behaviorally throughout the pre-school through 12th grade continuum
- Describe strategies where students can set goals and accept responsibility for their own learning
- Integrate special education students' academic needs with New Hampshire GLEs and GSEs

Required Materials

Using your learning resources is critical to your success in this course. Please purchase directly through SNHU's online bookstore, [MBS Direct](#), rather than any other vendor. Purchasing directly from the bookstore ensures that you will obtain the correct materials and that the Help Desk, your advisor, and the instructor can provide you with support if you have problems.

Strategies for Teaching Students With Learning Disabilities and Behavior Problems

Sharon Vaughn and Candace Bos

Pearson

9th Edition

2015

9780133570731

Instructor Availability and Response Time

Your class interaction with your instructor and your classmates will take place in Blackboard on a regular, ongoing basis. Your instructor will be active in Blackboard at least five days a week, and you will normally communicate with your instructor in the open Blackboard discussion forum so that your questions and the instructor's answers benefit the entire class. You should send emails directly to your instructor only when you need to discuss something of a personal or sensitive nature, and in those cases your instructor will generally provide a response within 24 hours.

Grade Distribution

| Assignment Category | Number of Graded Items | Point Value per Item | Total Points |
|----------------------------|-------------------------------|-----------------------------|---------------------|
| Discussions | 10 | 20 | 200 |
| Short Papers | 3 | 50 | 150 |
| RTI Tiered Plan | 1 | 50 | 50 |
| Critical Task Part A | | | |
| Milestone One | 1 | 100 | 100 |
| Final Submission | 1 | 200 | 200 |
| Critical Task Part B | | | |
| Milestone One | 1 | 100 | 100 |
| Final Submission | 1 | 200 | 200 |
| | | Total Course Points: | 1,000 |

This course may also contain practice activities. The purpose of these non-graded activities is to assist you in mastering the learning outcomes in the graded activity items listed above.

University Grading System: Graduate

| <i>Total Points. 1000</i> | | | | |
|---------------------------|----------------------|--------|-------------------|--------------|
| Grade | Numerical Equivalent | Points | Points Equivalent | |
| | | | <i>Lower</i> | <i>Upper</i> |
| A | 93-100 | 4.00 | 930 | 1000 |
| A- | 90-92 | 3.67 | 900 | 929 |
| B+ | 87-89 | 3.33 | 870 | 899 |
| B | 83-86 | 3.00 | 830 | 869 |
| B- | 80-82 | 2.67 | 800 | 829 |
| C+ | 77-79 | 2.33 | 770 | 799 |
| C | 73-76 | 2.00 | 730 | 769 |
| F | 0-72 | 0.00 | 0 | 729 |
| I | Incomplete | | | |
| IF | Incomplete/Failure* | | | |
| W | Withdrawn | | | |

*Please refer to the [policy page](#) for information on the incomplete grade process.

Grading Guides

Specific activity directions, grading guides, posting requirements, and additional deadlines can be found in the Course Information area in the Assignment Guidelines and Rubrics folder.

Chalk and Wire

Specific assignments in this course are to be submitted to Chalk and Wire, the University's ePortfolio system. These items will be used as files for the Professional ePortfolio when completing the degree program. For additional information and instructions for accessing, starting a portfolio, and submitting an assignment to Chalk and Wire, please visit the [School of Education Portal](#) and click on "CW for Students" on the left-hand side of the page. With questions regarding Chalk and Wire, please contact the SNHU Instructional Support Helpdesk, available on mySNHU.

NOTE: All final projects must be submitted to the Chalk & Wire system. Students who do not submit their final project to Chalk & Wire will receive a grade of 0.

Weekly Assignment Schedule

The Learning Modules area in Blackboard contains one module folder for each week of the course. All reading and assignment information can be found in the folders. All assignments are due by 11:59 p.m. Eastern Time on the last day of the module week.

In addition to the textbook readings that are listed, there may be additional required resources within each module in Blackboard.

| Module | Topics and Assignments |
|--------|--|
| 1 | Teaching Students With Learning and Behavior Problems <i>Strategies for Teaching Students With Learning and Behavior Problems</i> , Chapter 1 1-1 Discussion: Learning Theories 1-2 Critical Task Part A: Review Modified Lesson Plan |
| 2 | Response to Intervention <i>Strategies for Teaching Students With Learning and Behavior Problems</i> , Chapter 3 2-1 Discussion: RTI and the SST Process 2-2 RTI Tiered Plan |
| 3 | Behavioral Analysis <i>Strategies for Teaching Students With Learning and Behavior Problems</i> , Chapter 2 <i>Managing Classroom Behavior: A Reflective Case-Based Approach</i> , Chapter 4 3-1 Discussion: ABC Charts 3-2 Critical Task Part A, Milestone One: Academic Case Study |
| 4 | Behavior Supports <i>Strategies for Teaching Students With Learning Disabilities and Behavior Problems</i> , Chapter 4 <i>Managing Classroom Behavior: A Reflective Case-Based Approach</i> , Chapter 5 4-1 Discussion: Positive Behavior Support 4-2 Short Paper: Positive Behavioral Supports |
| 5 | Social Skills <i>Strategies for Teaching Students With Learning and Behavior Problems</i> , Chapter 4, "Social Difficulties" 5-1 Discussion: Social Skills Strategies 5-2 Short Paper: Social Skills Concerns 5-3 Critical Task Part A: Modified Lesson Plan Chalk and Wire Submission 5-3 Critical Task Part A: Modified Lesson Plan: Submit |
| 6 | Collaboration <i>Strategies for Teaching Students With Learning and Behavior Problems</i> , Chapter 5 <i>Managing Classroom Behavior: A Reflective Case-Based Approach</i> , Chapters 8 and 9 6-1 Discussion: Collaboration 6-2 Critical Task Part B: Review Behavior Crosswalk |
| 7 | Instruction in Reading <i>Strategies for Teaching Students With Learning and Behavior Problems</i> , Chapters 7 and 8 7-1 Discussion: Reading Difficulties 7-2 Short Paper: Academic Supports: Begin Work 7-3 Critical Task Part B, Milestone One: Behavior Case Study |
| 8 | Instruction in Writing <i>Strategies for Teaching Students With Learning and Behavior Problems</i> , Chapter 9 8-1 Discussion: Writing Supports 8-2 Short Paper: Academic Supports: Continue Work |
| 9 | Instruction in Mathematics <i>Strategies for Teaching Students With Learning and Behavior Problems</i> , Chapter 11 |

| | |
|----|--|
| | 9-1 Discussion: Mathematics Strategies 9-2 Short Paper: Academic Supports 9-3 Critical Task Part B: Behavior Crosswalk Chalk and Wire Submission 9-3 Critical Task Part B: Behavior Crosswalk: Submit |
| 10 | Reflection 10-1 Discussion: Reflection |

Attendance Policy

Online students are required to post to the Blackboard discussion board during the first week of class. If a student does not submit a posting to the discussion board during the first week of class, the student is automatically withdrawn from the course for non-participation. Review the [full attendance policy](#).

Late Assignments Policy

Meeting assigned due dates is critical for demonstrating progress and ensuring appropriate time for instructor feedback on assignments. Students are expected to submit their assignments on or before the due date. Review the [full late assignment policy](#).

SNHU College of Online and Continuing Education Guide to Student Success

Review the [guide to student success](#).

Diversity and Disability Statement

The College of Online and Continuing Education (COCE) at SNHU values diversity and inclusion. SNHU strives to create inclusive and welcoming academic environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion, please notify the Disability Resource Center (DRC) as soon as possible. We will work with you and your instructor to address needs and concerns.

We encourage all students with known or suspected physical, medical, sensory, psychiatric, and/or learning disabilities to register with the Disability Resource Center (DRC) in order to assess learning needs and take advantage of available academic accommodations and support services. We look forward to hearing from you. Our contact information is below.

Disability Resource Center (DRC)

(877) 591-4723 (select option 4)

(877) 520-8916 (fax)

drc@snhu.edu

We welcome COCE students, faculty, and staff to consult with the Disability Resource Center (DRC) on disability-related questions or concerns.

Academic Honesty Policy

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not condoned by the university. Review the [full academic honesty policy](#).

Copyright Policy

Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. Review the [full copyright policy](#).

SNHU College of Online and Continuing Education Withdrawal Policy

Review the [full withdrawal policy](#).

Southern New Hampshire University Policies

More information about SNHU policies can be found on the [policy page](#).

Assessment Calibration and Student Work Samples

For the purpose of continuous improvement of our educational training, Southern New Hampshire University's College of Online and Continuing Education may, on occasion, utilize anonymous student work samples for internal professional development and staff training. If you have any questions or concerns, contact your advisor. If you would like to withdraw permission for use of your work, please contact the assessment calibration administrator at assessmentcalibration@snhu.edu. See [this document](#) for more information.