**School of Education**

**SED 601-01 G1 1718**

**July 6, 2017- August 26, 2017**

# **Professor:** **Dr. Lisa Fulks**

**Class:** SED 601 – Prescriptive and Instructional Strategies

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**Phone:** School – 270-789-5241Cell/text 502-724-2766

**Information:** 3 credit hours

**Chat Time:** Wednesday 5:30-6:45 PM Eastern

**Classroom**: Online

**Regular Office Hours: See Room 129**

**Virtual Office Hours**:

Professor can be reached anytime by e-mail or by phone (text or leave a message if no answer). Email to schedule a time for a face-to-face, telephone or online conference. I will be online 15 minutes before class and available to stay after class online to answer any questions or concerns.

**School of Education Conceptual Framework**

**Theme: Empowerment for Learning Model**



**Required Text:**

Bos, C., and Vaughn, S. (2012). CU CUSTOM TEXT…*Strategies for teaching students with learning and behavior problems* (9th ed.). Boston, MA: Pearson. ISBN 10: 0137034679.

**This course will concentrate on the best practices for teaching students with learning and behavioral difficulties (EBD, LD, MMD, and DD). Students will learn how to develop a prescriptive plan for individual students using the most current instructional strategies based on current research.**

**PROFESSIONAL STANDARDS addressed in this course:**

**Kentucky Teacher Standards (*KTS*)**

Standard 1 The Teacher Demonstrates Applied Content Knowledge

Standard 2 The Teacher Designs and Plans Instruction

Standard 3 The Teacher Creates and Maintains Learning Environment

Standard 4 The Teacher Implements and Manages Instruction

Standard 5 The Teacher Assesses and Communicates Learning Results

Standard 6 The Teacher Demonstrates the Implementation of Technology

Standard 7 Reflects On and Evaluates Teaching and Learning

Standard 8 Collaborates with Colleagues/Parents/Others

Standard 9 Evaluates Teaching and Implements Professional Development

**CU Diversity Proficiencies (from KTS)**

KTS 1.2 Connects content to life experiences of student

KTS 2.2 Uses contextual data to design instruction relevant to students

KTS 2.4 Plans instructional strategies & activities that address learning objectives for all students

KTS 3.3 Values and supports student diversity and addresses individual needs

KTS 4.2 Implement instruction based on diverse student need & assessment data

KTS 5.4 Describes, analyzes & evaluates student performance data to determine progress of individuals and identify differences in progress among student groups

KTS 6.3 Integrates student use of available technology into instruction to enhance learning outcomes and meet diverse student needs.

KTS 8.1 Identifies students whose learning could be enhanced by collaboration

**Interstate Teacher Assessment and Support Consortium** (***InTASC***) InTASC 1nTASC1 Learner Development

InTASC 2 Learner Differences

InTASC 3 Learning Environments

InTASC 4 Content Knowledge

InTASC 5 Application of Content

InTASC 6 Assessment

InTASC 7 Planning for Instruction

InTASK 8 Instructional Strategies

InTASC 9 Professional Learning and Ethical Practice

InTASC 10 Leadership and Collaboration

**International Literacy Association (*ILA*)** Standard 1 Foundational Knowledge Standard 2 Curriculum and Instruction Standard 3 Assessment and Evaluation Standard 4 Diversity

Standard 5 Literate Environment

Standard 6 Professional Learning and Leadership

**Council for Accreditation of Educator Program(*CAEP*)**

Standard 1 Content and Pedagogical Knowledge

Standard 2 Clinical Partnerships and Practice

Standard 3 Candidate Quality, Recruitment, and Selectivity

Standard 4 Program Impact

Standard 5 Provider Quality Assurance and Continuous Improvement

**Standards Council for Exceptional Children Standards.** This course meets the guidelines designated under the CEC standards for common core of knowledge and skills for special educators:

Standard #1: Foundations: ICC1K4, ICC1K5, DD1K1, DD1K2, DD1K5

Standard #2: Development of Characteristics of Leaders: ICC2K2, ICC2K3, ICC2K6, DD2K2

Standard #3: Individual Learning Differences: ICC3K1, ICC3K5

Standard #4: Instructional Strategies: DD4K1, ICC4S1, ICC4S5, ICC4S6

Standard #5: Learning Environment/Social Interactions: ICC5K1, ICC5K5, ICC5S1, ICC5S2, ICC5S3, ICC5S4, ICC5S7, DD5S2, DD5S3, DD5S5

Standard #6: Language: ICC6K4, ICC6S1

Standard #7: Instructional Planning: DD7K1, ICC7S4, ICC7S9, DD7S3

Standard #8: Assessment: ICC8K1, ICC8K2, ICC8K3, ICC8S1

Standard #9: Professional and Ethical Practice: DD9K1, ICC9S1, ICC9S2, ICC9S5

Standard #10: Collaboration: ICC10K2, ICC10K3, ICC10K4, DD10K1, ICC10S2, ICC10S3, ICC10S10, DD10S1

**Mission Statements/Vision**

The Campbellsville University Mission focuses on Scholarship, Excellence and Christian Servant Leadership.

The Teacher Education Vision aims for individuals to be empowered to attain goals and impact others through Christian servant leadership. The School of Education Mission seeks to provide an academic infrastructure based on scholarship, service and Christian leadership, candidates who are competent and qualified, and who demonstrate

* Knowledge and skills
* Caring Dispositions, including respect for diversity
* Commitment to life-long learning in a global society-
* Characteristics of servant leadership

The objectives of this course align with the mission of the university and of the School of Education. Students are involved in an action research study that demonstrates all of these characteristics

***Methods of Instruction***

The instructional methods will include:

* live videoconferencing class sessions and small group discussions via AdobeConnect
* online multimedia learning lessons
* individual consultation with professor
* discussion board threads for in-depth discussion
* cooperative/collaborative learning activities

field observations and practice in P-12 classroom**Course Description:**

# **Purpose of Course**

The purpose of the course is to prepare teachers with instructional strategies that can be used to effectively remediate significant weaknesses in the subject areas. Students will learn how to integrate technology to implement and evaluate instruction.

##### **Course Objectives**

Through lectures, demonstrations, assigned readings, class discussions, reflections, and field experience related to students with the following disabilities: EBD, LD, MMD, and DD, the participants will:

1. Implement appropriate instructional strategies to help students with disabilities meet the individual goals listed on their Individual Education Plans.
2. Design a unit of instruction that is developmentally appropriate and that provides experiences for multiple levels of complexity to accommodate students of different levels of performance.
3. Incorporate strategies that address physical, social, cultural diversity and that show sensitivity to differences.
4. Show flexibility and modify classroom process and instructional procedures to meet individual student needs.
5. Use a variety of teaching and learning strategies that are appropriate to the student’s developmental level and actively engage the student in individual and cooperative learning experiences.
6. Accurately assess, analyze, communicate the effectiveness of instruction, and make appropriate changes to improve student learning.
7. Develop the ability to integrate technology in the implementation and evaluation of instruction.

# **Course Assignments/Assessments**

**Assigned Reading (KTS 1, 5.2, 6, 7, 9,** **KTS Diversity Standards** **1.2, 3.3, 5.4, InTASC 1, 7, 9, ILA 1,6, CEC 1, 3, 4, 5, 6, CAEP 1,4, TSSA 1-6, )**

Students will complete reading assignments for discussion each week and be prepared to participate in class activities. This includes electronic articles listed on the class site.

**Class Participation (KTS 1, 5.2, 6, 7, 9,** **KTS Diversity Standards** **1.2, 3.3, 5.4, InTASC 1, 7, 9, ILA 1,6, CEC 1, 3, 4, 5, 6, CAEP 1,4, TSSA 1-6, )**

Class attendance is expected and will be checked. Notify the professor in advance if you need to be absent for an emergency. Two unexcused absences (at professor’s discretion) result in an automatic “F” for the course. Candidates will be graded on their advance preparation for class (readings) and their ability to ask pertinent questions and critically discuss issues related to the learning activities of the class through small and large group online discussions, short assignments, study questions and reflective writing assignments. Candidates must contribute to class discussions. Exit slips, discussion board and other strategies are included as part of participation.

**Campbellsville University’s Online Course Attendance Policy  
Bi-term and 8 week terms:  Online students must participate weekly as defined by the professor in the syllabus. After 1 week (12.5%, 1/8th of the scheduled classes) without contact the student will be issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact the student would fail the course and a WA would be recorded**.

**Unit of Study with Five Lesson Plans (KTS 1, 5.2, 6, 7, 9,** **KTS Diversity Standards** **1.2, 3.3, 5.4, InTASC 1, 7, 9, ILA 1,6, CEC 1, 3, 4, 5, 6, CAEP 1,4,)**

Candidates will develop a unit of study with 5 source of evidence lesson plans to focus on literacy, **differentiation** of instruction, and **accommodations/modifications** for students identified with specific learning disabilities, gifted and talented (twice exceptional) and students for whom English is not the primary language. Appropriate technology must be embedded into the lessons. The unit must address English/Language Arts (ELA) standards, including speaking and listening, and language. The unit will be designed in consultation with the field experience teacher for the field setting but is not required to be implemented. The unit and lesson plans should follow the School of Education Guidelines. The unit is designed as a portfolio item and must be all original work by the candidate.

**RTI Project ( KTS 1, 2, 3, 4, 5, 6, 7** **KTS Diversity Standards** **1.2, 6.3, InTASC 4, 5, 10, ILA 6, CEC 1, 2, 3, 4, 5, 6, 7, 8, 10, CAEP 1, 2)**

How is RTI used in your school? Research Response to Intervention according to the resources provided in class. Create a powerpoint that details your response to intervention system at your school and your reflection on the system. Make sure to include the data used to place students, interventions provided for tier 2 and tier 3 students, and how data is monitored. Describe any changes you would make and explain why you would make them.

**IEP/BIP/ FBA Project ( KTS 1, 2, 3, 4, 5, 6, 7** **KTS Diversity Standards** **1.2, 6.3, InTASC 4, 5, 10, ILA 6, CEC 1, 2, 3, 4, 5, 6, 7, 8, 10, CAEP 1, 2)**

Using an interview format, work with a special education teacher to review these three documents. Create a list of questions you have before your meeting. Write an interview summary which includes your questions, answers and your own reflections about the use of these documents including any questions you may still have about the documents.

**Source of Evidence -Collaboration Plan ( KTS 1, 2, 3, 4, 5, 6, 7** **KTS Diversity Standards** **1.2, 6.3, InTASC 4, 5, 10, ILA 6, CEC 1, 2, 3, 4, 5, 6, 7, 8, 10, CAEP 1, 2)**Using the collaboration plan format from the SOE website create a collaboration plan for one student. Make sure your plan includes parents and that you include data that will demonstrate the growth of the student.

**Source of Evidence- Leadership Project ( KTS 1, 2, 3, 4, 5, 6, 7** **KTS Diversity Standards** **1.2, 6.3, InTASC 4, 5, 10, ILA 6, CEC 1, 2, 3, 4, 5, 6, 7, 8, 10, CAEP 1, 2)**

Candidates will begin developing a leadership project, in consultation with the school, following TPA Task F. However, the plan will be completed in another course, not SED 601. The leadership plan is designed as a portfolio item and must be all original work by the candidate. Write a short summary of your ideas.

**Clinical/Field Hours ( KTS 1, 2, 3, 4, 5, 6, 7** **KTS Diversity Standards** **1.2, 6.3, InTASC 4, 5, 10, ILA 6, CEC 1, 2, 3, 4, 5, 6, 7, 8, 10, CAEP 1, 2)**

Arrange for and complete **fifteen (15) hours** of field experience. In general, field experiences provide a variety of opportunities to: (1) observe, (2) assist, (3) tutor, (4) instruct (small groups, whole groups), and (5) conduct applied research. This field experience **CANNOT** be done in your own classroom.

The focus in SED 601 is on experiences with a variety of students and on identifying and using appropriate instructional strategies from the course. Write a summary of your field experience focusing on the interventions/prescriptive plans being used to help students succeed. These interventions may include a full plan for specific children. Answer the following questions from your observations…..What interventions/prescriptive plans do you see being used. How are the interventions/prescriptive plans monitored? How are the interventions/prescriptive used to set goals for student IEP’s? Are the individuals growing according to the data? What changes do you think should be made according to the data?

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| **Week** | **Focus** | **Text**  **Assignment** |
| **1** | **Week 1 Objective: Implement appropriate instructional strategies to help students with disabilities meet the individual goals listed on their Individual Education Plans.** | Read Chapter 1 and 2  Discussion Board:  Explain an instructional strategy you have used that has helped a student meet their academic goals. |
| **2** | **Week 2 Objective: Review Response to Intervention for both academics and behavior** | Read Ch. 3 & 4  Discussion Board:  Explain how your RTI system is set up in your school. |
| **3** | **Week 3 Objective: Incorporate strategies that address physical, social, cultural diversity and that show sensitivity to differences.**  **Co-Teaching and Collaboration** | Read Ch. 5  Discussion Board:  What experiences have you had with co-teaching and collaboration. Describe some positive and negative experiences. |
| **4** | **Week 4 Objective: Formative Assessment**  **Formative Assessments for oral language and teaching reading.** | Read Ch. 6 & 7  Discussion Board:  What strategies have you seen used that integrate reading and oral language?  **RTI Project Due** |
| **5** | **Week 5 Objective: Assessment and teaching strategies in fluency, comprehension and writing.** | Read Ch. 8 & 9  Discussion Board:  What differentiation and accommodations can be provided for students struggling in reading comprehension and writing?  **IEP/BIP/ FBA Project Due** |
| **6** | **Week 6 Objective: Providing effective Math interventions and using effective math strategies for diverse learners.** | Read Ch. 10,11  What math strategies/interventions have you seen used in the classroom. |
| **7** | **Week 7 Objective: The importance of self-assessment as a teaching strategy** | Read Article on Self Reflection/Keeping learning journals…How does self-reflection impact your teaching. |
| **8** | **Week 8: Developing a success plan for individual students**  Individual PowerPoint’s presented  Self Reflection  Course Evaluation | **Success Plan Samples**  **Collaboration Plan Due**  **Leadership Project Due**  Group Response and Self reflections  **Unit Due**  **Field Hours Summary** |

**EVALUATION Process and expectations:**

***Before*** ***Class each week*** you need to:

* read the chapter assignment
* review all the items under Week in the course, for familiarity with the format
* check for assignments due

**Class Participation in a Professional Learning Community.** In CU online courses, weekly coursework begins on Monday and runs through Sunday. “Class participation” includes all your interactions with the instructor and your classmates during and outside the Monday night class session, such as preparation, attendance and engagement at the weekly session; discussion boards; and completion of class follow-up activities .

**Feedback and Communications.** Messages, announcements and feedback posted via Learning House are sent to your CU email address. You may go into your Learning House profile (click “Participants” on the left, then click on your name.) and edit your email address in Learning House. It is the candidate’s responsibility to check emails and messages regularly (every 1-2 days). You are encouraged to contact me with questions or concerns. The best way to reach me is via email or text message. I will always respond within 24 hours so if you do not receive a response through email please text or call me.

**Weekly Discussion Board/Forums**. Each lesson typically has one discussion board where you are expected to post a response at a time of your convenience to the given topic, such as a scenario, a topic from the readings, a reflection on your field experiences, etc. This is done on your own time but is recommended you complete before the next class period.

**Submission of Assignments**. All assignments must be word-processed using Microsoft Word.

**Revisions.** A major part of my work as an instructor is to provide feedback**.** For major assignments, I generally allow one revision based on my feedback.

**Final grade calculated based on the following values of assignments:**

**Grading System**

Participation/Chat/Discussion Forums 150 points

Unit Lesson Plans 200 points

RTI Research Project 150 points

IEP/BIP/FBA Project 150 points

Leadership Project 50 points

Collaboration Plan 50 points

Field Experience/Observations Summary 150 points

Assignments 900 Total Points

**Course Grading Scale in Percentages with points**

**A = 837 (93%)**

**B = 774 (86%)**

**C = 702 (78%)**

**D = 630 (70%)**

**F = below 630 pts.**

**RUBRICS:**

**Rubric for Class Participation (KTS 1, 5.2, 6, 7, 9,** **KTS Diversity Standards** **1.2, 3.3, 5.4, InTASC 1, 7, 9, ILA 1,6, CEC 1, 3, 4, 5, 6, CAEP 1,4)**

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| **Exemplary 100%** | **Accomplished 94%** | **Developing 86%** | **Ineffective 77%** |
| * Present for all classes with exception of emergencies. * Logs in on time and attends throughout period * Participates 4-5 times during discussions * Contributes thoughtful remarks and questions * Comments extend the interactions between candidates * All Discussion Forums completed before class starts weekly | * Present for most classes (missing 1 class) * Reviewed at least the agenda and broad topics prior to class as evidenced in discussion responses. * Some contributions to discussion * All Discussion Forums completed | * Present for class but no advance preparation as evidenced in discussion responses * Superficial responses in class or on discussion boards   5-7 Discussion Forums completed | * Absent from class without any communication to professor * Comments and postings minimal or absent   1-4 Discussion Forums Completed |

**Rubric for all other Assignments(KTS 1, 5.2, 6, 7, 9,** **KTS Diversity Standards** **1.2, 3.3, 5.4, InTASC 1, 7, 9, ILA 1,6, CEC 1, 3, 4, 5, 6, CAEP 1,4)**

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| **77 and below** | **78-85** | **86-92** | **93-100** |
| The assignment does not follow directions or is completely wrong. Grammatical errors interfere with the meaning of the writing. There is no organization. | 1-2 of the directions are followed. The assignment may not be well organized and may contain some grammatical errors. Some of the content required for the assignment is addressed. | 3-4 directions are followed. Assignment meets length requirements. Assignment is well organized but may have errors in grammar. Most content required for the assignment is addressed. | All Directions are followed.  Assignment meets length requirement.  Assignment is well organized and does not contain any grammatical errors.  All content required for assignment is addressed. |

**Disability Statement:**

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

#### Plagiarism Policy

Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (2015-17 Bulletin Catalog). Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own. If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice- President for Academic Affairs will be notified of either consequence.

#### \*\*\* School of Education Attendance Policy:\*\*\*

Regular attendance in professional education courses is expected of all students. It is a professional responsibility that is a part of the disposition assessment of teacher candidates. No more than six (6) absences for Monday/Wednesday/Friday courses and No more than four (4) absences for Tuesday/Thursday courses. Absences in excess of these numbers of days will result in an **F** for the course. Tardy is defined as missing 10 minutes or less of class time due to late arrival or early departure. An accumulation of two tardy instances will equate to one day of absence to be applied to the course attendance policy. Anything more than 10 minutes and less than 30 minutes of missed class time will result in a half day absence. More than 30 minutes of missed class time will be considered a full day. Your arrival and departure time are as important as your presence regularly. This is essential for a smooth classroom experience for you and your classmates now as well as the expectation you will face as a classroom teacher when employed later. *Note: students will not be penalized for absences excused by Campbellsville University; however, it is the student’s responsibility to notify the professor in advance of the excused absence.* It is also the student’s responsibility to insure that all assignments are submitted on due dates, regardless of date(s) of absences.

## Campbellsville University’s Online Attendance Policy

## *Bi-term and 8 week terms: Online students must participate weekly as defined by the professor in the syllabus. After 1 week (12.5%, 1/8th of the scheduled classes) without contact the student will be issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact the student would fail the course and a WA would be recorded.*

## Incomplete Statement

A grade of “I” is assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the “I”; grade must be completed within 12 months from the time awarded. It is the student’s responsibility to complete requirements within the 12 month period. It is the professor’s responsibility to change the grade by filling out the proper forms in the Office of Student Records.

#### Title IX Statement

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.

Title IX Coordinator: Terry VanMeter; 1 University Drive; UPO Box 944; Administration Office 8A; Phone – 270-789- 5016; Email – [twvanmeter@campbellsville.edu](mailto:twvanmeter@campbellsville.edu) Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: www.campbellsville.edu/title

#### Student Academic Progress (SAP)

Department of Education federal regulations require Campbellsville University to monitor its student's academic progress to ensure that they maintain a minimum standard GPA and make steady progress toward degree completion. Students who do not meet the SAP requirements may lose their financial aid eligibility. All students that were enrolled during the current school year and those who have submitted a FAFSA for the upcoming year will be evaluated for SAP at the end of each term including summer. See your Student Handbook for specific details and/or discuss with your advisor.

## Communication Requirement

## *Students are expected to activate and regularly use the university provided email domain studentname@stu.campbellsville.edu) for all email communication for this class.*

## Disposition Assessment

Dispositions in teacher education preparation refer to behaviors and attributes while interacting on campus, online, and in clinical experiences with students, families, colleagues, communities, and faculty. Such dispositions are necessary to the empowerment for learning process stemming from the unit mission, conceptual framework, state codes of ethics, and national standards. Campbellsville University’s educator preparation program strives to lead candidates in the self- efficacy process of recognizing when their own dispositions shall be developed in the Pre-Professional Growth Plan (PPGP).

Candidates (CU students) will be introduced to the education program’s conceptual framework, which includes disposition expectations in the introductory courses and will also become familiar with and commit to the *Codes of Ethics for Professional Educators* which delineates behaviors for teachers related to students, parents and colleagues. In addition, candidates must adhere to the CU Computer Resource Acceptable Use Policy that includes posting information, videos, pictures, etc.,that infringe on copyright laws or is deemed inappropriate by the mission of CU and the School of Education (p 50, ST Handbook). This includes both on campus and off campus activities. Although the unit has adopted a “Disposition Recommendation” form for general use, it is understood that dispositions are also evaluated during instructional opportunities through field and clinical experiences and regular course opportunities. All disposition data are collected and filed in the student’s School of Education binder.

CU Philosophy of Behavior was founded with the goal of providing a quality education along with Christian values. Learning takes place guided by Christ-like concern and behavior on campus and online. A student whose conduct violates stated behavioral expectations faces specific disciplinary sanctions.

**BIBLIOGRAPHY**

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Dell, A. G., Newton, D., & Petroff, J. (2012). *Assistive technology in the classroom: Enhancing the school experiences of students with disabilities* (2nd Ed.). Boston MA: Pearson Education.

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Hall, T. E., Meyer, A., & Rose, D. H. (2012). *Universal design for learning in the classroom: Practical applications.* New York, NY: Guilford Press.

Mercer, C. D, Mercer, A. R., & Pullen, P. (2011). *Teaching students with learning problems* (8th Ed.). Columbus, OH: Pearson.

Roberts, J. L., & Inman, T. F. (2009). *Strategies for differentiating instruction: Best practices for the classroom* (2nd Ed.)*.* Waco, TX: Prufrock Press.