The Course Organizer

This course, ED 5280 Applied Research in Teaching Pupils with Disabilities, Part I is about teaching pupils with disabilities in ways supported by research, including a) direct instruction as a general approach useful for teaching any subject and b) a variety of specific methods useful for diagnosing and remediating skills in literacy and mathematics.

COURSE QUESTIONS

1. What methods should we be using to help students with disabilities learn?
2. What is direct instruction and how do we use it with students with disabilities?
3. How do we motivate students with disabilities to stay with us during a lesson?
4. How do we know which skills we ought to be remediating for students with disabilities?
5. What are basic skills in reading and how should we remediate them for students with disabilities?
6. What are basic skills in writing and how should we remediate them for students with disabilities?
7. What are basic skills in math and how should we remediate them for students with disabilities?

COURSE STANDARDS*

<table>
<thead>
<tr>
<th>TARGETS</th>
<th>MEASURES</th>
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<tbody>
<tr>
<td>understanding of and ability to plan and use direct instruction</td>
<td>• test items</td>
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<td></td>
<td>• Special Education Lesson Plan Rubric</td>
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<td>• Fieldwork Observation Part II</td>
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<td>using the QRI</td>
<td>• test items</td>
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<td>• application in fieldwork</td>
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<td>using CBA</td>
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<td>• application in fieldwork</td>
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<tr>
<td>teaching specific skills in literacy and math</td>
<td>• Field Class Observation Score Sheet</td>
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<td>• test items</td>
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<tr>
<td>professionalism</td>
<td>• Professional Dispositions Rubric</td>
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*See course syllabus for details.
COMMUNITY PRINCIPLES

- being respectful
- being responsible
- discussing openly and accepting/giving constructive criticism
- being professional

LEARNING RITUALS

- active listening and note-taking
- reading the text
- reading self-selected materials
- practice activities
- unit organizers

CRITICAL CONCEPTS

- mandated vs. effective special education
- direct instruction
- scheduled learning vs. mastery learning
- basic skills vs. content areas

- targeting skills
- diagnosing vs. testing
- reading levels
- informal reading inventory

- curriculum based assessment
- research based methods

- teaching basic skills for math
- teaching basic skills for reading
- teaching basic skills for writing

University of Kansas Center for Research on Learning 1/99