

SPED 535- Curriculum for Moderate/Severe Disabilities SP 2019 Syllabus																
Instructor:																
E-mail:	Office Phone:															
Class Location:																
Course Dates: Instructor's Office Hours:																
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***Note:** This document and other class related materials are available at <https://blackboard.wku.edu>.

Course Description (3): Designing and implementing instruction for learners with severe disabilities using data-driven assessment and research based pedagogy for student with intense needs. Alternative standards, functioning life skill, and independence to the least restrictive situations are emphasized. Field work required.

Prerequisites: SPED 610

Textbooks, Resources, and Required Materials:

Text (required)

Brown, F., McDonnell, J., Snell, M. E. (2020). Instruction of students with severe disabilities, 9th ed.
 Pearson ISBN 13: 978-0-13-511634-0. Chapters 5, 6, 7, 9, 10, 11, 12, and 14

Download:

Browder, D. M., Wood, L., Thompson, J. & Ribuffo, C.(2014). Evidence-Based practices for students with severe disabilities. CEEDAR Document No. IC-3

https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=5&ved=2ahUKEwjW-KX8IYjjAhWBGc0KHQ-IdakQFjAEgQICRAC&url=http%3A%2F%2Fcedar.education.ufl.edu%2Fwp-content%2Fuploads%2F2014%2F09%2FIC-3_FINAL_03-03-15.pdf&usg=AOvVaw1QVOm5RY64Yysmk9rfKe6F

Websites:

KY alternative standards, assessment and guides:

<https://education.ky.gov/AA/Assessments/kprep/Pages/AltResources.aspx>

Learning Outcomes:

Course objectives are part of a comprehensive program to meet Council of Exceptional Children (CEC) for Initial & specialty sets for Moderate to Severe Disabilities (DDA, IIC), the KY Teacher Standards (KTS) and are aligned with the INTASC standards.

Specific learner outcomes for this course are that students will:

1. Recognize the components of an IEP that drive instructional design following the six principals of IDEA.

- a. CEC: IIC.6.K2 & DDA.6
 - b. KTPS: 2
- 2. Will create daily/weekly scheduling of students with severe disabilities around intense instruction, both within and separate from general education classes based on student need. Scheduling to include special education paraprofessionals and related service providers.
 - a. CEC: IIC.5.K1, IIC.5.K3, IIC.2.S4, IIC.5.S5 ;
 - b. KTPS 3
- 3. Will create a lesson plan template having at least five research-based components of teaching students with intense needs.
 - a. CEC: IIC.2.K4, IIC.5.K1, IIC.5.K5, IIC.5.S2, IIC.5.S6, IIC.5.S7, IIC.5.S9;
 - b. KTPS 3, 4
- 4. Write instructional goals based on annual IEP goals and devise lesson planning following research-based pedagogy for students with severe disabilities and the appropriate level of acquisition.
 - a. CEC IIC.4.K1, IIC.5.S2;
 - b. KTPS 6
- 5. Will build daily lessons using at least two research-based strategies deemed to match student strengths and set up a mode of measure to demonstrate learning and progress monitoring in academic content.
 - a. CEC: IIC.2.S4, IIC.5.K1, IIC.5.K3, IIC.5.S1, IIC.5.S2, IIC.5.S5, IIC.5.S7, IIC.4.S6 ;
 - b. KTPS 5, 7, 8
- 6. Will take a primary lesson plan (K-5) and devise adaptations, accommodations, modifications to create an appropriate lesson plan (matching alternative standards) for an age appropriate inclusion setting with peer interactions.
 - a. CEC IIC.6.K2 & DDA.6.K3, , IIC.4.S3, IIC.5.S1, IIC.5.S2, IIC.5.S3, IIC.5.S8, IIC.5.S11, IIC.5.S12, IIC.5.S15;
 - b. KTPS 5, 6, 7, 8
- 7. From a measure of a self-care skill will create a goal, lesson plan, measure & chart for mini lessons on this skill using effective strategies and task analysis of the skill. Task can also be completed for academic skill, communication skill, or behavior skill.
 - a. CEC: IIC.5.K1;
 - b. KTPS 5, 6, 7, 8

Major Course Topics:

(some, but not all-inclusive of topics that may be covered during the term):

This online course will be delivered in four modules or sections.

Modules

<u>Module 1: (chapter 1, 2, 3, 4.)</u> Defining Key terminology for instruction of MSD IDEA six principals Measurement of behavior and/or learning Assessment as the basis for instruction on progress Curriculum based measures IEP Guidance document Present level of performance (PLOP) Alternative standards and assessment Specially Designed instruction (SDI) <u>Putting it all into action:</u> Read PLOP from IEP & read well written GOALS	<u>Module 2: (Chapters 5, 6, 7)</u> Creating the learning Environment Stages of Acquisition Lesson plan template for MSD Research-based strategies Types of prompting Scheduling of students, paraprofessionals and inclusion setting: co-teaching, UDL, Multi-tier support, adaptations, accommodations, modifications <u>Putting it all into action:</u> Take IEP goal to create mini lesson using SDI's & PLOP's
<u>Module 3: (chapters 8, 9 10, 14)</u> Individual PBI Social stories Behavior intervention plan Healthcare needs Motor disabilities and making school accessible Academics for students with intense needs <u>Putting it all into action:</u> measure, goals to instruction, measure & chart	<u>Module 4 (chapters 11, 12, 13, 15)</u> Self-Care with dignity Supporting peers and sense of belonging Features of communication and what to teach Beyond school; home and community <u>Putting it all into action:</u> measure, goals to instruction, measure & chart

Course Grading and Evaluation:

All assignments must have your name, date, class/section posted on them. If I print them out to grade while out of the office, they must be clearly marked.

Assignments may include, but are not limited to:

Course Obj.	Text	Assignment (Instructor reserves right to modify these assignments as needed for the student to be proficient in the content.) Major assignments are listed while formative assessments are included in blackboard.
1	<u>(chapter 1, 2, 3, 4.)</u> and KY IEP Guidance document	Module 1 a) Given a well written <u>present level of performance</u> (PLOP) section of the IEP, candidates will write goals in ABCDE format and identify <u>specially designed instruction</u> (SDI's) for each goal.
2	<u>(Chapters 5, 6, 7)</u>	Module 2 b) Given a primary class of students with intense needs, their IEP goals, the elementary school schedule, and 2 paraprofessionals, the candidate will create a weekly schedule to fit the parameters.
3		c) Given a lesson plan template for general education, the candidate will modify it to incorporate standard evidenced-based teaching strategies for students with intense needs.
5, 7	<u>(chapters 8, 9 10, 14)</u>	Module 3 d) Given a student in the clinical setting, or a case study, the candidate will create <u>2 mini lessons in two content areas</u> and present <u>at least one video (or stream)</u> of the instruction in the areas of <u>academics</u> and <u>behavior</u> , including the beginning measure, goal, and the chart to record measures.
6		e) Given a general education <u>primary lesson plan</u> , the candidate will use that plan to <u>create an appropriate lesson plan (from the template)</u> for inclusion of a child with significant needs demonstrating <u>co-teaching</u> and <u>peer interaction</u> around the content area.

5, 7	(<u>chapters 11, 12, 13,15</u>)	Module 4 f) given a student in the clinical setting, or a case study, the candidate will create 2 mini lessons in <u>two content areas</u> and present at <u>least one video (or stream)</u> of the instruction in the areas of <u>peer interaction</u> and <u>self-care</u> , including the beginning measure, goal, and the chart to record measure.
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The following represents the grade equivalent for accumulated points:

93 –100 = A

86 –92 = B

77 –85 = C

76 –69 = D

Below 68 = F

Timely participation and punctual assignments are mandatory components to successfully completing this course!

Due dates

Teaching is a profession that requires numerous due dates and strong time- management skills. To better prepare students for effective teaching, due dates will be adhered to. The professor will not pre-view your work but is willing to answer pertinent questions prior to the due dates. A major life crisis is always taken into consideration. Patterns of unpreparedness, neglect or disorganization are not. Work that is due on line at the end of each module. **The instructor may choose NOT to grade any work until the module is closed.** Work that is due at midnight is considered late at 12:01. Work may be submitted early.

Student Disability Services: In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. The phone number is 270.745.5004 [270.745.3030 V/TTY] or email at sarc@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Statement of Diversity: We believe that diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

Plagiarism: To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. Students who commit plagiarism or any other act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work may be subject to review and checks using plagiarism detection software.

Discussion Board Postings (DBP) When posting to the course discussion board, students should: (a)

maintain confidentiality regarding schools, school personnel, students, and students' families and (b) avoid negative evaluations/comments regarding others both in and outside of the course. In addition, students should maintain confidentiality regarding the postings of other students in the course. In other words, the discussion board is not a forum for complaints about the practices of schools and school personnel. Neither is it a public forum intended for distribution to those not enrolled in the course. Rather than discussing what someone may be doing wrong in the classroom, use the course content to discuss what educators should do *right* in the same kind of situation. Deviations from these guidelines will not be tolerated. Please be aware that, as with any online forum, discussion boards are not private and may be viewed by others who do not have permission to access the board.

Technology Management

Managing student technology is the sole responsibility of the student.

The professor and/or WKU are not responsible for making sure that:

- (a) student word processing software is compatible with that used by the University; **MUST USE .docx and not PDF** for submitting items where grading feedback is expected.
- (b) student email software is working properly and that students know how to use it (e.g., to send attachments to the professor);
- (c) Internet service providers' equipment and software are installed and working properly in conjunction with student computers;
- (d) If a student's computer stops working properly or becomes totally inoperative, the student has another means by which he or she can successfully complete the course; and
- (e) Any other student technology problem or issue gets successfully resolved. Even though periodic travel to a campus classroom may not be required, online courses require *more dedication*, self-motivation, organization, and planning than many face-to-face courses, and this in part implies that if a student cannot resolve any personal technology difficulties, his or her only workable solution may be to drop the course.

Please note that working, compatible technology (hardware and software) are prerequisites to taking an online course. This includes PowerPoint software. If you are having difficulty, please contact the Help Desk at 270-745-7000, not the professor.

Course Experiences and Assessments Addressing Learned Society (SPA) Standards:

Advanced Council of Exceptional Children (CEC) initial and initial specialty sets. (DDA, IIC) are the SPA. See SPA goals listed in the Course outcomes.