

SPED 5510
Curriculum Development
For Students with Severe Disabilities

Fall Semester – Year 2

Credits: 3

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Texts: David Westling & Lise Fox, *Teaching Students with Severe Disabilities*, Prentice-Hall Publishing, 2009.

June E. Downing, *Teaching Literacy to Students with Significant Disabilities*, Corwin Press, 2005

Additional readings will be distributed in class during the semester.

Course Overview:

This course provides an in-depth view of researched based strategies for teaching students with severe disabilities reading, math, language arts, and problem solving skills. We will explore literacy and it's relation to communication using a range of low-to-high technology alternative communication systems. We will examine the development of written instructional plans for delivering discrete trial and direct instruction lessons, and instructional procedures and strategies that represent current best practices in special education. The selection and development of functional goals that enable individuals with disabilities to have meaningful outcomes in the areas of communication, self-help and daily living, leisure, recreation, social skills, and community participation will be addressed. Self-determination, transition, and adult issues will be considered in the context of designing appropriate IEP goals and written instructional programs.

Characteristics of specific disabilities and their educational implications will be studied as well as issues of cultural, linguistic, and gender differences in designing educational experiences for exceptional learners and in collaborating with families. This will provide prospective teachers with a framework to evaluate published curriculum, or to design their own curriculum to meet the needs of learners with severe disabilities.

Standards	OBJECTIVES	EVALUATION
Standard 7-	1. Scope & sequence of general &	Scope & Sequence

<p>Instructional Planning CC7K2 CC7S7 CC7S8</p> <p>CC7S2</p> <p>CC7S9</p> <p>CC7S10 CC7S3</p> <p>CC7S6</p> <p>CC7S11</p> <p>CC7S1</p> <p>CC7S14</p> <p>CC7K1</p> <p>CC7S13</p>	<p>specialized curricula</p> <ol style="list-style-type: none"> 2. Integrate affective, social, and life skills with academic curricula. 3. Develop & select instructional content, resources & strategies that respond to cultural, linguistic, and gender differences. 4. Develop & implement comprehensive, longitudinal individualized programs in collaboration with team members. 5. Incorporate & implement instructional & assistive technology into the educational program. 6. Prepare lesson plans. 7. Involve the individual and family in setting instructional goals & monitoring progress. 8. Sequence, implement, & evaluate individualized learning objectives. 9. Prepare and organize materials to implement daily lesson plans. 10. Identify & prioritize areas of the general curriculum & accommodations for individuals with exceptional learning needs. 11. Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions. 12. Theories & research that form the basis of curriculum development & instructional practice. 13. Make responsive adjustments to instruction based on continual observations. 	<p>Assignment Written Instructional Programs Study Guides Exams</p> <p>Written Instructional Programs</p> <p>AugCom Books Written Instructional Programs</p> <p>Written Instructional Programs IEPs</p> <p>General Case Programming Assignment Study Guides IEPs</p> <p>IEPs Written Instructional Programs Study Guides Exam</p> <p>Data Collection Problem Analysis Worksheet Hypothesis Statement</p>
<p>Standard 2: Development & Characteristics of Learners CC2K2 CC2K3</p>	<ol style="list-style-type: none"> 1. Educational implications of characteristics of various exceptionalities 2. Characteristics and effects of the cultural & environmental milieu of the individual ELN & the family 3. Similarities & differences of individuals with & w/o ELN. 	<p>Reading Assignments Guest Lecture Study Guides Exams</p>

CC2K5 CC2K6	<ol style="list-style-type: none"> 4. Similarities & differences of individuals among individuals with ELN. 5. Effects of various medications on individuals with exceptional learning needs. 	
Standard 3: Individual Learning Differences: CC3K1 CC3K5 CC3K2	<ol style="list-style-type: none"> 1. Effects an exceptional condition can have on an individual's life. 2. Differing ways of learning of individuals with ELN including those from culturally diverse backgrounds & strategies for addressing these differences 3. Impact of learners' academic & social attitudes, interests, and values on instruction & career development. 	<p>Study Guides Exams Reading Assignments Study Guides Written Instructional Programs</p> <p>Study Guides IEPs</p>
Standard 4: Instructional Strategies CC4:S4 CC4S3 CC4S1 CC4S5	<ol style="list-style-type: none"> 1. Use strategies to facilitate maintenance and generalization of skills across learning environments. 2. Select, adapt, and use instructional strategies and materials according to characteristics of the individual with ELN. 3. Use strategies to facilitate integration into various settings 4. Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem. 	<p>General Case Programming Assignment Written Instructional Programs IEPs</p> <p>Written Instructional Programs</p> <p>Written Instructional Programs</p>
Standard 5: Learning Environments & Social Interactions CC5S6 K1 S4 S9 K4	<ol style="list-style-type: none"> 1. Use performance data and information from all stakeholders to make or suggest modifications in learning environments 2. Demands of learning environments. 3. Design learning environments that encourage active participation in individual and group activities 4. Create an environment that encourages self-advocacy & increased independence 5. Teacher attitudes and behaviors that influence behavior of individuals with exceptional 	<p>IEPs</p> <p>Class Lecture Guest Lecture Study Guides Written Instructional Programs Daily Schedule</p> <p>Self-Improvement Plan Study Guides Reading Assignments</p>

K5	learning needs.	
K7	6. Social skills needed for educational & other environments	Reading Assignments Study Guides
S16	7. Strategies for preparing individuals to live harmoniously & productively in a culturally diverse world.	Written Instructional Programs
	8. Use universal precautions.	
Standard 6: Language CC6K4 CC6S1 CC6S2	1. Augmentative & assistive communication strategies. 2. Use strategies to support and enhance communication skills of individuals with ELN 3. Use communication strategies & resources to facilitate understanding of subject matter for students whose primary language is not the dominant language.	Written Instructional Programs Study Guides Exams Written Instructional Programs AugCom Books Visual Supports Assign Word Wall
Standard 9: Professional & Ethical Practice CC9S10 CC9S8 CC9S9 CC9S5 CC9S3 CC9S11	1. Access information on exceptionalities. 2. Use verbal, nonverbal, & written language effectively. 3. Conduct self-evaluation of instruction. 4. Demonstrate commitment to developing the highest education & quality of life potential of individuals with ELN. 5. Act ethically in advocating for appropriate services. 6. Reflect on one's practice to improve instruction and guide professional growth.	Web-search assignment Reading assignments Written assignments Study guides Hypothesis Statements Problem Analysis Worksheets Cooperating Teacher Evaluations IEPs Self-Improvement Plan
Standard 10: Collaboration CC10S2 CC10K2 CC10S1 CC10S6	1. Collaborate with families & others in assessment of individuals with ELN 2. Roles of individuals with ELN, families, and school & community personnel in planning of an individualized program. 3. Maintaining confidential communication about individuals with ELN 4. Collaborate with school personnel	Study guides IEPs Study guides, exam IEPs Study guides, exam IEPs, daily schedule

CC10S8	and community members in integrating individuals with ELN into various settings. 5. Model techniques & coach others in the use of instructional methods & accommodations.	Written Instructional Programs
CC10S11	6. Observe, evaluate and provide feedback to paraeducators.	Paraprofessional Handbook

Semester Assignments & Grading

1. **Create a lesson plan** (Written Instructional Program) using a Discrete Trial Format. You will run this program with a student and collect data on progress. Detailed instructions will be provided in a Product Guide handed out during class period. This assignment is worth 25 points.
2. **Complete a Problem Analysis Worksheet** (Snell & Brown) on the lesson you create in Assignment 1. Make changes to the program based on the results. Summarize the findings of your analysis and the reasons that you chose the changes to your instructional program tied back to the analysis. This summary will result in a paper of 2-3 typewritten pages. This assignment will be described in detail in a Product Guide handed out during class period. This assignment is worth 25 points.
3. **Word Wall.** Classrooms supportive of literacy activities are filled with printed information. Post a “Word Wall” in your classroom with pictorial or tactile information and submit a digital photo of your Word Wall. Words chosen should be age appropriate & related to student vocabulary. A Product Guide will for this assignment will be provided. This assignment is worth 10 points.
4. Literacy is not a passive activity! **Create an accessible literacy activity.** Use pictorial, tactile or other augmentative system to enable the student to participate in the literacy activity. This should be an activity in which the student actively responds to or interacts with the materials. A Product Guide will be provided. This assignment is worth 15 points.
5. **Study Guides and In-Class Assignments** will be given for specific topics. These Study Guides & In-Class Assignments cannot be made up. Together these assignments are worth 20 points.

The mid-term exam is worth 35 points and the comprehensive final will be worth 50 points. Letter grades will be issued according to the following point percentages:

A	95 – 100%	C+	78 – 79%
A-	90 – 94%	C	74 – 77%
B+	88 – 89%	C- or Below	Failing
B	84 – 87%		
B-	80 – 83%		

Attendance:

We only meet one day a week for 3 brief hours! Regular weekly attendance is required. Two excused absences will not be calculated into your grade. More than two excused absences or any unexcused absence will result in a deduction of 20 points per absence from your overall point total at the end of the semester. An excused absence includes: a) parent/teacher conferences or back-to-school night which is part of your district contract. You must notify the instructor ahead of time in writing listing the date and reason for your absence; b) illness when you call or email the instructor before class begins; c) reasonable emergency situations that cannot be avoided, if you notify the instructor within 24 hours of class. IEPs are not excused absences. Do not schedule IEP meetings or other district meetings to conflict with class time; schedule IEPs for days other than Mondays.

You need to arrive at class on time and ready to begin. If a student has 3 or more tardies, a conference will be scheduled with the instructor and a plan put into place to remedy the situation. Continued tardies will result in a reduction of final grade by one letter grade (e.g. B+ to a C+). Tardies of more than 15 minutes will be counted as unexcused absences. Leaving early from class is handled in the same way as tardies.

Classroom Etiquette:

A few simple rules will help produce a positive learning environment:

- Arrive to class on time and be ready and willing to participate in class activities & discussions.
- Cell phones should be turned to “off” or “vibrate”. Do not answer phone calls during class time; return calls before or after class, or during class breaks.
- Be professional in your demeanor and comments during class. Be considerate of classmates; Give others a chance to comment. Treat each other, instructor(s), and guest speakers with respect and support.
- Maintain confidentiality about the students with whom you work and fellow ATP students. Comments made in class remain in class!

USU AND DEPARTMENT OF SPECIAL EDUCATION AND REHABILITATION POLICIES

USU INCOMPLETE POLICY

Incomplete (I) Grade: Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term “extenuating” circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter course schedule to secure employment, (4) change in work schedule as required by employer, or (5) if there are other emergencies that students think necessitate an incomplete grade,

then students will need approval from both the instructor and the department head. Documentation of the circumstances cited to justify an incomplete grade is required. If an incomplete is approved, two grades will be given, an "I" and a letter grade for the course computed as if the missing work were zero. The student is required to complete the work by the time agreed upon, or not longer than 12 months. If no change of grade is submitted by the instructor within the prescribed period, the "I" will be removed and the letter grade originally submitted with the "I" will remain as the permanent grade for the course. Arrangements to complete the missing coursework are to be made directly with the instructor awarding the "I" grade, and in accordance with departmental policy. In the absence of the original instructor, special circumstances must be handled by the department head. Documentation of required work to be completed in order to remove the "I" grade must be filed with the department office. The "I" grade should generally not require a complete repeat of the course. **A student should not reregister for the course.** Research and thesis courses taken for graduate work are exempted from this policy. All "I" grades must be changed to letter grades prior to graduation, regardless of whether or not the course is required for the degree.

STUDENTS WITH DISABILITIES

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444 voice, (435)797-0740 TTY, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice. If you have additional questions or concerns, please contact the head of the Department of Special Education and Rehabilitation.

1. Criteria for the awarding of each letter grade should be specified in the course syllabi for all courses.
2. Grades given in all courses should truly reflect differences in student performance, not just meeting minimum criteria.

GRADE POINT REQUIREMENTS

1. Certification/Undergraduate Students – Students must maintain a grade point average of 2.75 after being admitted to the Teacher Education Program and while taking courses in the major.
2. Graduate Students – All graduate students must maintain a 3.0 grade point average to remain an active student in the graduate program.

STUDENT BEHAVIOR & ACADEMIC HONESTY

Student behavior in accordance with USU's Student Code of Conduct/Rights is expected during all interactions with faculty and peers. It is expected that students' work will conform to the highest standards of academic honesty. Incidences of academic dishonesty (e.g. cheating on tests, plagiarism, lying to supervisors and instructional coaches or cooperating teachers) will be referred to program committees for disciplinary action.

CERTIFICATION/UNDERGRADUATE COURSE REQUIREMENTS (Effective Fall 1994)

1. Students are required to earn a "C" or higher in all certification courses. Students who receive a grade below "C" must retake the course. Each student will be allowed to repeat a maximum of one course (course is defined as didactic courses, practica and student teaching). Students who receive two grades below "C" or withdraw from two practica (or one practica two times) will not be permitted to continue coursework in special education. Student teaching may not be repeated without appeal and approval by the appropriate special education program committee.
2. Students who do not apply for licensure within 12 months of graduating, may be subject to additional coursework prior to recommending certification.

BACKGROUND CHECK

As a result of a legislative mandate, all students planning on obtaining a teaching license in Utah must complete a background check prior to their initial practicum. Background check information for Alternative Teacher Preparation students is typically conducted according to the employing school district policy.