

Special Education 5510
Curriculum for Students with Severe Disabilities
Kimberly H. Snow, M.Ed.

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Office: Education Building, Room 301

Office Phone: 797-3236

Office Hours: Monday/Wednesday, 9:30 a.m. - 11:30 a.m., or by arrangement

Communication: through **Blackboard email**

Meeting Time: **First 7 weeks** - Monday & Wednesday 4:30 – 6:30, EDUC room 130 & 130A
Remaining weeks – Monday (only) 1:30 – 4:00, NFS room 202

COURSE OVERVIEW & GOALS

This is a hybrid course, which consist of both on-line and live course activities. On-line activities are designed to provide flexibility for the student. Live sessions are important components of all courses and provide opportunities for interactions with instructors, guest speakers, and classmates. Where indicated on the course schedule, partial and/or entire class sessions will be completed through Blackboard with a variety of activities, quizzes, comprehension checks, podcasts (which can be accessed using both Mac, and PC), videos, and other formats. Detailed instructions on each of these components can be found on Blackboard . Further instruction on how to use Blackboard can be found on the Blackboard homepage [bb.usu.edu] under “Resources for Students”. The intent of this course is to provide students who are interested in working with students who have severe disabilities with state-of-the-science skills and curricula for working with such individuals in school settings. After completing this course, students will be familiar with several published curricula for teaching reading, math, language, communication, social skills, and handwriting. In addition, students will learn to develop their own curricular materials for teaching functional academic skills. Throughout this course, students will complete applied assignments in their practicum settings, and a portion of each class period will be devoted to discussion of these assignments and other applications of course material to the classroom.

RESOURCE MATERIALS

REQUIRED:

Westling, D. & Fox, L. (2009). Teaching Students with Severe Disabilities (4th ed.). Upper Saddle River, NJ: Prentice Hall.

(This text will be used for 5510 & 5520)

Stein, M., Silbert, J., & Carnine, D.W., (2005), Designing Effective mathematics Instruction (4th ed.). Upper Saddle River, NJ: Prentice Hall.

OPTIONAL:

Carnine, D. W., Silbert, J., & Kameenui, E. J. (2006). Teaching Struggling and At-Risk Readers: A Direct Instruction Approach. Upper Saddle River, NJ: Prentice Hall.

(This text will be on reserve at the Merrill-Cazier Library)

COURSE FEES

There is a course fee of \$20. The course fees are used to purchase assessment protocols needed for instruction and assignment, educational materials, curriculum to be discussed and used by the university student, revised materials, etc.

LEARNING ACTIVITIES

Availability dates as well as due dates for all learning activities are located on Blackboard and/or the course schedule.

Reading and Discussion

Students will read all assigned readings and come to class prepared to discuss the instructional principles presented and how they relate to individuals with severe disabilities. Refer to course schedule for required reading assignment. These assignments are also posted on Blackboard under the course content.

Application Assignments

Students will be required to complete several applied assignments within their practicum with individuals who have severe disabilities. The intention is to allow students to practice applying the skills learned in this course. I will give you more detailed assignment information as the semester progresses. The projects are briefly described below.

1. Practicum students will be required to complete a ‘Classroom Observation’ by completing the Classroom Observation form prior to working with students in the classroom. This will assist in preparing and orienting to the practicum student to the classroom procedures and programs.
2. Conduct an inventory and develop a reading curriculum.
3. Write an Effective Teaching Cycle for sight words. Include materials needed to run your program.
4. Create a Direct Instruction Math Unit. Including materials needed to run the unit.
5. Design and create a functional communication tool/visual support for a student with a disability. This will be accompanied with a paper which describes the child or classroom for whom/which this notebook is intended, a rationale for the picture symbols selected, why you designed the symbols the way you did, a rationale for how you organized the project, and how you intend to use this project for educational programming.
6. Activities and Comprehension Checks for on-line sessions as outlined on Blackboard. Note: refer to Blackboard and/or course schedule for availability dates as well as due dates. *The **Activities** will allow the student to complete more hands-on experiences. The may be asked to visit a website, review curriculum, develop materials, etc. The **Comprehension Checks** will give student additional experiences to apply what they have learned through case studies and scenarios. Students may also be asked to complete IRIS modules, listen to a guest lecture, describe teaching strategies, and become more familiar with additional curriculum.*

7. Quizzes will be taken out of class on Blackboard each week or as indicated on the course schedule. Student will have one attempt to take each quiz on the scheduled week. The quizzes for the week will be opened each Tuesday by 12:00 noon and will remain open until the following Sunday at 11:55 pm (the day before class). Students are allowed to use their book and other articles and information provided to complete each quiz. Quiz questions will come directly from the assigned readings or as is indicated on the instructions found on Blackboard.
8. Discussion Questions and response to discussion questions will be required outside of class through Blackboard each week. As with the quizzes, discussion questions for the week will be opened each Tuesday by 12:00 noon. They will remain open until the following Sunday at 11:55 pm (the day before class). Students need to post their response to the discussion question. In addition to posting their own response, student may also need to respond to other student postings. Specific directions will be given for each discussion question. Students are encouraged to submit their posting early in the week so that other students may respond to their entry. Discussion questions will be a place where the class may share specific programs, ideas, activities, and opportunities they have observed in their practicum, community or through their own experiences. Students are encouraged to cut and paste or print out ideas they obtain through the discussion board and include these in their Curriculum Notebook.

ON-LINE sessions on Blackboard –

There will be 3 sessions that will take place on-line through Blackboard. On these weeks, there will be **NO** class held in the classroom. Refer to the Course Content page on Blackboard to locate instructions for the online sessions. The on-line sessions remain open until the following Sunday at 11:55 pm. You are encouraged to complete the requirements earlier in the week because some assignments will require you to complete specified activities in your practicum. The Course Schedule will have specific dates.

All on-line sessions will include a quiz and discussion question (as is described above) as well as an activity and comprehension check.

Participation and Class Demeanor. The instructor expects that each student will actively participate in class discussion.

Participation is defined as: Occasional verbal contributions to class discussion/activity that extend and enhance group process. Also, at the beginning of each class session review information presented during the past week will take place. Individual students will be randomly called upon to answer review questions. Students will need to be prepared to answer these questions for participation points. Participation is NOT defined as merely attending class.

Courteous demeanor is defined as (1) arriving on time, (2) leaving at the scheduled time and not before (unless the instructor is notified and has approved the request), and (3) listening (not talking) during lecture or class discussion. Participation and class demeanor are worth a maximum of 30 points assigned at the end of the semester. Ringing cell phones, talking on cell phones, text messaging, surfing the Internet on laptops, and

similar activities will result in forfeiture of points. Other behaviors inconsistent to courteous demeanor, such as arriving late, leaving early, or talking to neighbors during lecture/discussion, will result in significant reduction or forfeiture of points. Absences: Contact the instructor through Blackboard or at 797-3236 prior to scheduled class time.

Students are expected to attend class sessions and to remain for the entire scheduled period (1:30 p.m. to 4:00 p.m.) unless the instructor approves previous arrangements. Unless approved by the instructor, students should not arrive late to class. Late arrival will result in forfeited Participation points.

Students will earn Participation and Class Demeanor points based on the criteria described above. Up to 30 points can be earned.

Student Responsibilities:

As members of the academic community at Utah State University, students share responsibility for its growth and continued well-being and for maintaining an environment which encourages free inquiry and expression. Students are expected to engage in reasonable and substantial preparation for their coursework, to follow course and class guidelines as set forth in syllabi and as announced by their instructors, and to complete all academic exercises with integrity. All interactions with faculty members, staff members, and other students shall be conducted with courtesy, civility, decency and a concern for personal dignity. These responsibilities are the foundation of the University's Standards of conduct (the Honor System – see: section V-3. –Misconduct – see: section V – 3)

Assessment and Grading

Each project will be assigned points. Students may earn points by successfully completing each project. These points will be totaled and divided by the number of possible points to obtain the percentage of points earned. This percentage will determine the course grade.

<u>Activities/Assignments</u>	<u>Points</u>
• Classroom Observation Checklist	5
• Discussion Questions (8 @ 10 points each {posting & response})	80
• Sight Word list	30
• Sight Word Effective Teaching Cycle	30
• DI Math Curriculum example	30
• Communication Project/Visual Support	50
• Quizzes from 5510 (7 @ 20 points each)	140
• Activities 3 @ 20 points each)	60
• Comprehension Checks (3 @ 20 points each)	60
• Participation Points	30
	Total = 505 + SPED 5310
• Quizzes from 5310 & Additional assignments (refer to 5310 syllabus)	

Late work - If assignments cannot be submitted at the scheduled time, make arrangements with the instructor. Without prior arrangements with the instructor, assignments submitted after 1:30 p.m. on the due date will be scored according to a 30% penalty for up to 7 calendar days, and subsequently will be scored zero.

Grades

The final percentage will be matched to a letter grade* using the following percentages:

A = 95 - 100%

A- = 91 - 94%

B+ = 87 - 90%

B = 83 - 86%

B- = 80 - 82%

C+ = 77 - 79%

C = 74 - 76%

C- = 70 - 73%

F = Below 70%

* The letter grade may be adjusted up or down based on professional behavior as reported by the classroom teacher. If the letter grade is in jeopardy of being adjusted downward, the instructor will notify the student of the concerns prior to the time that the grade is assigned. The student will be provided with an opportunity to change his or her behavior so that his or her grade is not affected.

Changes in Course Assignments and Schedule

The instructor reserves the right to adjust the course assignments, quizzes, and schedule in order to best attain the objectives of the course. Any changes in assignments, due dates, quiz dates, and/or quiz content will be announced in class.

NOTE: Students with Disabilities: Students with physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, 79702444 voice, 797-0740 TT, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. It is also recommended that students notify the professor of such accommodations early in the semester. Alternate format materials (Braille, large print or digital) are available with advance notice.

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.

Academic Honesty

Please read through USU Honor System Guidelines on the Course Content page under Introduction & Policies. For more information, refer to <http://www.usu.edu/stuserv/SCode/article6.html#sec5>. Be aware that we use the following definitions:

According to the Merriam-Webster Online Dictionary, to "plagiarize" means

- 1) to steal and pass off (the ideas or words of another) as one's own
- 2) to use (another's production) without crediting the source
- 3) to commit literary theft
- 4) to present as new and original an idea or product derived from an existing source. In other words, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward.

Group work has become an issue in on-line classes. In the past classes there have been situations in which group work could have been considered cheating or plagiarism. "Legitimate" group work is defined as teacher-authorized activity that takes advantage of consultation with your peers, providing you with ideas, suggestions, and corrections, which you take into consideration in the development of your unique and individual product.

Reading the text and writing answers to the study guide items, then working closely with other students, comparing study guide answers, and attempting to resolve different understandings is an excellent learning technique and is strongly encouraged. However, failing to do the reading and memorizing answers that another student has written for the study guide is not legitimate group work; it is cheating.

Drafting the assignments, then comparing specific aspects of your product to others' and discussing teaching situations and SPED issues is legitimate and encouraged. Copying someone else's quizzes or assignments is not legitimate; it is cheating. Completing the assignments as a group project is not legitimate; it is cheating. You must make your own decisions about every detail of your assignment.

Always, if you are unsure about boundaries of legitimate group work, please (1) ask for clarification from the instructors, and (2) make full disclosure so that there is no question about your intentions. We are very happy to talk about these boundaries and work with you to maximize your learning and maintain individual accountability.

CEC Standards: In Special Education, the standards we align to for beginning teachers are the Council for Exceptional Children (CEC) standards. Secondary and Elementary Education use the INTASC standards. Information provided in this course will be tied to the standards listed below. Each SPED course will list the standards and how they are measured in that course. They are listed in the syllabus for your reference, but you will never have to do anything with them.

CEC Individualized Independence Curriculums Standard	Course Objectives	Evaluation
IC4K1	Use and experience specialized materials and curricula	Lecture, Quiz, Activity, Assignments,
IC4K2	Intervention strategies when using curricula	Lecture
CC4S1	Use strategies to facilitate integration into various settings	Lecture, Activity
CC4S3	Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional leaning needs.	Lecture, Activity, Comprehension Checks, Quiz
CC4S4	Use strategies to facilitate maintenance and generalization of skills across learning environments	Lecture, Activity
IC4S1	Use research-supported instructional strategies and practices	Lecture, Activity
IC 4S2	Use appropriate assistive technology and communication or visual support	Lecture, Assignment
CC5K5	Determine social skills and appropriate curriculum to meet individual needs as well as environment	Quiz Activity Comprehension Check Discussion
IC5S5	Give and receive meaningful feedback from peers and adults.	Lecture, Assignment
CC6K4	Use and develop augmentative and assistive communication strategies	Lecture, Quiz, Discussion, Assignment
IC6K2	Develop communication alternatives for nonverbal students	Lecture, Quiz, Discussion, Assignment
CC6S1	Use strategies to support and enhance communication skills	Lecture, Quiz, Discussion, Assignment
IC 6S3	Use alternative, augmentative communication and visual supports	Lecture, Quiz, Discussion, Assignment
CC7K2	Be familial with Scope and sequences of general and special mathematic curricula	Lecture, Quiz, Discussion, Activity, Comprehension Check
CC7S5	Use task analysis	Lecture, Quiz,

		Discussion, Assignment
CC7S6	Sequence, implement, and evaluate individualized learning objectives.	Lecture, Quiz, Discussion, Assignment
CC7S10	Prepare lesson plans	Lecture, Quiz, Discussion, Assignment
IC7S2	Implement age-appropriate instruction	Lecture
IC4S6	Use responses to guide instruction decisions and provide feedback	Lecture
IC4S4	Identify and teach basic structures and relationships within and across curricula	Lecture
CC6S1	Use strategies to support and enhance communication skills of individuals with exceptional learning needs	Lecture, Text Reading, Assignment
IC6K2	Communication and social interaction alternative for individuals who are non-speaking	Lecture, Text Reading, Assignment
IC6S3	Plan instruction on the use of alternative and augmentative communication systems	Lecture, Text Reading, Assignment
CC6S2	Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominate language.	Lecture, Text Reading
CC7S14	Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions.	Assignment, Reading,