CALIFORNIA STATE UNIVERSITY, FULLERTON
College of Education
Special Education
SPED 464: Students with Moderate/Severe Disabilities
Spring 2022

Location: Canvas
Day and Time: Asynchronous and Online
Instructor: Erica Howell, Ph.D.
Office: CP-570
E-mail: ehowell@fullerton.edu
Phone: 657-278-8623
Office hours: Mondays 10am-1pm, or scheduled at your convenience
Technical support: (657) 278-8888
StudentITHelpDesk@fullerton.edu
http://www.fullerton.edu/it/students/helpdesk/index.php
Chat with IT: Log into: http://my.fullerton.edu/ and Click *Online IT Help* Click on *Live Chat*

Table 1: Education Unit Conceptual Framework

EDUCATION UNIT CONCEPTUAL FRAMEWORK

Mission
The College of Education is committed to the preparation and professional development of innovative and transformative educators who advance just, equitable, and inclusive education. As a professional community of scholar-practitioners, we promote creativity, collaboration, and critical thinking as fundamental to student achievement and success in a diverse and interconnected world.

Conceptual Framework Outcomes
The theme "Reach. Teach. Impact." also serves as the foundation for the COE's conceptual framework outcomes which serve as the foundation for program specific and learning outcomes that guide the operation of all initial and advanced programs in the college. These outcomes, provide benchmarks to ensure that our candidates exit their programs as just, equitable and inclusive educators and leaders who possess the knowledge, skills, and dispositions to:

REACH the intersecting social identities of all learners through the critical examination of implicit and explicit bias and privilege in order to provide fair, respectful, non-discriminatory, equitable, inclusive, and humanizing learning environments.

TEACH through an anti-racist lens using culturally and linguistically relevant strategies, including educational technologies and community engagement, to provide equitable opportunities and supports necessary for all learners to attain high-quality outcomes.

IMPACT schools and communities through a commitment to dismantling systems of oppression and supporting students, teachers, and leaders as citizens in a highly diverse, global, interconnected, and digital world.

President's Directive & Health and Safety Guidelines

Cal State Fullerton (CSUF) is actively working to maintain the safety of our campus community in response to COVID-19. To stay current with information, please visit CSUF's Titan's Return: COVID

Recovery website. Please review the FAQs to help answer any of your questions. Below are requirements toreviewpriortoourfirst-class session.

- Read President's Directive No. 22 – COVID 19: Mitigation Measures and Guidelines, which outlines mitigation measures you are required to take, including use of face coverings, re-entry and surveillance testing, physical distancing/barrier requirements, case reporting, and other measures. Please read President's Directive No. 22.
- Review the Titans Return: COVID-19 Recovery website. There are important messages regarding the vaccine requirement, surveillance and testing information, as well as campus updates and messages from the Dean of Students Office that are important to review.

In addition, CSUF requests that students who tests positive for COVID-19 or become aware that they may have been in close contact with someone who either has tested positive for or is suspected to have COVID- 19 report the positive result or exposure using the CSUF COVID-19 Self-Reporting Form. CSUF's Infectious Diseases Response Team reviews and verifies COVID-19 confirmed cases and responds to concerns from the campus community on COVID-19. Click here to report COVID-19 cases or exposure.

Prior to arriving on campus and before entering class, you should conduct a personal health screening and self-monitor for fever, cough, shortness of breath, or other symptoms of respiratory illness. If you are experiencing any of these symptoms, you should stay home and notify me of your absence. I will work with you to address any COVID-19 related impacts to your participation in and completion of this course.

Before entering the classroom, you should wash/sanitize your hands and have your face covering on. While in class, you are required to:

- Sit in your designated seat;
- Wear your facial covering that covers both the nose and mouth (e.g., masks or face shields);
- Always cough or sneeze into your elbow or tissue;
- Use the materials provided to clean your desk and chair before and after use, and;
- Adhere to other health and safety protocols and directives for your specific classroom, lab, studio, and campus.

Students who do not follow these health and safety requirements may be reminded of the need to adhere to those measures. Failure to comply may constitute a violation of campus policy and may result in a referral to the Office of Student Conduct. Thank you for your cooperation and assisting in the University's efforts to keep our community safe.

COLLEGE OF EDUCATION STRATEGIC GOALS

In pursuit of the ideals of our mission, vision and core values, the College of Education (COE) develops a strategic plan every 5 years. Through a comprehensive planning process that involved faculty, staff, alumni, students and community representatives, beginning fall 2018, the College of Education will begin implementation of major initiatives related to the plan's three major goals:
- Just, Equitable and Inclusive Education (JEIE)
- Technology
- Community Engagement

JEIE Resources can be found on our website.

PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES
Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit's conceptual framework and encompass several behavioral indicators within the three program outcomes.

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As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions found in the <u>Assessment and Accreditation section of the COE website.</u>

COURSE DESCRIPTION
In this course you will learn the characteristics of people with moderate/severe disabilities. You will also be introduced to the legal and civil rights of these individuals.

COURSE PREREQUISITES/COREQUISITES
SPED 371: Exceptional Child

California Teaching Performance Expectations (TPE)	Learning Activities	Assessment Activity
Universal TPEs		
U1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.	**Module: Inclusive Education** <u>Module Readings</u> 1. Understanding Least Restrictive Environment 2. Video: Overview on Universal Design for Learning (UDL) 3. Evidence Based Strategies for Including Students with Severe Disabilities	**Module Inclusive Education Assignment** Based upon the information in this week, write a response to the following (and include APA citations): 1. Describe your understanding of UDL based on the video in one paragraph. 2. Based on the reading, what evidence-based practices are successful in inclusive environments? 3. What were your impressions of Axel's inclusion experience? For example, what did you think was working successfully for Axel? What concerns did you have?
U6.7 Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.	**Module: Foundations** This week presents interesting information on the history of Special Education! We'll dive into the development of special education practices, review history and focus on the previous conceptions society had of individuals with significant disabilities. Readings: ● Review Week Two Power Point: Conceptualization of Disability, History and Society	**Foundations Module** Assignment: 1. On slide 5 of this week's powerpoint, the prompt is: "What are some ways that society has historically treated individuals with significant disabilities as a result of this perception? What examples of this do you find today?" 2. Reflect on the following quote, "You are only as disabled as your environment makes you." Can you identify examples of this in our culture today? 3. What are the six principles of IDEA? List the 6 principles and explain each one in your own words (1-2 paragraphs per principle). Lastly, in your final concluding paragraph, explain why

		these six principles are important for families of children with disabilities (think about what education of students with disabilities would be without these supports).
ESN TPEs		
EX1.1 Identify factors associated with successful planning and implementation of appropriate transition options, programs, and life experiences, and demonstrate advocacy skills related to the various transitions experienced by students with extensive support needs, as they move from transitional kindergarten to post-secondary.	**Module Planning for the Lifespan** Module Readings IRIS Module: Transition Planning Review the Orange county Transition Resources Guide Video Montgomery County Transition Program	**Module Planning for the Lifespan** *Secondary Transition:Helping Students with Disabilities Plan for Post-High School Settings* Take some time now to answer the following questions. If you have trouble answering any of the questions, go back and review the Perspectives & Resources pages in this module. (There are 5 questions total--the 5th one is listed at the bottom of this page) 1. What is secondary transition? Why is it important for school personnel to help students plan for post-school transitions? 2. List and describe the five components of the Taxonomy for Transition Programming. 3. Explain why self-determination is important for students with disabilities. 4. Jessica is a rising ninth-grade student who has a physical and intellectual disability and uses a wheelchair. Imagine you are Jessica's general education teacher and a member of her IEP team. As part of her annual review meeting, Jessica and her team discuss her post-secondary plans. Following is some of the information the team learns during the meeting. *Strengths*: ● Capable student who works hard to get passing grades ● Loves the computer and catches on quickly to games and computer programs *Short-term goals*:

		● Ride the school bus to and from school (currently, parents transport her) ● Spend more time with friends *Post-school goals*: ● Get a job in a hospital or somewhere she can help sick people (as long as she doesn't have to read much) ● Live on her own or with a roommate *Areas of need*: ● Doesn't like to read and often doesn't remember things she does read *Additional information*: Her parents state that she has never talked with them about her post-school goals, and they always assumed she would live with them. 5). For each of the components of the Taxonomy for Transition Programming, recommend one or two actions you as the teacher can take to help Jessica reach her goals. Explain your responses.

Components of Taxonomy for Transition Programming	Actions and Explanations
Program Structure	
Student-Focused Planning	
Student Development	
Family Involvement	
Interagency	

		Collaboration	
EX1.3 Identify the unique features of deaf blindness and the impact of combined hearing and vision impairments on communications, learning, and accessing environments. This includes the unique learning profiles and individualized instruction appropriate for students who are deafblind.	**Module: Student with Sensory, Physical and Health Care needs** Read Powerpoint "Instructional Strategies for Learners who are Deaf-Blind"	**Module: Students with Sensory, Physical and Health Care Needs** 1) When providing instruction to students who are deaf-blind: • Describe key features of deaf-blindness on: 1) communication, 2) learning and 3) accessibility. • Describe one instructional planning tool you would use to plan instruction for students who are deaf-blind. • Choose one evidence-based instructional strategy for teaching students who are deaf-blind and describe how to implement the strategy. • What is routine based instruction and why is it important? 2) What did you learn about the family experience of raising a child with a chronic illness from the article, "Professor searches for a cure"? 3) What are four key steps for a safe wheelchair lift/transfer?	
EX1.4 Collaborate with families and appropriate related services personnel to support access to, and optimal learning experiences for students with extensive support needs in a wide variety of general education and specialized instructional settings, including but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom or itinerant instructional delivery and/or consultation in public/nonpublic school programs.	**Module: Working with Families of Children with Moderate/Severe Disabilities** • Watch the YouTube video "A Parent's Story" • Read the article: "Encouraging Active Parent Participation in IEP Meetings" • Complete the IRIS module "Communicating with Families" **Module Videos** • Parent/Teacher Conference Video	**Module: Working with Families of Children with Moderate/Severe Disabilities** Discussion Board Posting: 1. In the article, *Encouraging Active Parent Participation in IEP Meetings,* review Figure 1 on page 37 of this article. In the first section, titled "Individual Level Reflections" select <u>one</u> of the bulleted questions (there are four to choose from). Discuss your self-reflection on this question and how it may impact families and students that you currently work with, or may work	

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	● Instructional Coaching Video	with in the future. Must be a minimum of 5 sentences. 2. For each of the first 2 videos posted (see video 1 and video 2, answer the following questions...what did you notice about posture, body language, verbal encouragers, non-verbal encouragers? What signs of warmth and caring did you observe? 3. After completing the IRIS module, **"Communicating with Families,"** read and answer the prompts below: ● As you have learned, the families of children with disabilities may experience many different emotions. Describe the range of emotions associated with being the parent of a child with a disability. ● Identify and describe three additional roles that a parent of a child with a disability might undertake. ● In your own words, briefly describe the six categories of parent involvement. **Student Profile Paper**
EX1.12 Facilitate and support students in assuming increasing responsibility for learning and self-advocacy based on individual needs, with appropriate transitions between academic levels in programs and developing skills related to career, college, independent living and community participation.	**Module: Identifying Functional and Age Appropriate Skills and & Teaching Personal and Daily Living Skills** Module Readings ● Review the power point presentation "Identifying Functional and Age Appropriate Skills" including the video (10 min.) in the presentation. ● Read the article "Standards Based Life Skills Instruction via OCALI" ○ Note: the state standards in this document are for Indiana, BUT the same principle of aligning	**Module: Identifying Functional and Age Appropriate Skills and & Teaching Personal and Daily Living Skills Assignment** Drawing from information in the module including 1) the PowerPoint, 2) the Standards Based Life Skills Curriculum via OCALI and 3) examples of functional curriculum activities, answer the prompts below in 2-3 pages. *After learning about a functional curriculum approach, discuss the following:

	state standards with functional goals works for California's state standards ● View the Pinterest page of a teacher who implements functional curriculum stations in her classroom **Module 10: Planning for the Lifespan** <u>Module Readings</u> IRIS Module: Transition Planning Review the Orange county Transition Resources Guide <u>Video</u> Montgomery County Transition Program	1. Why should a functional curriculum approach be used for students with disabilities? 2. Describe the sources of data that can be used to develop an individualized curriculum. 3. Discuss the sequence of steps used when conducting an ecological assessment. 4. Review the "Standards Based Life Skills Curriculum" guide the state of Indiana disseminated. Locate an activity you hope to teach one day and share 1) what content area, 2) level, 3) standard and 4) specific activity you have chosen. 5. Peruse the Pinterest page of a current teacher's functional curriculum activities in her classroom posted in the module. Describe one activity in 2-3 sentences that you think would be helpful to teach in a classroom. **Module 10 Assignment:** *Secondary Transition:Helping Students with Disabilities Plan for Post-High School Settings* Take some time now to answer the following questions. If you have trouble answering any of the questions, go back and review the Perspectives & Resources pages in this module. (There are 5 questions total--the 5th one is listed at the bottom of this page) 5. What is secondary transition? Why is it important for school personnel to help students plan for post-school transitions? 6. List and describe the five components of the Taxonomy for Transition Programming. 7. Explain why self-determination is important for students with disabilities. 8. Jessica is a rising ninth-grade student who has a

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physical and intellectual disability and uses a wheelchair. Imagine you are Jessica's general education teacher and a member of her IEP team. As part of her annual review meeting, Jessica and her team discuss her post-secondary plans. Following is some of the information the team learns during the meeting.

Strengths:

● Capable student who works hard to get passing grades
● Loves the computer and catches on quickly to games and computer programs

Short-term goals:

● Ride the school bus to and from school (currently, parents transport her)
● Spend more time with friends

Post-school goals:

● Get a job in a hospital or somewhere she can help sick people (as long as she doesn't have to read much)
● Live on her own or with a roommate

Areas of need:

● Doesn't like to read and often doesn't remember things she does read

Additional information: Her parents state that she has never talked with them about her post-school goals, and they always assumed she would live with them.

5). For each of the components of the Taxonomy for Transition Programming, recommend one or two actions you as the teacher can take to help Jessica reach her goals. Explain your responses.

		Components of Taxonomy for Transition Programming	Actions and Explanations
		Program Structure	
		Student-Focused Planning	
		Student Development	
		Family Involvement	
		Interagency Collaboration	
EX2.1. Use appropriate and safe techniques, procedures, materials, educational technology, assistive technology, and other adaptive equipment for students with extensive support needs, facilitate student health and mobility by practicing appropriate and safe techniques for lifting and positioning and instruct/supervise other personnel in such procedures.	**Module: Students with Special Health Care Considerations** ● Read short chapters 1 and 3: The Medically Fragile Child: Caring for Children with Special Healthcare Needs in the School Setting (link below) ● Check out a collection of adapted classroom activities on Pinterest that are appropriate for students who are considered medically fragile! ● Read guideline on Safe Practices for Lifting and Transferring	**Module: Students with Sensory, Physical and Health Care Needs Assignment** 1) When providing instruction to students who are deaf-blind: ● Describe one instructional planning tool you would use to plan instruction for students who are deaf-blind. ● Choose one evidence-based instructional strategy for teaching students who are deaf-blind and describe how to implement the strategy. ● What is routine based instruction and why is it important? 2) What did you learn about the family experience of raising a child with a chronic illness from the

		article, "Professor searches for a cure"?
		3) What are four key steps for a safe wheelchair lift/transfer?
EX2.3 Demonstrate the skills necessary to develop communication-rich environments that support communication and social engagement within the context of age-appropriate, functional and meaningful activities as related to students with extensive support needs including those who are deafblind.	**Module: Students with Sensory, Physical and Health Care Needs** Read PowerPoint "Instructional Strategies for Learners who are Deaf-Blind" by the New York Deaf-Blind Collaborative	**Module: Students with Sensory, Physical and Health Care Needs Assignment** 1) When providing instruction to students who are deaf-blind: ● Describe one instructional planning tool you would use to plan instruction for students who are deaf-blind. ● Choose one evidence-based instructional strategy for teaching students who are deaf-blind and describe how to implement the strategy. ○ How ● What is routine based instruction and why is it important? 2) What did you learn about the family experience of raising a child with a chronic illness from the article, "Professor searches for a cure"? 3) What are four key steps for a safe wheelchair lift/transfer?
EX2.5 5 Demonstrate the ability to support the movement, mobility, sensory and specialized health care needs required for students to participate fully in classrooms, schools and the community. Organize a safe environment for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment (as appropriate)	**Module: Students with Sensory, Physical and Health Care Needs** ● Read short chapters 1 and 3: The Medically Fragile Child: Caring for Children with Special Healthcare Needs in the School Setting (link below) ● Check out a collection of adapted classroom activities on Pinterest that are appropriate for students	

and other mobility and sensory accommodations.	who are considered medically fragile!	
EX2.6 Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability but have difficulty accessing their education dues to physical limitations.	**Module: Students with Special Health Care Considerations** ● Read short chapters 1 and 3: The Medically Fragile Child: Caring for Children with Special Healthcare Needs in the School Setting (link below) ● Check out a collection of adapted classroom activities on Pinterest that are appropriate for students who are considered medically fragile!	
EX2.7. Collaborate with families and appropriate related services personnel to support access to and optimal learning experiences for students with extensive support needs in a wide variety of general education and specialized academic instructional settings, including but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom or itinerant instructional delivery and/or consultation in public/nonpublic school programs.	**Module: Working with Families of Children with Moderate/Severe Disabilities** ● Watch the YouTube video "A Parent's Story" ● Read the article: "Encouraging Active Parent Participation in IEP Meetings"	**Student Profile Paper** **Module: Working with Families of Children with Moderate/Severe Disabilities** Discussion Board Posting: 1. In the article, *Encouraging Active Parent Participation in IEP Meetings,* review Figure 1 on page 37 of this article. In the first section, titled "Individual Level Reflections" select <u>one</u> of the bulleted questions (there are four to choose from). Discuss your self-reflection on this question and how it may impact families and students that you currently work with, or may work with in the future. Must be a minimum of 5 sentences.
EX2.11. Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs.	**Module: Inclusive Education** <u>Module Readings</u> 1. Understanding Least Restrictive Environment 2. Video: Overview on Universal Design for Learning (UDL) 3. Evidence Based Strategies for Including Students with Severe Disabilities	**Module: Inclusive Education** Assignment Based upon the information in this week, write a response to the following (and include APA citations): 1. Describe your understanding of UDL based on the video in one paragraph. 2. Based on the reading, what evidence-based practices are successful in inclusive environments?

| EX2.12. Demonstrate the skills required to ensure that interventions and/or instructional environments are appropriate to the student's chronological age, developmental levels, and disability-specific needs, including community-based instructional environments. | **Module: Identifying Functional and Age Appropriate Skills and & Teaching Personal and Daily Living Skills**

Module Readings

● Review the power point presentation "Identifying Functional and Age Appropriate Skills" including the video (10 min.) in the presentation.
● Read the article "Standards Based Life Skills Instruction via OCALI"
○ Note: the state standards in this document are for Indiana, BUT the same principle of aligning state standards with functional goals works for California's state standards
● View the Pinterest page of a teacher who implements functional curriculum stations in her classroom

Module: Community Based Instruction

Module Readings:

● View the Ppt "CBI Overview"
● Read the article: Community Based Instruction: An Instructional Strategy
● Watch the video: "Why CBI" | **Module: Community Based Instruction Assignment**

Utilizing the information from this week's readings, please complete the following:

1) Describe the 5 core features of community based instruction (CBI) in one paragraph

2) List AND describe the four domains of CBI in 1-2 paragraphs

3) Drawing from information on p. 31 in Project 10, discuss the elementary, middle school, and high school grades levels related to what CBI should look like in 1-2 paragraphs

4) Provide a one paragraph description of Community Based Vocational Education

5) Create a CBI activity!

Design a Community Based Instructional (CBI) Activity for a small group of students. Include the headers (in bold below) to organize your response.

● *Optional* Identify the Common Core State Standard(s) the CBI aligns with.
● Provide the targeted goals/outcomes for students to achieve during the activity (learning objectives)
● Describe the age and developmental level of the students who would participate in this activity
● Share a description of the activity
○ What materials will be needed
○ What procedures will you use
● Write how you would assess/evaluate the learning happening during the CBI in order to report back to |

		parents, either informally or during an IEP meeting.
EX2.14. Demonstrate the knowledge, skills and abilities to understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function.	**Module: Students with Special Health Considerations** ● Read short chapters 1 and 3: The Medically Fragile Child: Caring for Children with Special Healthcare Needs in the School Setting (link below) ● Check out a collection of adapted classroom activities on Pinterest that are appropriate for students who are considered medically fragile!	**Module: Students with Special Health Considerations assignment:** Preparing for Students with Special Health Considerations and Traumatic Brain Injury Utilizing your assigned readings on specialized health care, read the prompt below and answer the corresponding questions: Imagine that you are teaching an elementary SDC class for students needing extensive education supports (moderate/severe disabilities). Soon you will be getting a new student named Samuel, who is transitioning to your classroom from full-time care in the hospital after sustaining a traumatic brain injury. He uses a feeding tube, needs daily medications, and has limited motor abilities and seizures. While Samuel retains a general fund of knowledge, he now demonstrates difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues. 1. Drawing on your knowledge of federal, state, and local policies, provide a rationale for Samuel's rights to education. Remember to provide specific references to laws. 2. Provide information on the unique experiences of families who have students transitioning from the hospital and discuss school supports that may be needed for Samuel's family members and peers in the transition process.

		3. What core challenges might result from Samuel's open or closed head injury? 4. How might you adjust your teaching strategies based on the description of Samuel's memory processing? 5. Provide some strategies on how you would address Samuel's functional limitation of movement in the classroom through instruction and classroom environment.
EX3.2. Identify and utilize curricula and evidence-based instructional strategies that meet the diverse learning characteristics of students with extensive support needs across an array of environments and activities.	**Module: Teaching Individuals with Significant Cognitive Disabilities and English Language Learners** I hope you find the topics an interesting read this week! One article will identify five key practices in teaching student with severe disabilities. Also, you have learned in other courses about working with English Language Learners, but the readings this week have an emphasis on students who are English Language Learners WITH Severe Cognitive Disabilities--truly a specialized group who need a specialized approach. *You do NOT have to watch the overview videos I provide for each module (in case my voice is annoying! haha). Module Readings ● Read the article, "Education and Individuals with Severe Disabilities: Promising Practices" ● Read three articles related to English Language Learners with Significant Cognitive Disabilities ○ Establishing a Definition of English Learners with Significant Cognitive Disabilities ○ A Framework for Understanding English Learners with Disabilities: Triple the Work	**Disability Characteristics Paper** **Module: Teaching Individuals with Significant Cognitive Disabilities and English Language Learners Assignment** 2. After reading the 3 briefs discussing teaching students who are English Learners with severe cognitive disabilities, answer the following questions: Discussion Board Posting ● In the article "Education and Individuals with Severe Disabilities: Promising Practices" key components to teaching students with severe disabilities were discussed: ○ List the five main components in the article ○ Select one of the instructional practices discussed. Share about your understanding and/or experience with the strategy. Why do you think it is key to successful programming for students with severe disabilities? ● What are important considerations for

		identification and service provisions for English Learners with severe cognitive disabilities? (Brief #1) ● Why are English Learners with severe cognitive disabilities doing "triple with work"? (Brief #5) ● Describe the Language and Disability Needs Framework. (Brief #5) ● Read the "Questions to Consider for Individual Students." Think of a student you have worked with or who you are currently working with. Answer the questions related to those questions in your post. (Brief #5)
EX3.4. Demonstrate knowledge of disabilities and their effect on learning, skills development, social-emotional development, mental health, and behavior, and of how to access and use related services and additional supports to organize and support effective instruction.	**Module: Teaching Individuals with Significant Cognitive Disabilities and English Language Learners** I hope you find the topics an interesting read this week! One article will identify five key practices in teaching student with severe disabilities. Also, you have learned in other courses about working with English Language Learners, but the readings this week have an emphasis on students who are English Language Learners WITH Severe Cognitive Disabilities--truly a specialized group who need a specialized approach. *You do NOT have to watch the overview videos I provide for each module (in case my voice is annoying! haha). Module Readings ● Read the article, "Education and Individuals with Severe Disabilities: Promising Practices" ● Read three articles related to English Language Learners with Significant Cognitive Disabilities ○ Establishing a Definition of English Learners with Significant Cognitive Disabilities	**Disability Characteristics Paper** **Student Profile Paper**

	○ A Framework for Understanding English Learners with Disabilities: Triple the Work	
EX3.5. Demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g., orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g., attachment, temperament), and their implications for learning.		**Disability Characteristics Paper**
EX4.2. ==Demonstrate understanding of the structure and function of the auditory and visual sensory systems and skills to interpret and contribute to functional hearing and vision assessment findings to guide program development.==	**Module: Students with Special Health Considerations** Read: Instructional Strategies for Learners who are Deaf-Blind" by the New York Deaf-Blind Collaborative	
EX4.7. Demonstrate knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues.	**Module: Students with Special Health Considerations** ● Read short chapters 1 and 3: The Medically Fragile Child: Caring for Children with Special Healthcare Needs in the School Setting (link below) ● Check out a collection of adapted classroom activities on Pinterest that are appropriate for students who are considered medically fragile!	**Module: Students with Special Health Considerations assignment:** Preparing for Students with Special Health Considerations and Traumatic Brain Injury Utilizing your assigned readings on specialized health care, read the prompt below and answer the corresponding questions: Imagine that you are teaching an elementary SDC class for students needing extensive education supports (moderate/severe disabilities). Soon you will be getting a new student named Samuel, who is transitioning to your classroom from full-time care in the hospital after sustaining a traumatic brain injury. He uses a feeding tube, needs daily medications, and has limited motor abilities and seizures. While Samuel retains a general fund of knowledge, he now demonstrates difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues.

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		1. Drawing on your knowledge of federal, state, and local policies, provide a rationale for Samuel's rights to education. Remember to provide specific references to laws. 2. Provide information on the unique experiences of families who have students transitioning from the hospital and discuss school supports that may be needed for Samuel's family members and peers in the transition process. 3. What core challenges might result from Samuel's open or closed head injury? 4. How might you adjust your teaching strategies based on the description of Samuel's memory processing? 5. Provide some strategies on how you would address Samuel's functional limitation of movement in the classroom through instruction and classroom environment.
EX6.3 Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals.	**Module: Working with Families** Working and collaborating with families is an integral process of teaching! Module Readings ● Read the article: "Encouraging Active Parent Participation in IEP Meetings" ● Complete the IRIS module "Communicating with Families" Module Videos ● Watch the YouTube video "A Parents' Story" ● Parent/Teacher Conference Video ● Instructional Coaching Video	**Working with Families Module Assignment:** Answer the question below for your DB response. 1. In the article,*Encouraging Active Parent Participation in IEP Meetings,*review Figure 1 on page 37 of this article. In the first section, titled "Individual Level Reflections" select <u>one</u> of the bulleted questions (there are four to choose from). Discuss your self-reflection on this question and how it may impact families and students that you currently work with, or

		may work with in the future. Must be a minimum of 5 sentences. 2. For each of the first 2 videos posted (see video 1 and video 2, answer the following questions...what did you notice about posture, body language, verbal encouragers, non-verbal encouragers? What signs of warmth and caring did you observe? 3. After completing the IRIS module, *"Communicating with Families,"* read and answer the prompts below: ● As you have learned, the families of children with disabilities may experience many different emotions. Describe the range of emotions associated with being the parent of a child with a disability. ● Identify and describe three additional roles that a parent of a child with a disability might undertake. ● In your own words, briefly describe the six categories of parent involvement.
EX6.4. Demonstrate knowledge of historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment and education in the lives of individuals with disabilities.	**Module: Foundations** This week presents interesting information on the history of Special Education! We'll dive into the development of special education practices, review history and focus on the previous conceptions society had of individuals with significant disabilities. Readings:	**Module: Foundations Discussion Board** After completing the required reading for this module, please answer the questions below. 1. On slide 5 of this week's powerpoint, the prompt is: "What are some ways that society has historically treated individuals with significant disabilities as a

	● Review Week Two Power Point: Conceptualization of Disability, History and Society	result of this perception? What examples of this do you find today?"

2. Reflect on the following quote, "You are only as disabled as your environment makes you." Can you identify examples of this in our culture today?

3. What are the six principles of IDEA? List the 6 principles and explain each one in your own words (1-2 paragraphs per principle). Lastly, in your final concluding paragraph, explain why these six principles are important for families of children with disabilities (think about what education of students with disabilities would be without these supports). |
| *EX6.5.* Demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings. | **Module: Students with Special Health Considerations**

<u>Module Readings:</u>

●   Read short chapters 1 and 3: The Medically Fragile Child: Caring for Children with Special Healthcare Needs in the School Setting (link below)
●   Check out a collection of adapted classroom activities on Pinterest that are appropriate for students who are considered medically fragile! | **Module: Students with Special Health Considerations assignment:**

Preparing for Students with Special Health Considerations and Traumatic Brain Injury

Utilizing your assigned readings on specialized health care, read the prompt below and answer the corresponding questions:

Imagine that you are teaching an elementary SDC class for students needing extensive education supports (moderate/severe disabilities). Soon you will be getting a new student named Samuel, who is transitioning to your classroom from full-time care in the hospital after sustaining a traumatic brain injury. He uses a feeding tube, needs daily medications, and has limited motor abilities and seizures. While Samuel retains a general fund of |

| | | knowledge, he now demonstrates difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues.

1. Drawing on your knowledge of federal, state, and local policies, provide a rationale for Samuel's rights to education. Remember to provide specific references to laws.

2. Provide information on the unique experiences of families who have students transitioning from the hospital and discuss school supports that may be needed for Samuel's family members and peers in the transition process.

3. What core challenges might result from Samuel's open or closed head injury?

4. How might you adjust your teaching strategies based on the description of Samuel's memory processing?

5. Provide some strategies on how you would address Samuel's functional limitation of movement in the classroom through instruction and classroom environment. |
|---|---|---|
| *EX6.7* Possess the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and emotional well-being of the student who acquires a traumatic brain injury as well as on their family members, requiring the provision of appropriate supports and services to address these issues. | **Module 11: Students with Special Health Considerations**

Module Readings
● Read PowerPoint "Instructional Strategies for Learners who are Deaf-Blind" by the New York Deaf-Blind Collaborative
● Read short chapters 3, 4 & 5: The Medically Fragile Child: Caring for Children with Special Healthcare Needs in the School Setting (link below)
● Read guidelines on safe practices for lifting and transferring | **Module 11: Students with Special Health Considerations**

Module Assignment

● Preparing for Students with Special Health Considerations and Traumatic Brain Injury

Utilizing your assigned readings on specialized health care, read the prompt below and answer the corresponding questions:

Imagine that you are teaching an elementary SDC |

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	• OC Register article, "CSUF Professor spends off campus time searching for a cure for daughter with rare disease" • Read "Traumatic Brain Injury" from Project Ideal • Check out a collection of adapted classroom activities on Pinterest that are appropriate for students who are considered medically fragile!	class for students needing extensive education supports (moderate/severe disabilities). Soon you will be getting a new student named Samuel, who is transitioning to your classroom from full-time care in the hospital after sustaining a traumatic brain injury. He uses a feeding tube, needs daily medications, and has limited motor abilities and seizures. While Samuel retains a general fund of knowledge, he now demonstrates difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues. 1. Drawing on your knowledge of federal, state, and local policies, provide a rationale for Samuel's rights to education. Remember to provide specific references to laws. 2. Provide information on the unique experiences of families who have students transitioning from the hospital and discuss school supports that may be needed for Samuel's family members and peers in the transition process. 3. What core challenges might result from Samuel's open or closed head injury? 4. How might you adjust your teaching strategies based on the description of Samuel's memory processing? 5. Provide some strategies on how you would address Samuel's functional

		limitation of movement in the classroom through instruction and classroom environment.

STUDENT LEARNING GOALS AND RELATED OBJECTIVES
This course was developed to address the standards for professional teacher preparation set forth by CCTC, CEC, and NCATE.

1. Students will define the learning, personal-social, sensory and physical characteristics of persons with moderate/severe disabilities. CC2K1, CC2K5, CC2K6, IC2K2, IC2K3, IC2K4, IC1K1, GC2K2, GC2K3, GC2K4, GC5K1 (*CCTC Program Standard 2, 11; M/S Standard 1*)

2. Students will define the history, research, legislation, and philosophy of services for persons with moderate/severe disabilities. CC1K1, CC2K2, GC1K3, IC1K6, IC1K2, GC9K1; (*CCTC Program Standard 2; M/S Standard 1*)

3. Students will apply their knowledge of the history of normalization and social role valorization to best or most promising practices for students with moderate/severe disabilities. GC1K8; (*CCTC Program Standard 2; M/S Standard 1*)

4. Students will understand the contemporary research-based best or most promising practices for students with moderate/severe disabilities. CC2K2, CC9S5, IC9S2, CC9K4, GC9K2; (*CCTC Program Standards 2, 13; M/S Standard 1*)

5. Students will understand the connection between research and effective practices within all aspects of individuals' environments (e.g., school, home, community, workplace) emphasizing participation in general education curriculum, activities, and settings. CC2K2, CC3K1; (*CCTC Program Standards 2, 13; M/S Standard 4*)

6. Students will understand the connection between learning characteristics (e.g., cognitive, language & communication, generalization, etc.) and the planning and development of programs for students with moderate/severe disabilities, with consideration of cultural or linguistic diversity. CC2K3, CC3K3, GC2K1, GC3K1, GC6K1; (*CCTC Program Standards 11, 13; M/S Standards 1, 2, 4*)

7. Students will understand how inclusion positively impacts the culture of schools and individuals. CC1K9, CC3K4; (*CCTC Program Standard 2; M/S Standard 2*)

ISTE /INTERNATIONAL COUNCIL FOR EXCEPTIONAL CHILDREN STANDARDS
Our programs are informed by ISTE and/or International Council for Exceptional Children Standards. More information on these standards can be found at http://www.iste.org/ and http://www.cec.sped.org/

REQUIRED TEXTS
None. Course readings will be provided in Canvas

IMPORTANT UNIVERSITY INFORMATION
Cal State Fullerton supports your learning in many ways. Please see the [University's webpage on Student Information](#) regarding students with special needs and Disability Support Services; resources on academic dishonesty and emergency preparedness; University library support, and the final exam schedule.

SPIRITUAL, RELIGIOUS, and/or CULTURAL HOLIDAYS STATEMENT

The College of Education is committed to a Just, Equitable, and Inclusive Education for all. As part of that commitment, the College acknowledges that observance of spiritual, religious, and/or cultural holidays are an essential reflection of diversity and inclusion. The College recognizes that when students are observing spiritual, religious, and/or cultural holidays, they may be unable to attend classes, take exams, work on assignments, and/or complete other class requirements. If students notify their faculty by the end of the second week of classes (or at least one week before any holiday) of spiritual, religious, and/or cultural holidays that conflict with assignments, exams, or other class requirements listed on the syllabus, they will be provided with an opportunity to make up missed class requirements. The instructor will provide accommodation details regarding adjusted due dates and any other details the student may need to make up missed course requirements. It is the students' responsibility to abide by these accommodations. No adverse or prejudicial effects will impact students' grades when alternate due dates or alternate assignments are provided. Students' grades will not be negatively impacted due to absences in observance of spiritual, religious or cultural holidays.

VETERAN & MILITARY SERVICES STATEMENT:

Veterans and military personnel with special circumstances (e.g., upcoming deployments, drill requirements, VA appointments, or specific accommodations/needs) are welcome and encouraged to communicate these (in advance, if possible) to the instructor. In addition, California State University Fullerton's Veterans Resource Center (VRC) is committed to serving the needs of veterans, service members and their families during their transition from military experience to student life. Student veterans, service members, or military families who need support or assistance while attending CSU Fullerton may refer to the [VRC website](#) or call 657-278-8660/2373; e-mail veterans@fullerton.edu; or stop by Gordon Hall, Room 244.

RESPONSE TIME
The instructor will be online intermittently (Monday through Friday) and respond to email inquiries within 48 hours, with the exception of weekends and holidays. E-mail is preferred for communication.

COURSE COMMUNICATION

All course announcements and individual email are sent through Canvas, which only uses CSUF email accounts. Therefore, you MUST check your CSUF email on a regular basis (several times a week) for the duration of the course. Students are also welcome to schedule a zoom meeting to clarify course needs.

GRADING POLICY AND GRADING STANDARDS FOR THE COURSE

The +/- system will not be used in this course.

A	=	650	to	582
B	=	581	to	513

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C	=	512	to	452
D	=	451	to	387
F	=	386	or	<

Note: In the Department of Special Education credential programs, a grade point average of 2.75 will be required to earn a credential. This means the lowest grade a CSU Fullerton credential candidate can receive is a C-. Anything below a C- will not be accepted and the candidate will need to retake that course.

Course participation will be assessed through the completion of assignments. Student engagement in Canvas will be tracked by the instructor. All deadlines for assignments can be located in Canvas and the course syllabus.

ATTENDANCE POLICY
Attendance will be assessed through the completion of assignments.

LATE ASSIGNMENTS
In accordance with professional dispositions, it is expected that all work be submitted on time. **Late work will not be accepted** for discussions, forums, or quizzes.
Major assignments (CAPS case study) will be accepted up to one week late *but* will receive a penalty of 5 points per day after grading.

*** If you anticipate difficulty meeting a deadline contact the professor **IN ADVANCE** and every effort will be made to assist you. No exceptions will be made for contact after the deadline except in the case of extenuating circumstances (death of family member or hospitalization). In such cases, please notify the instructor as soon as possible and be prepared to provide documentation.

EXTRA CREDIT OPTIONS
None.

ASSIGNMENT DESCRIPTIONS

ASSIGNMENTS	Point Value = % of Total
1. Module Assignments	130 points = 20%
2. Disability Project	200 points = 31%
4. Student Profile Paper	200 points = 31%%
5. Final Exam	120 points = 18%
Total	**650 points= 100%**

Assignments are due by 11:59pm PST of the date listed in the course schedule/Canvas. In the event of technical problems such as Canvas shutdowns, submit the assignment directly to the instructor via email by the deadline. Candidate work will be authenticated by (a) comparing submissions to similar work submitted by other students, (b) comparing submissions with other work submitted by the same student, and/or (c) making use of tools such as TurnItIn.

ASSIGNMENT DESCRIPTIONS

1. Module Assignments

Given that this is a web-only class with no face-to-face requirements, participation will be evaluated solely on Candidates' on-line participation. Candidates are expected to login to the class Canvas site a minimum of twice weekly and read the assigned chapters/articles (clearly marked in the Course Schedule and within weekly modules) prior to completing the required assignments. Specific directions related to each week's assignments and requirements will be provided within the weekly modules. Candidates must complete the week's module by midnight on Sunday in order to receive credit for that class session. Late postings for module assignments will not be accepted. Note: The Instructor will track the online activity of all students and will maintain a copy of all online discussions.

With respect to Forum postings, Candidates are expected to participate in active, regular, and ongoing discussions within Canvas's Forum feature. All posts (threads and replies) will be read and evaluated with special attention to several areas:

● Frequency & time of posting
● Relevance to topic
● Evidence of critical thinking
● Evidence of original thought/reflection
● Professionalism

Table 2: Online Forum Discussion Rubric

ONLINE DISCUSSION RUBRIC				
Quantity			Quality	
Criteria	Sc		Criteria	Sco r e
The student contributed regularly. Temporal placement suggests sustained engagement with the topic of the discussion, materials, and concepts.	5		The student showed initiative and interpreted materials, synthesized concepts, integrated various threads, backed up opinions with examples from course content, or redirected discussion.	5
The student's level of contribution was acceptable/of average value, but not considered outstanding.	4-3		The student contributed more than just facts, and responded to the implications of other students' ideas.	4-3
The student rarely contributed or posts all came in final few minutes before discussion deadline.	2-1		The student's contribution was minimal, and demonstrated only a cursory understanding/grappling with course material and the ideas of their peers.	2-1
The student did not contribute at all.	0		The student was underprepared and contributions (or lack of them) suggest incompletion of the readings.	0

2. Moderate/Severe Disability Presentation (200 points)
Develop a research informed presentation on one specific disability typically categorized as moderate/severe.

Disability Characteristics Paper (200 points)

Assignment Directions:
Choose one disability generally categorized as moderate/severe and create a research-based overview using presentation software (Powerpoint, Prezi, Google Slides, etc.) that answers the prompts below. APA formatted citations must be included and a reference slide. Imagine this presentation will be used as professional development for general education teachers at your school site.

1) Define the disability and include background and historical information. *(20 points)*
2) Provide eligibility criteria for special education services and how assessment is done. *(20 points)*
3) Discuss three ways the disability affects learning from the literature and include real-life examples across the classroom, community and workplace for how this could look. *(30 points)*
4) List and describe three effective strategies that can be used in the classroom to support the student's learning. *(30 points)*
5) Share and describe three strategies that can be used to facilitate positive peer interaction. *(30 points)*
6) List two resources that can be used to inform typical peers about your specific disability or, if not available, disabilities in general. This may include videos, books, activities, etc. *(20 points)*
7) List three resources that educate parents and professionals about your specific disability or, if not available, disabilities in general. This may include community resources, organizations, literature. Make sure to include contact information if applicable. *(20 points)*

Presentation Requirements:
1) For each item above, develop at least one slide.
2) Your presentation must be organized with no spelling or grammar mistakes. *(5 points)*
3) Please include relevant visuals such as pictures, art, video clips, etc. *(5 points)*
4) Each slide must include at least one APA formatted citation. To learn how to cite in-text in APA formatting, click here. *(10 points)*
5) A reference slide in APA formatting is required at the end. To learn how to develop a reference list, click here. *(10 points)*

3. Student Profile Paper (200 points)
In this assignment, you will: (a) become familiar with a student with a moderate/severe disability, (b) gather information about his/her life and educational program, and (c) reflect on the student's present and future educational program goals. You will use the knowledge acquired throughout the course of this class to identify best practices for the student with moderate/severe disabilities.

Student Profile Paper (200 pts)

Assignment Overview:
In this assignment, you will:
(a) become familiar with a student with a moderate/severe disability,

(b) gather information about his/her life and educational program, and
(c) reflect on the student's present and future educational program goals utilizing knowledge learned in the course.

Requirements:
- You will use the knowledge acquired throughout the course of this class to identify best practices for the student with moderate/severe disabilities.
- You will need to have access to a student with a mod-severe disability and his or her parent(s) to obtain the necessary information.
- The student that you profile should be between the ages of 3-22 years old AND have an existing IEP.
- If you are not currently working with students with moderate-severe disabilities, or know anyone within this population, you will need to contact a local educational agency (e.g., school campus/district, SELPA, County Office of Education) to seek permission to observe such a student, interview the teacher, and otherwise gather the necessary information to complete this assignment. If you have difficulty, contact the instructor ASAP.
- Provide the parent(s) a copy of the requirements for the assignment and obtain written permission from them to complete the assignment about their child. Keep the permission in your file; you do not need to submit it.

Directions:
1. Interview the classroom teacher and observe to obtain the following information (50 points):
   - Name & Age (first name only and do not give actual date of birth)
   - Disability(ies) and any medical conditions
   - Sources of Information for this assignment (e.g., review of assessments, IEP, observation, interviews)
   - Educational and Residential History (do not use specific names of places, schools, or districts)
   - Current Type of Educational Placement and Support Services (no specific school or district names)
   - Student's Strengths
   - Student's Educational Needs and IEP Objectives (may summarize objectives)
   - How Does the Student Learn Best?
   - What Types of Educational Methodologies Are Being Used with the Student?

2. Interview the student's parent(s) and obtain the following information (50 points):
   - What Does the Student Enjoy Doing with His/Her Life?
   - What Inclusive Activities Does the Student Participate in with Peers without Disabilities?
   - What Are the Family's Priorities and Dreams for the Student?
   - What Are the Student's Priorities and Dreams?
   - What Are the Barriers to Achieving the Student's and Family's Dreams?

3. Based on the information you have collected and utilizing the information you have learned from this course, provide a reflection on the questions below (100 points):
   - What are the discrepancies between the student's current educational program and best practices (as discussed in class and the textbook)? *provide a minimum two citations from course content*
   - What strategies could address the barriers? *provide a minimum two citations from course content*
   - What would you change about the student's educational program? *provide a minimum two citations from course content*
   - What did you learn from the assignment?

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4. After gathering the required information above, write your paper using APA styling and the headings: *Teacher Interview*, *Parent Interview*, and *Reflection*. The paper should be a minimum of three pages.

Final Exam (120 points)

The final exam will be a written paper in which you apply the concepts and information from modules as well as key principles from the required textbook and other course information. It will include a Transition planning activity along with short essay questions.

ALTERNATIVE PROCEDURE FOR SUBMITTING WORK

Please note alternative procedures for submitting work, in the event of technical problems. Sample text is below.

In case of technical difficulties with Canvas/Canvas, the instructor will communicate with students directly through CSUF email, and assignments can be sent through email, faxed or mailed to the Department of Special Education. In the case email doesn't work, students should call the instructor at 657-278-8623 for further direction.

POLICY ON RETENTION OF STUDENT WORK

Student work submitted for this course shall be retained by the University or its academic employees for a reasonable time after the semester is completed.

AUTHENTICATION OF STUDENT WORK

Authentication of student work is important in an online class. This is accomplished by requiring multiple measures of student performance, including discussion board postings, individual email conversations, the use of Turnitin, and the multiple assignments you are required to complete.

TECHNICAL REQUIREMENTS

Students are expected to
- Have basic computer competency which includes:
  - the ability to use a personal computer to locate, create, move, copy, delete, name, rename, and save files and folders on hard drives, secondary storage devices such as USB drives, and cloud such as Google Drive (Titan Aps) and Dropbox;
  - the ability to use a word processing program to create, edit, format, store, retrieve, and print documents;
  - the ability to use their CSUF email accounts to receive, create, edit, print, save, and send an e-mail message with and without an attached file; and
  - the ability to use an Internet browser such as Chrome, Safari, Firefox, or Internet Explorer to search and access web sites in the World Wide Web.
- Have ongoing reliable access to a computer with Internet connectivity for regular course assignments
- Utilize Microsoft® Office 2013 (for P.C.) or 2011 (for Mac) including Word, PowerPoint, and Excel to learn content and communicate with colleagues and faculty; have the ability to regularly print assignments
- Maintain and access three times weekly their CSUF student email account
- Use Internet search and retrieval skills to complete assignment
- Apply his/her educational technology skills to complete expected competencies

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- Utilize other software applications as course requirements dictate
- Utilize Canvas/Canvas to access course materials and complete assignments

Software for Students (recommended)
Did you know you can get FREE and low-cost software for being an active CSUF student? Software downloads and request forms can be found on the CSUF Student Software website.

SYNCHRONOUS/ASYNCHRONOUS INSTRUCTION
There will be no required face-to-face or synchronous instruction in this course. Though optional synchronous Zoom online meetings may be held. Details will be provided in Canvas.

NETIQUETTE REQUIREMENTS
Each student is expected to conduct themselves in a professional manner during the class - taking full advantage of the learning opportunities available. This includes completing all online discussions and assignments, adhering to proper netiquette, and so on. Netiquette refers to a set of behaviors that are appropriate for online activity - especially with email and threaded discussions. The core rules of netiquette can be found at the Netiquette website. Please read through these netiquette rules to ensure that you are familiar with what will be the expected online behavior for this course.

Canvas
As a registered student you are enrolled in Canvas. You may access Canvas for all your classes by clicking on your student portal, found on the CSUF website. Problems? Contact the student help desk at (657) 278-8888 or email StudentITHelpDesk@fullerton.edu. Check Canvas/Canvas weekly, the night before class, for any pertinent or last minute, updated information.

TENTATIVE SCHEDULE

Topics
Module 1: Least Dangerous Assumption and High Leverage Practices for Students with Extensive Support Needs

Readings/Videos

- Read "High Leverage and evidence-based practices: a Promising Pair for All Learners: (https://www.readingrockets.org/article/high-leverage-and-evidence-based-practices-promising-pair-all-learners)
- Watch: Clarifying the Relationship Between Evidence Based Practices and High Leverage Practices (https://highleveragepractices.org/clarifying-relationship-between-hlps-and-ebps)
- Introduction to High Leverage Practices (The CEEDAR Center)
- View a list of High Leverage Practices

Readings

- Order/obtain your textbook.

- Read the Course Syllabus.

- Read the Discussion Board policy.

- People First vs Identity First

- Article: "Least Dangerous Assumption" (the TIES Center)

- Article: "Social Role Valorization"

Activities
Access highleveragepractices.org and click on "videos" at the top of the page. Choose one video to watch from the following domains: collaboration, assessment, social/emotional, behavioral and instruction.

Assignments

- Introductions Discussion Board

- Least Dangerous Assumption Assignment

1. After reading the TIES Center module on Least Dangerous Assumption, complete activities #1-2 at the end if the module. *Describe* 3 key points and *reflect* on what you learned from the reading and activities in a minimum of two paragraphs.

2. The Social Role Valorization article discussed the impact of exclusion for people with disabilities and what is means to encourage normalization. List and also describe the impact of exclusion on individuals with disability. Share a personal example where you have seen exclusion and what side effects resulted. If possible, also share a personal example of when you have seen a person with a disability experience being well included.

Week 2, January 30-February 6

Topic
Module 2: History of Special Education

Readings/Videos
Review Week Two Power Point: Historical Foundations

Assignments

- Discussion Board Posting:

  After completing the required reading for this module, please answer the questions below.
  1. On slide 5 of this week's powerpoint, the prompt is: *"What are some ways that society has historically treated individuals with significant disabilities as a result of this perception? What examples of this do you find today?"*

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2. Reflect on the following quote, *"You are only as disabled as your environment makes you." Can you identify examples of this in our culture today?"*

Each response should be a minimum of five sentences to receive full credit. You do not need to respond to a peer this week.

Assignments Due
Sunday, February 6th by midnight

Point Value
10 points

Week 3, February 6th-February 13

Topic
Module 3: Assessment of Students with Significant Cognitive Disabilities and English Language Learners with Moderate to Severe Disabilities

Readings/Videos

- Read the article, "Education and Individuals with Severe Disabilities: Promising Practices"
- Review this week's powerpoint: Teaching Student with Significant Disabilities

- Read three articles related to English Language Learners with Significant Cognitive Disabilities
  - Establishing a Definition of English Learners with Significant Cognitive Disabilities
  - A Framework for Understanding English Learners with Disabilities: Triple the Work

Assignments

- Discussion Board Posting

1. In the article **"Education and Individuals with Severe Disabilities: Promising Practices"** several promising practices are discussed. Select one skill/strategy that you learned about this week from the above article, discuss your understanding and/or experience with the strategy and indicate two questions you have about implementing this practice.

2. After reading the 3 briefs discussing teaching students who are English Learners with severe cognitive disabilities, answer the following questions:

  - What are important considerations for identification and service provisions for English Learners with severe cognitive disabilities? (Brief #1)
  - Why are English Learners with severe cognitive disabilities doing "triple with work"? (Brief #5)
  - Describe the Language and Disability Needs Framework. (Brief #5)
  - Read the "Questions to Consider for Individual Students." Think of a student you have worked with or who you are currently working with. Answer the questions related to those questions in your post. (Brief #5)

Assignments Due
Sunday, February 13th by midnight

Point Value
10 points

Week 4, February 13-February 20

    Topic
    Module 4: Working with Families

    Readings/Videos

- Watch the YouTube video: A Parent's Story
- Read the article: "Encouraging Active Parent Participation in IEP Meetings"

    Assignments

- Respond to this week's Discussion Board forum following the guidelines for this week

Answer both of the questions below for your DB response. You must include APA citations for full points.

> In Chapter 4 of our textbook, what are three ways described to ensure a student is provided a "standards-based IEP" and discuss the information you provided with content from the module. A minimum 2 paragraphs is required.

> 2. In the article, ***Encouraging Active Parent Participation in IEP Meetings*** review Figure 1 on page 37 of this article. In the first section, titled **"Individual Level Reflections"** select <u>one</u> of the bulleted questions (there are four to choose from). Discuss your self-reflection on this question and how it may impact families and students that you currently work with, or may work with in the future. Must be a minimum of 5 sentences.

> In order to receive full points, answers must be detailed and include reflective thought. There is no requirement to respond to a peer, but students are encouraged to read other postings to increase understanding of the content.

    Assignments Due
    Sunday, February 20th by midnight

    Point Value
    10 points

Week 5, February 20-February 27

    Topic
    Module 5: Least Dangerous Assumption

    Readings/Videos

- Article: "Least Dangerous Assumption"
- Article: "Social Role Valorization"

    Assignments

- Discussion Board

1. After reading the TIES Center module on Least Dangerous Assumption, complete activities #1-2 at the end if the module. *Describe* 3 key points and *reflect* on what you learned from the reading and activities in a minimum of two paragraphs.

2. The Social Role Valorization article discussed the impact of exclusion for people with disabilities and what is means to encourage normalization.
List and also describe the impact of exclusion on individuals with disability. Share a personal example where you have seen exclusion and what side effects resulted. If possible, also share a personal example of when you have seen a person with a disability experience being well included.

Assignments Due

Sunday, February 27th by midnight

Point Value
10 points

Week 6, February 27- March 6

Topics
Module 6: Identifying Functional and Age-Appropriate Skills

Readings/Videos

- Review the power point presentation "Identifying Functional and Age Appropriate Skills" including the video in the presentation.
- Read the article "Disability is Natural"
- Read Browder & Spooner: Chapters 16 & 17

Assignments

- Complete a 2-4 page paper on Functional Skills Instruction following the questions listed in the assignment.

Drawing from information located in the 1) text (chapter 16), 2) the PowerPoint, and 3) the "Disability is Natural" article, answer the prompts below in 2-3 pages. Make sure you use APA citations that includes all the of the required reading for this module. Remember, if you don't know how to cite using APA, all you need to do it google it! Owl Purdue is a great resource.

*After learning about a functional curriculum approach, discuss the following:

- Why should a functional curriculum approach be used for students with disabilities?
- What are some key areas of instruction that should be taught in a functional curriculum approach? Provide two specific examples of how you can teach a functional skill.
- How do you determine what is functional knowledge or a functional skill?
- How do you decide which functional skills are necessary for your students?
- Compare and contrast functional curriculum and general education curriculum.
- How do you develop a functional curriculum that promotes inclusive practices?
- Reflect on the Disability is Natural article. Identify three key points that resonated with you--did you agree or disagree?

Assignments Due
Sunday, March 6 by midnight

Point Value
10 points

Week 7, March 6-March 13

Topic
Module 7: Inclusive Education

Readings/Videos

- Understanding Least Restrictive Environment
- Video: Overview on Universal Design for Learning (UDL)
- Evidence Based Strategies for Including Students with Severe Disabilities

Assignments

- Respond to the Discussion Board: Inclusion for Students with Moderate/Severe Disabilities

    Based upon the information in this week, write a response to the following (and include APA citations):

    1. Describe your understanding of UDL based on the video in one paragraph.

    2. Based on the reading, what evidence-based practices are successful in inclusive environments?

    3. What were your impressions of Axel's inclusion experience? For example, what did you think was working successfully for Axel? What concerns did you have?

Assignments Due
Sunday, March 13 by midnight

Point Value
10 points

Week 8, March 13- March 20

Topic
Module 8: Community Based Instruction

Readings/Videos

- Watch the video: "Why CBI"
- Read the article: Community Based Instruction: An Instructional Strategy

Assignments

- Submit: "Creating a Community Based Instruction" assignment by midnight on Sunday

Utilizing the information from this week's readings, please complete the following:

1) Describe the 5 core features of community based instruction (CBI) in one paragraph

2) List AND describe the four domains of CBI in 1-2 paragraphs

3) Drawing from information on p. 376 in Browder and p. 31 in Project 10, discuss the elementary, middle school, and high school grades levels related to what CBI should look like in 1-2 paragraphs

4) Provide a one paragraph description of Community Based Vocational Education

- Design a Community Based Instructional (CBI) Activity for a small group of students.

1. Describe the age and developmental level of the students who would participate in this activity
2. Share what the activity will involve (including what you would need to prepare as the teacher of the CBI)
3. Provide the targeted goals/outcomes for students to achieve during the activity
4. Write how you would assess/evaluate the learning happening during the CBI in order to report back to parents, either informally or during an IEP meeting.

Assignments Due
Sunday, March 20th by midnight

Point Value
10 points

Week 9, March 20-March 27

Topic
Module 9: Disability Project Due

Assignments Due
Sunday, March 27 by midnight

Point Value
250 points

Spring Break! March 28-April 3

Week 11, April 3-April 10

Topic
Module 10: Planning for the Life Span

Readings/Videos

IRIS Module: Transition Planning

Assignments

1) Submit your written assignment from the IRIS module by Sunday, midnight

After completing the assigned IRIS module, please complete the assignment below.

Secondary Transition: Helping Students with Disabilities Plan for
Post-High School Settings

Take some time now to answer the following questions. If you have trouble answering any of the questions, go back and review the Perspectives & Resources pages in this module. (There are 5 questions total--the 5th one is listed at the bottom of this page)

1. What is secondary transition? Why is it important for school personnel to help students plan for post-school transitions?
2. List and describe the five components of the Taxonomy for Transition Programming.
3. Explain why self-determination is important for students with disabilities.
4. Jessica is a rising ninth-grade student who has a physical and intellectual disability and uses a wheelchair. Imagine you are Jessica's general education teacher and a member of her IEP team. As part of her annual review meeting, Jessica and her team discuss her post-secondary plans. Following is some of the information the team learns during the meeting.

Strengths:

- Capable student who works hard to get passing grades
- Loves the computer and catches on quickly to games and computer programs

Short-term goals:

- Ride the school bus to and from school (currently, parents transport her)
- Spend more time with friends

Post-school goals:

- Get a job in a hospital or somewhere she can help sick people (as long as she doesn't have to read much)
- Live on her own or with a roommate

Areas of need:

- Doesn't like to read and often doesn't remember things she does read

Additional information: Her parents state that she has never talked with them about her post-school goals, and they always assumed she would live with them.

5). For each of the components of the Taxonomy for Transition Programming, recommend one or two actions you as the teacher can take to help Jessica reach her goals. Explain your responses.

Components of Taxonomy for Transition Programming	Actions and Explanations
Program Structure	
Student-Focused Planning	

Student Development	
Family Involvement	
Interagency Collaboration	

Assignments Due
Sunday, April 10 by midnight

Point Value
10 points

Week 12, April 10-April 17

Topic
Module 11: Students with Special Health Considerations

Readings

- Read short chapters 1 and 3: The Medically Fragile Child: Caring for Children with Special Healthcare Needs in the School Setting (link below)
- Check out a collection of adapted classroom activities on Pinterest that are appropriate for students who are considered medically fragile!

Module Assignments

- **Assignment #1: Preparing for Students with Special Health Considerations and Traumatic Brain Injury**

Utilizing your assigned readings on specialized health care, read the prompt below and answer the corresponding questions:

Imagine that you are teaching an elementary SDC class for students needing extensive education supports (moderate/severe disabilities). Soon you will be getting a new student named Samuel, who is transitioning to your classroom from full-time care in the hospital after sustaining a traumatic brain injury. He uses a feeding tube, needs daily medications, and has limited motor abilities and seizures. While Samuel retains a general fund of knowledge, he now demonstrates difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues.

1. Drawing on your knowledge of federal, state, and local policies, provide a rationale for Samuel's rights to education. Remember to provide specific references to laws.

2. Provide information on the unique experiences of families who have students transitioning from the hospital and discuss school supports that may be needed for Samuel's family members and peers in the transition process.

3. What core challenges might result from Samuel's open or closed head injury?

4. How might you adjust your teaching strategies based on the description of Samuel's memory processing?

5. Provide some strategies on how you would address Samuel's functional limitation of movement in the classroom through instruction and classroom environment.

- **Assignment #2: Addressing Sensory, Physical and Healthcare Needs**

  After completing the assigned readings, please answer the following questions below.

1) What did you learn about the family experience of raising a child with a chronic illness from the article, "Professor searches for a cure"?

2) After viewing the sample Individualized Health Plan for a middle school child with extensive support needs answer prompts below:

- Identify what environmental supports need to be developed in the classroom.
- What technological procedures were specified?
- How were functional limitations and/or sensation addressed?
- Describe an accommodation that stood out to you.

3) What are four key steps for a safe wheelchair lift/transfer?

Assignments Due
Sunday, April 17 by midnight

Point Value
10 points

Week 13, April 24-May 1

Topic
Module 12: Employment and Community Living

Readings

- Read Browder & Spooner Chapter 17: Planning and Teaching for Adult Living
- Watch Clausen House video
- Regional Center of Orange County's Guide to Living Arrangements for Adults with Developmental Disabilities

Assignments

- Assignment Submission directions in module

Planning and Teaching for Adult Living Assignment

1. What are the two things you learned after reading about the Regional Center of Orange County's (RCOC) independent living supports for adults with developmental disabilities?

2. After reading chapter 17 in Browder and Spooner, answer the following prompts:

- Why is it important to follow a transition planning framework when planning for transition for students with moderate severe disabilities?
- Teachers of students with moderate/severe disabilities should ensure they provide instruction for students transitioning into adult life in the following categories: 1) employment, 2)

education/training, and 3) community living. Provide two examples of how you would instruct/prepare your students in each category (total of 6 examples). This content is discussed in the rest of the chapter.

Assignments Due
Sunday, May 1 by midnight

Point Value
10 points

Week 14, May 1-May 8
Topic
Module: Supporting Students with Deaf blindness

Readings/Videos

- Read PowerPoint "Instructional Strategies for Learners who are Deaf-Blind" by the New York Deaf-Blind Collaborative
- Students with Deaf Blindness: Developmental Impact
    - Objectives
        - Identify how deaf blindness causes delay
        - Identify the impact of deafblindness on skills across developmental domains
        - Identify some basic terms and skills associated with the education of learners with deafblindness.

Assignments

After completing the assigned readings, please answer the following questions below.

1) When providing instruction to students who are deaf-blind:

- Describe key features of deaf-blindness on: 1) communication, 2) learning and 3) accessibility. Describe one instructional planning tool you would use to plan instruction for students who are deaf-blind.
- Choose one evidence-based instructional strategy for teaching students who are deaf-blind and describe how to implement the strategy.
- What is routine based instruction and why is it important?
- Describe how you would support a communication-rich environment that encourages age-appropriate social interaction with functional and meaningful activities?

Assignments Due
Sunday, November 21st by midnight

Point Value
10 points

Week 15, May 8-May 15

Topic

Student Profile Paper Due (200 points)
Final Exam Due (120 points)

Assignments Due
Friday, May 20 by midnight

Point Value
200 points

Week 16, May 15-May 20

Assignments Due
Final Exam Due (120 points) *NOTE: The Final Exam is due on a **FRIDAY**

Note: Exact due dates for individual requirements within each module are posted in Canvas.

Classroom Emergency Preparedness Guide
Information provided by the University Police Emergency Management Coordinator

Emergency Preparedness for: SPED 464

On the first day of every semester:
- Know the emergency exits and evacuation areas for every classroom.
- Devise "buddy systems" so that everyone is accounted for in an evacuation.
- Evaluate the challenges that you might face during an evacuation and speak with your instructor.
- Add the CSUF Emergency Information number – **877-278-1712** – to your cell phone to hear recorded information regarding campus conditions or closure.
- Personal Preparation website

Emergency Communication
Campus emergency communication is done via a voice message, text and/or an email. Go to your Portal to review your contact information. A guide to update your personal information

Evacuations – Drills or real
- You may not know if this is a drill or not, so take every call to evacuate seriously.
- Take your personal belongings and immediately leave the building.
- Know where the evacuation area is for every building. A map of all campus evacuation areas
- Re-enter buildings only when directed by Building Marshals or other campus authority.
- Leave the campus only if instructed.

For this class, the closest 2 exits are: online course

We will meet at: online course

Earthquake
As soon as you feel shaking, **DROP, COVER and HOLD ON**: Immediately seek shelter (under a desk or table) cover your head and hold on. Evacuate if directed, or you feel it is safe to do so.

Fire
- When you see smoke or fire, immediately evacuate the building.

Updated April 2022

- If not already activated, pull the fire alarm switch to alert others of the situation.
- Use a fire extinguisher only if you know how to use it and the fire is small.

<u>Shelter in Place or Dangerous Situation</u>
- If directed, or you feel it is best to do so, seek shelter in a room with a lock.
- Turn off the lights and silence all cell phones.
- Hide as best as possible until the all clear signal has been given by authorities.
- If possible, move away from the dangerous situation as fast as you can.
- If you cannot safely hide or escape, be prepared to take action to protect yourself.
- See some helpful videos on sheltering in place

When you need help Immediately or to report a dangerous situation, CALL 911.
University Police non-emergency line: (657) 278-2515

For more information
Ask your instructor, or go to Campus Preparedness website

UPS Links
UPS 300.004 Policy on Syllabi (Course Outlines)

UPS 320.005 Retention of Student Work

UPS 411.104 Policy on Online Instruction