SAN DIEGO STATE UNIVERSITY

SPED 545: Issues in Curriculum and Instruction for Students with Extensive Support Needs

SPRING 2024

COURSE INFORMATION

Class Days:	Thursday	Email:	lwinkless@sdsu.edu
Class Times:	4:00pm – 6:40pm		
Class Location:	SSW-3630		
Instructor:	Lisa Winkless		
		Office:	Appt. available via zoom

Department of Special Education Mission Statement

The mission of the Department of Special Education is to develop the untapped potential of individuals with disabilities, talents, and diverse backgrounds and to make a significant positive impact on the learning and life environments of people with exceptionalities.

Course Overview

This course is designed to give students practical strategies for working with children and adolescents with extensive support needs in a variety of learning environments. Skills will be developed in the areas of: assessment/information gathering, goal and objective development, activity based instruction, functional academics/functional skills, and behavioral support. Students will also learn how to collaborate with other professionals in the field and learn how to use families as partners in the educational process. Current issues in the field will be discussed. Fieldwork opportunities, in conjunction with course readings, discussion, and hands-on activities, will provide students with an enriching and multidimensional learning experience.

TPEs and Standards

- TPE 1: Engaging and Supporting All Students in Learning
- TPE 2: Creating and Maintaining Effective Environments for Student Learning
- TPE 3: Understanding and Organizing Subject Matter for Student Learning
- TPE 4: Planning Instruction and Designing Learning Experiences for All Students
- TPE 5: Assessing Student Learning
- TPE 6: Developing as a Professional Educator
- TPE 7: Effective Literacy Instruction for All Students

ELA & Literacy Standards: https://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf

ELD Standards: https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf

ELA/ELD Framework: https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp

Course Objectives and Learning Outcomes

- Describe the relationship between functional characteristics and educational needs/appropriate curricula and strategies.
- Describe the needs of parents of children/adolescents with extensive support needs and learn how to use parents as partners in the educational process.
- Demonstrate the ability to use a variety of strategies, procedures, and materials to provide instruction in basic skills in community living domains, functional academics and social-emotional development.
- Utilize data-based decision making and progress monitoring to inform instructional practice and program development.
- Demonstrate use of strategies needed to support students behavioral adaptability in and out of the classroom
- Demonstrate ability to collaborate with others in educational settings to support the communication and social needs of their students across learning environments. Including using evidence based practices such as peer networks/peer supports and social skills training.

Course Materials

Required:

Browder, D.M., Spooner, F., & Courtade, G.R. (2020). Teaching students with moderate and severe disabilities (2nd). Guilford.

Additional weekly readings will be available on Blackboard.
Please note: It is important to read all of the assignments prior to the class meeting. During class you should feel comfortable raising questions that will add to your own understanding and/or clarify issues for others. You will be responsible for the information from all assigned readings, as well as for the content of all lectures.

Assignments AND Exam

Family Interview 100 pts.

Parents and families of children and adolescents with severe disabilities provide invaluable information for educational programming. They know the person best, what is important in terms of short and long term goals, etc. For this class each student is required to interview a family (primary caregiver) of a child or adolescent with severe disabilities. The interview should take place in person and, to the extent appropriate, in the home of the family to maximize the comfort and familiarity of the family member. A list of questions to help guide the interview will be developed in class. Interviews should consist of 5-7 open-ended questions. The write-up should be 3-4 pages in length and include a summary of the family member's responses and

your overall reflection from the interview. A list of your interview questions and your interview notes MUST be turned in with your write-up.

Comprehensive Instruction Project 500 pts.

Based on the family interview and informal observation of the individual and the GAS goal created, students will develop a comprehensive, integrated, standards-based lesson plan to provide their target student with effective instruction in reading comprehension and writing, including foundational skill instruction. Utilizing the CEEDER Center Innovation Configurations the include Evidence-Based Practices for:

- Literacy Instruction for ESN
- Reading Instruction
- Writing Instruction
- Students with ESN
- English Language Learners
- Communication Development for ESN
- Technology for Students with Disabilities

The Comprehensive plan will include the following components:

- Pre-assessment of the target literacy skills
- Lesson standard and learning objectives
- Sample related IEP goals/objectives, including an explanation of how the instructional strategy helps address goals/objectives in reading and writing.
- ELA and ELD standards
- List of accommodations and modifications the student requires to access the grade level standard (including supports for AAC and physical/sensory needs)
- Detailed Instructional sequence that outlines each activity that directly connections to the learning objective
- Assessment of student learning, including formative and summative assessments.
- Data recording sheets for formative and summative assessments that include at least **one baseline** and then at least **4 entries of intervention data** recording sheets.
- Present student data and provide an analysis of student performance. Be sure to indicate future instructional plans based on data.

Video Assignment 150 pts.

Identify 2-5 students in your class and plan to make a video of YOU teaching these students. Focus the recording on you and these students so that we can clearly see the teaching interaction. It is a good idea to try to record 15 minutes of the lesson. Then, find your "best" five minutes of teaching to bring to class. The purpose of the video is to demonstrate how you have incorporated the objectives and strategies of this class into your teaching and to receive feedback regarding your teaching effectiveness. The criteria used for the video will be the following: (1) the teaching activity is planned (has been written into a **lesson plan which accompanies the video**), (2) the curriculum selected is **age-appropriate** and includes **individualized instructional materials and visual supports**, (3) the students are **engaged** in the activity, (4) the teaching style incorporates good and varied use of **pacing, voice tone, and facial expressions**, (5) **effective teaching strategies**, such as using the appropriate number and type of prompts and clear error correction techniques, are demonstrated, and (6) the **response to the student** is positive and strengths based.

Final Exam 200 pts.

This is a cumulative exam that requires application of the course content to real world scenarios. Detailed information will be available on Blackboard before the final week of the course.

Extra Credit 45 pts.

For this assignment students will post a weekly self care message (sticky note, text box, image, etc.) to our Self Care Jamboard documenting what they did for self care that week. Submissions must be posted prior to class beginning weekly at 4:30pm beginning the week of 1/25 and the final submission by 4:30pm 5/9. *No assignment for the week of Spring break. Each submission is worth 3 extra credit points with a total of 15 weeks of submissions (45 point maximum). Make sure to include your name with your submission for credit.

NEW CONTENT TO ADD

Assignment 3 Communication Observation: Observe a student's communication style and behaviors (e.g., communicates, interacts with others,etc.). Analyze, determine next steps, and reflect on the information gathered. **(25 points)**

Linking Academic Standards to Functional Academic Skills

- Baselines and Present Levels
- ELD Standards and Connector Standards

Course Schedule

		TOPIC	Professor	READINGS AND ASSIGNMENTS
1	Jan. 18	Introduction and Course Overview 5:15 pm: SPED 980B w/ Dr. Kraemer	Brum/Winkless	
2	Jan. 25	Families as Partners	Winkless	Browder et al. (2020) - Ch#2: Multicultural Perspectives English Language Learners

3	Feb. 1	Assessment Data Collection	Winkless	Browder et al. (2020) - Ch#4: Using Assessment for Planning Standards-Based Individualized Education Programs Browder et al. (2020) - Ch#5: Monitoring and Enhancing Student Progress Student Info Sheet BLANK-1.doc
4	Feb. 8	Instructional Strategies	Winkless	Browder et al. (2020) - Ch#6: Using Instruction that Works: Evidence-Based Practices
5	Feb. 15	Goal Development: Goal Attainment Scaling (GAS) Functional Curricula Personal Care Skills	Winkless	Browder et al. (2020) - Ch#16: Teaching Personal and Daily Living Skills Bruce et al. (2006) - Making Morning Circle Meaningful GAS Manual GAS Goal Sheet
6	Feb. 22	Applied Academics: Math	Winkless	Browder et al. (2020) - Ch#10: Early Numeracy Browder et al. (2020) - Ch#11: Teaching Math **FAMILY INTERVIEW DUE**
7	Feb 29	Applied Academics: Science	Winkless	Browder et al. (2020) - Ch#12: Science and Engineering Practices **GAS GOALS DUE** **WAIVER FORM**
8	Mar. 7	Applied Academics: Social Studies	Winkless	Browder et al. (2020) - Ch#13: Expanding Cultural and Social Competence through Social Studies

9	Mar. 14	Instructional Leadership: Collaborating with Paraeducators Case Management Responsibilities, Tips & Organizational Strategies	Winkless	Westling, Fox & Carter (2015) – Ch. 3 (Canvas)
10	Mar. 21	Person Centered Planning	Brum	Westling, Fox & Carter (2015) – Ch. 21 (Canvas) **DATA RECORDING SHEETS AND WRITTEN SUMMARY DUE**
11	Mar. 30	Applied Academics: Early Literacy Alternate Achievement Literacy (AAL) Applied Academics: ELA and Writing Collaborative Strategic Reading (CSR)	Brum	Browder et al. (2020) - Ch#7: Building Early Literacy Skills Browder et al. (2020) - Ch#8: Teaching ELA Browder et al. (2020) - Ch#9: Promoting Writing Literacy Instruction for ESN Reading Instruction Writing Instruction
12	Apr. 4	Spring Break - NO CLASS		
13	Apr. 11	Communication Skills and Assistive Technology	Winkless	Browder et al. (2020) - Ch#3: Building Communication Competence
14	Apr. 18	Video Presentations	Winkless	**Video Presentations**
15	Apr. 25	Inclusive Education Utilizing Peers for Instruction	Winkless	**QUESTIONS FOR PANEL DUE**

16	May 2	Teacher Panel	Winkless	Comprehensive Instruction Project Due
17	May 9	FINAL EXAM DUE		**No Class**

Grading Scale

POINTS EARNED	LETTER GRADE
94 – 100	A
90 – 93.9	A-
87 – 89.9	B+
83 – 86.9	B
80 – 82.9	B-
77 – 79.9	C+
73 – 76.9	C
70 – 72.9	C-
60 – 69.9	D

Academic Honesty

The University adheres to a strict policy regarding cheating and plagiarism. These activities will not be tolerated in this class. Become familiar with the policy and what constitutes plagiarism. Any cheating or plagiarism will result in failing this class and a disciplinary review by the University. These actions may lead to probation, suspension, or expulsion.

Examples of Plagiarism include but are not limited to:

- Using sources verbatim or paraphrasing without giving proper attribution (this can include phrases, sentences, paragraphs and/or pages of work)
- Copying and pasting work from an online or offline source directly and calling it your own
- Using information you find from an online or offline source without giving the author credit
- Replacing words or phrases from another source and inserting your own words or phrases
- Submitting a piece of work you did for one class to another class
- Using any type of AI Chatbot results without prior permission from the instructor or unless part of the assignment.

Technical Support for Canvas

Student support for Canvas is provided by the Library Computing Hub, located on the 2nd floor of Love Library. They can be reached at 619-594-3189 or hub@mail.sdsu.edu Quicklink for Canvas support https://libinfo.sdsu.edu/computing-hub/faq/306397

Interacting with me

I'll try to respond within 24-48 hours to emails sent to me from within Canvas. For quick questions, the turnaround time may be much shorter. (If Canvas is not working or for non-course-related communications, you can use my outside email address: lwinkless@sdsu.edu)

Students with Disabilities

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact the SDSU Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact the Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that I cannot provide accommodations based upon disability until I have received an accommodation letter from Student Ability Success Center. Your cooperation is appreciated.

Student Services:

A complete list of all academic support services is available on the Academic Success section of the SDSU Student Affairs website.
For help with improving your writing ability, the staff at the SDSU Writing Center is available in person and online. Counseling and Psychological Services offers confidential counseling services by licensed psychologists, counselors, and social workers. More info can be found at their website or by contacting (619) 594-5220. You can also Live Chat with a counselor http://go.sdsu.edu/student_affairs/cps/therapist-consultation.aspx between 4:00pm and 10:00pm, or call San Diego Access and Crisis 24-hour Hotline at (888) 724-7240.

Student Privacy and Intellectual Property

Students maintain intellectual property rights to work products they create as part of this course unless they are formally notified otherwise.

Canvas is used to assure privacy of student grades and feedback on individual assignments unless students have granted written waivers.

Students will be notified at the time of an assignment if copies of student work will be retained beyond the end of the semester or used as examples for future students or the wider public.

Copyright Policy

SDSU respects the intellectual property of others and we ask our faculty & students to do the same.

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