

SPED 5221/6221: Curriculum and Instruction for Students with Severe Disabilities I

SPED 5221/6221 Curriculum and Instruction for Students with Severe Disabilities I Fall Semester 2025, 3 credits

Instructor: Lyndsey Aiono Conradi, PhD, BCBA, LBA

Email: lyndsey.conradi@utah.edu or via Canvas

Office: SAEC 2290; hours by appointment

Class Meeting Time: Thursdays 4:35-7:05pm

Class Meeting Location: <https://utah.zoom.us/j/92365582207>

Zoom Sessions: 8/21, 9/4, 9/25, 10/23, 11/13, 12/4

Co-Instructor: Mary M. Robles, BS, MS, PhD Student

Email: mary.robles@utah.edu

Course Prerequisites

- Students must have successfully completed SPED 5010-5062 or the equivalent.
- Students also must be enrolled in SPED 5240 - Field Studies (coordinate w/APE practicum)

Course Description

Curriculum and instructional strategies for supporting students in general education and community based settings. *Prerequisite: All core courses and SP ED 6221. Co-requisite: SP ED 6300.*

Course Outcomes and Objectives

Students will:

1. Describe the characteristics and general structure of (a) an ecological curriculum for students with severe disabilities and (b) the Utah State Core Curriculum (Essential Elements).
2. Develop key elements of an Individualized Education Plan (IEP) for one student with severe disabilities that complies with federal and state statutes and regulations, and reflects recommended educational practices.
3. List and describe the principles of effective instruction for students with severe disabilities.
4. Conduct concept, response, task, and general case analyses on selected instructional tasks.
5. Apply example selection and sequencing strategies to selected instructional tasks.
6. Apply response prompting and fading strategies to selected instructional tasks.
7. Apply differential reinforcement and error correction procedures to selected instructional tasks.
8. Design data collection and summary formats for selected instructional tasks.
9. Demonstrate effective implementation of teaching plans with students with severe disabilities.
10. Read and summarize research studies on selected instructional strategies for students with severe disabilities.

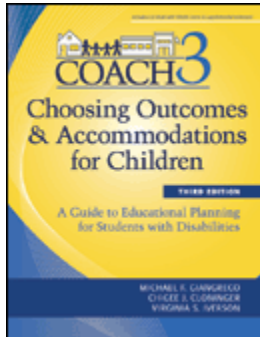
Course Requirements

1. Readings

It is your responsibility to access and read the appropriate readings/materials for each class throughout the semester. Please see the Canvas Modules for the required reading(s) each week.

Required Text

Giangreco, M. F., Cloninger, C. J., & Iverson, V. S. (2011) *Choosing outcomes and accommodations for children (9): A guide to educational planning for students with disabilities (Third Edition)*. Baltimore: Paul H. Brookes.



*Additional readings provided in the “Modules” section in Canvas.

2. Attendance and Participation

Participation	Description	Points
Zoom Sessions	During each Zoom session you will have the opportunity to earn up to 10 points if you are present AND complete the activities. In-class activities cannot be made up. An alternative assignment will be offered with a reasonable absence excuse that is provided before the class meeting. <u>Only one alternative assignment is available per semester</u>, except in extenuating circumstances. -Attend Zoom (e.g. be on time, camera on, return from breaks on time, and remain for the entire class) -Participate (e.g. be prepared, complete readings, comment, question, and engage in activities) -Treat others with respect (e.g. respectful representation of students and colleagues when sharing, respect others’ opinions and identities, respect others’ time by limiting distractions, paying attention, giving everyone a turn, etc.)	70
Course Modules	Each online module is worth 15 points unless otherwise stated and may include readings, lectures, learning modules, quizzes, discussions, and/or activities. You have until Thursday at 4:35pm to complete each online module.	195
Total Points		265

3. Assignments

Assignment	Description	Points
Ecological Assessment	You will complete steps 1-3 of the <i>COACH</i> with one student and their parents or guardians, and then summarize the results of the interview using all appropriate <i>COACH</i> forms.	100
Individualized Educational Program (IEP)	You will develop key components of an IEP for one student with extensive support needs who you work with in a school. The IEP must comply with the evaluation standards included in the Individualized Education Program (IEP) Evaluation Rubric in Severe Disabilities. Components of the program will include: a. Present levels of academic achievement and functional performance (PLAAFP): The PLAAFP represents the first part of your project, and is worth 45/100 points. For the PLAAFP, you will write a comprehensive statement of a student's present level of performance based on the information gathered through assessment, other assessment information included in the student's educational records, and information from the student's previous IEP. The present level of performance summary should adhere to the process used by your district (e.g., EasyIEP). b. Annual goals and short-term benchmarks/objectives (GOBs): The GOBs represent the second part of your project, and are worth 45/100 points. For this section of the project, you will write complete annual goals and short-term objectives or benchmarks for a student based on the information you provided in the student's PLAAFP. c. SASs and Alignment: The Supports and Additional Services represent the third part of your project, and are worth 10/100 points. For this section of the project, you will write a complete statement of the students needed SASs and your PLAAFP, GOBs, and SASs will be checked for alignment.	100
Baseline Data Collection	Based on the skills identified from the COACH, you will conduct a discrepancy analysis and collect baseline data for two skills - discrete and chained. You will use this data to guide your instructional program.	100
Discrete Instructional Program	You will develop two instructional programs to teach one discrete skill and one complex/chained skill for a student with extensive support needs. The programs will include the following components: a. A description of the student's current functioning within the area of need; b. A goal with objectives or benchmarks; c. A concept analysis to inform generalization instruction (for the first item/concept in the sequence); d. An instructional sequence;	50

Complex/ Chained Instructional Program	e. Response prompting and fading procedures; f. Reinforcement procedures; g. Error correction procedures, and; h. A data collection system. i. Systematic Instructional Plan	
Instructional Program Implementation and Evaluation	For this assignment, you will implement one of the two instructional programs you developed for this class. You will use the instructional program with a student that you work with, and then will summarize and describe the effectiveness of this instructional plan. For this assignment, you will provide: a. A copy of the instructional plan; b. Completed data collection sheet/s; c. A graph showing student progress; d. A summary of the information shown in the graph; e. A summary of the effectiveness of the IP; f. A summary of if and how the instructional program will be changed to promote more efficient acquisition, generalization, and maintenance, OR a summary of recommended next steps in instruction, and; g. A self-assessment of your own implementation of the instructional plan.	50
Ecological Project Presentation	You will present all data, your analysis, and plans for future changes.	25
**SPED 6221 Students ONLY Group Presentations	Students in SP ED 6221 will prepare and deliver a research presentation on an intervention, strategy, or procedure related to curriculum and instruction for students with moderate/severe disabilities (autism, intellectual disability, multiple disabilities) in inclusive settings. Key components: Topic Selection: Choose an intervention focusing on the instructional needs of students with severe disabilities in inclusive settings. Submit your topic idea in advance for approval. Presentation Format: Prepare a 5 minute presentation to teach the intervention, summarize your findings and recommendations for use. Content Requirements: - Introduction to the chosen strategy or intervention - Overview of relevant literature (minimum 5 sources) - Synthesis of key findings and their implications for practice	50

	- Discussion of the strategy's effectiveness in inclusive settings - Conclusion and recommendations for future research or implementation References: Include a reference list in APA format at the end of your presentation. Q&A Session: Be prepared for a 5-minute question and answer session following your presentation. Submit your presentation slides and reference list via Canvas before the presentation date. Grading will be based on the content, quality, and delivery of your final presentation. Detailed rubric and guidelines will be posted on Canvas.	
Total Points		400
6221 Total Points		450

Note. All assignments must be completed to receive credit for the course!

Grading Policy

Please note: A grade of C or higher must be earned to receive credit for student teaching. Grades will be assigned based on the percentage of points earned by the teacher candidate based on the following distribution:

Grade Percentages	
A 93-100%	C- 70-72%
A- 90-92%	D+ 67-69%
B+ 87-89%	D 63-66%
B 83-86%	D- 60-62%
B- 80-82%	F 0-59%
C+ 77-79%	
C 73-76%	

Late Grade Policy: Assignments and exams are due on the dates indicated in the course schedule. Late assignments will only be accepted if the student requests and receives an extension from the course instructor before the assignment's due date. Life happens, and there are occasional extenuating circumstances that may delay goals. **Five points** will be deducted for every late assignment (with extension permission). Assignments that are turned in within one week of their due date without a prearranged reasonable excuse will be eligible for a maximum of 80% of the total possible points. Assignments submitted after one week of their due date may not receive points.

University Policies

1. ***The Americans with Disabilities Act.*** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability & Access (CDA). CDA will work with you and the instructor to make arrangements for accommodations. Prior notice is appreciated. To read the full accommodations policy for the University of Utah, please see Section Q of the Instruction & Evaluation regulations. In compliance with ADA requirements, some students may need to record course content. Any recordings of course content are for personal use only, should not be shared, and should never be made publicly available. In addition, recordings must be destroyed at the conclusion of the course. If you will need accommodations in this class, or for more information about what support they provide, contact: Center for Disability & Access, 801-581-5020, disability.utah.edu 65 Student Services Building 201 S 1460 E Salt Lake City, UT 84112
2. ***Safety at the U.*** The University of Utah values the safety of all campus community members. You will receive important emergency alerts and safety messages regarding campus safety via text message. For more safety information and to view available training resources, including helpful videos, visit safeu.utah.edu. To report suspicious activity or to request a courtesy escort, contact: Campus Police & Department of Public Safety, 801-585-COPS (801-585-2677), dps.utah.edu, 1735 E. S. Campus Dr. Salt Lake City, UT 84112
3. ***Addressing Sexual Misconduct.*** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS). If you do not feel comfortable reporting to authorities, the U's Victim-Survivor Advocates provide free, confidential, and trauma-informed support services to students, faculty, and staff who have experienced interpersonal violence.
To privately explore options and resources available to you with an advocate, contact: Center for Campus Wellness 801-581-7776 wellness.utah.edu, 350 Student Services Building 201 S. 1460 E. Salt Lake City, UT 84112
4. ***Academic Misconduct Statement.*** It is expected that students adhere to University of Utah policies regarding academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. This includes the use of generative artificial intelligence (AI) tools without citation, documentation, or authorization. Students are expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which they are preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for their profession/discipline may be subject to academic sanctions as per the University of Utah's Student Code: <https://regulations.utah.edu/academics/6-410.php> Plagiarism and cheating are serious offenses and may be punished by failure on an individual assignment, and/or failure in the course. Academic misconduct, according to the University of Utah Student Code: *"...Includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to*

commit an act of academic misconduct.” For details on plagiarism and other important course conduct issues, see the U's Code of Student Rights and Responsibilities.

5. ***Drop/Withdrawal.*** Students may drop a course within the first two weeks of a given semester without any penalties. Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A “W” grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade “W” is not used in calculating the student’s GPA. For deadlines to withdraw from full-term, first, and second session classes, see the U's Academic Calendar.
Please visit the Office of the Registrar’s website to access up-to-date information about the University’s withdrawal policy and applicable dates.
<https://registrar.utah.edu/handbook/withdrawal.php>
6. ***Student Mental Health Resources.*** If you need help dealing with burnout, anxiety, depression, isolation, and loneliness, or other mental health issues please, reach out. Here are some campus mental health resources, including free counseling, trainings and other support:
<https://studentaffairs.utah.edu/mentalhealth>
7. ***Wellness Statement.*** Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness at wellness.utah.edu or 801-581-7776.
8. ***Policy on Incomplete Assignments and Deadlines.*** According to the University of Utah’s official “Incomplete” Policy, the mark “I” (incomplete) shall be given and reported for work incomplete because of circumstances beyond the student's control. The grade of “I” should be used only for a student who is passing the course and who needs to complete 20% or less of the course. An “I” should not be used in a way that will permit a student to retake the course without paying tuition. If the student attends the course during a subsequent semester as part of the effort required to complete the course, they must be registered (either as a regular student or for audit) in the semester in which they attend.

Furthermore, per the program handbook, teacher candidates are required to complete and submit all assignments on time as this reflects the demands of the profession. Late submissions are ONLY accepted in circumstances well beyond the control of the teacher candidate and have been discussed/negotiated with the instructor.

College of Education Policy Regarding Professional Practice

The College of Education at the University of Utah, in coordination with the Urban Institute for Teacher Education (UITE), offers a nationally accredited curriculum designed to prepare individuals for the teaching profession. However, satisfying the curriculum, field-based, and testing requirements alone does not ensure recommendation to the state of Utah for a teaching license. Prospective licensure candidates must also demonstrate professional dispositions for teaching in accordance with program, university, state, and national requirements for professional licensure.

Dispositions for teaching are defined as the behavioral and social abilities expected of an education professional. (i.e., UETS, CAEP, USBE). Education professionals must possess the maturity required for the full utilization of their intellectual abilities, for the exercise of good judgment, and for the development of effective relationships with students, parents and colleagues. Education professionals

must be good communicators and role models and possess qualities of compassion, integrity, concern for others, commitment, motivation and teamwork. Education professionals must develop mature, sensitive and professional and effective relationships with students of all genders, ages, races, lifestyles, sexual orientations, abilities, language, and cultural backgrounds, as well as with their families, with other teachers and administrators, and with all members of the learning and working community. Education professionals must be self-reflective and have the ability to assimilate appropriate suggestions and criticism and, if necessary, respond by modifying their behavior. Education professionals must be able to adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in the teaching environment. Actions that violate the standards for education professionals include but are not limited to:

- Verbally destructive or inappropriate, physically aggressive and/or unprofessional behavior toward course instructor(s) or teachers, classmates;
- Inappropriate, destructive, aggressive, or unprofessional behavior towards instructor(s), classmates, or professionals in the field in writing (e.g., electronic communications by cell phone/text, email, blogging, Facebook, and/or other social network communications).

As a professional preparation program, we reserve the right to recommend, or fail to recommend, teacher candidates for licensure based upon a series of stated criteria, including the dispositions for teaching set forth in this policy. This policy applies to all students completing prelicensure coursework in the College of Education at the University of Utah.

In the event that a course instructor or clinical placement advisor develops concerns about a licensure candidate's disposition for teaching, those concerns will be presented in writing to the candidate. The candidate may provide a written response to the concerns. The instructor memo as well as the candidate's response (if there is one) is then sent to the Faculty Advisory Committee on Teacher Education (FACTE). The committee will consider the instructor's concerns, the response from the candidate, and write a consensus opinion of the concerns.

Course Policies

1. **Canvas Use:** All assignments must be submitted electronically in Canvas. Teacher candidates are also expected to check their email and course announcements daily. *It is your responsibility to double-check your submissions to ensure that they load accurately, are the correct assignment, represent the most current version of your work, etc.*
2. **Writing expectations. As appropriate, writing done for the course will be evaluated with regard to:**
 - a. Use of APA guidelines (title page, running head, page numbers, margins and spacing, and headings and subheadings).
 - b. Syntax, punctuation, and spelling.
 - c. Writing style and organization.
 - d. Accuracy and comprehensiveness of content.
 - e. Professional syntax and tone, including person-first/people-first language, when describing people with disabilities.
 - f. A portion of points on assignments will be reserved for deduction for significant problems in these areas.
3. **Language about Disability:** In alignment with APA writing standards, teacher candidates are expected to use person-first language in class discussion and in written work. However, it is

equally important to respect self-advocates use of identity-first language. Furthermore, teacher candidates are expected to avoid, and challenge, ableist language (e.g. “crazy”, “stupid”, “dumb”, “lame”, etc.).

4. **Field Requirement:** As this course requires that teacher candidates be enrolled in SP ED 5200/6300 (Student Teaching), teacher candidates are required to be in the classroom during a regularly contracted, full-time teaching schedule, plus 30 minutes before and after for preparation activities. Under unique circumstances, a different arrangement can be made with me (e.g. excused time to attend a required class with an extension of duties through the end of the school year). As a reminder, all placements must (a) be approved by me, your university supervisor, and (b) include opportunities to complete assignments for all of the specialization courses.
5. **Professionalism:**
 - a. *Practice:* Please take note of the previously mentioned College of Education’s policy on professional practice and reread the *Handbook for Teacher Candidates in the Area of Severe Intellectual/Multiple Disabilities*.
 - b. *Attendance and Punctuality:* As mentioned above, you are required to fulfill a full-time teaching schedule. This includes a minimum of 30 minutes before, and 30 minutes after contract hours for preparation activities. If this impedes your ability to get to campus for class, an alternative preparation schedule can be arranged. Repeat absences and tardiness could trigger disciplinary actions, so communicate any changes to your planned schedule with both the cooperating teacher and myself.
 - c. *Dress:* You are expected to read the handbook of your placement school and/or district and follow their specific dress code. If it is not explicitly stated, take note of how the teachers in the building are dressing (particularly those in your room) and follow suit.
 - d. *Communication:* Teacher candidates are encouraged to work directly with their cooperating teacher as a first attempt to solve a classroom or student issue in order to avoid potential conflicts. If that does not address the issue, please contact me as soon as possible so we can determine the appropriate next step. Similarly, candidates are asked to come directly to me regarding questions or concerns with your placement or supervision experience before going to others (e.g. peers, course instructors, program coordinator, chair, etc.). Please encourage those, in the schools and at the university, who come to you with concerns to speak instead to their immediate supervisor. The sooner we can appropriately address an issue, the better your experience will be!
 - e. *Electronic Etiquette.* Laptops, tablets, phones, and other electronic devices can enhance learning and are welcomed in the classroom as tools for supporting your educational experience. Please note that appropriate use of electronic resources is considered a component of professional behavior within the College of Education. For the courtesy of your classmates and course instructor, please mute your mic unless you are intentionally sharing; please be aware of the impact that certain images and online content may have on others – consider anything that you are viewing during class as visible to your colleagues and consider that others may have a different tolerance for certain images or content than you do. I understand that some situations require you to be connected to the outside world - if you must engage in a conversation or activity outside of the course, please mute your camera to do so.
 - f. *AI and Academic Honesty.* It is expected that teacher candidates adhere to University of Utah policies regarding academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. This includes the use of generative artificial intelligence (AI) tools without citation, documentation, or authorization. Teacher candidates are expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which they

are preparing. Any teacher candidate who engages in academic dishonesty or who violates the professional and ethical standards for their profession/discipline may be subject to academic sanctions as per the University of Utah's Student Code: <https://regulations.utah.edu/academics/6-410.php>

Note: This syllabus is meant to serve as an outline and guide for our course. Please note that I may modify it with reasonable notice to you. I may also modify the Course Schedule to accommodate the needs of our class. Any changes will be announced in class and posted on Canvas under Announcements.

SPED 5221/6221 Course Schedule

I reserve the right to make updates to the syllabus, class calendar, including topics, date changes for activities, and assignment due dates. If updates occur, you will be notified in Zoom or on Canvas.

Modules end and all activities are due on Thursdays by 4:35pm. New modules open every Thursday evening.

Date	Topics	Assignments Due on Thursdays @ 4:35pm	Zoom Meetings
Introduction Session 8/21	Course overview		8/21 @ 4:35pm
Week 1 8/22-8/28	Philosophies & Practices for Teaching Students with Extensive Support Needs	Online module week 1	No Zoom
Week 2 8/29-9/4	Family Factors: Person-Centered Planning & Ecological Assessment	Online module week 2	9/4 @ 4:35pm
Week 3 9/5-9/11	Individual Education Planning & Teaming	Online module week 3	No Zoom
Week 4 9/12-9/18	Baseline Data Collection	Online module week 4 Ecological Assessment	No Zoom
Week 5 9/19-9/25	Systematic Instruction and Response Prompting	Online module week 5 Baseline Data Collection (part one)	9/25 @ 4:35pm Baseline peer review & practice
Week 6 9/26-10/2	Systematic Instruction and Response Prompting	Online module week 6	No Zoom
Week 7 10/3-10/16	Discrete Trial Training Midterm Evaluation *Fall break 10/4-10/12	Online module week 7 Baseline Data Collection (part two)	No Zoom
Week 8	Writing Instructional Programs	Online module week 8	10/23 @ 4:35pm

10/17-10/23		Discrete and Complex Instructional Programs (part one - DRAFT)	
Week 9 10/24-10/30	Generalization and Maintenance	Online module week 9 Discrete and Complex Instructional Programs (part one) 6221: Presentation topics	No Zoom
Week 10 10/31-11/6	Inclusive Education - Academic Standards	Online module week 10	No Zoom
Week 11 11/7-11/13	Writing Inclusive Individual Education Programs	Online module week 11 Individual Education Program	11/13 @ 4:35
Week 12 11/14-11/20	Inclusive Education: Collaboration and co-teaching	Online module week 12	No Zoom
Week 13 11/21-11/27	Inclusive Education: Embedded Instruction	Online module week 13 6221: Presentation Symposium	No Zoom
Week 14 11/28-12/4 <i>*Holiday</i>	Wrap-up	Online module week 14 Ecological Project Presentation	12/4 @ 4:35
READING DAY - December 5 FINALS WEEK -December 8-12			
Final 12/8	Final Exam Period	6221 Only: Research Synthesis Instructional Program Implementation and Evaluation	No Zoom