

SPED 535- Curriculum for Moderate/Severe Disabilities SP 2021 Syllabus	
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Class Location: Online, Blackboard	
Instructor's Office Hours: Office Hours available by request	

**Note: This document and other class related materials are available at <https://blackboard.wku.edu>.*

Course Description (3): Designing and implementing instruction for learners with severe disabilities using data-driven assessment and research based pedagogy for students with intense needs. Alternative standards, functioning life skills, and independence to the least restrictive situations are emphasized. Field work required.

Prerequisites: SPED 610

Textbooks, Resources, and Required Materials:

Text (required)

Collins, B. C. (2012). *Systematic instruction for students with moderate and severe disabilities*. Baltimore: Paul H. Brookes Pub. Co. ISBN 13 978-1598571936.

Download:

Browder, D. M., Wood, L., Thompson, J. & Ribuffo, C. (2014). Evidence-Based practices for students with severe disabilities. CEEDAR Document No. IC-3

https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=5&ved=2ahUKewjW-KX8lYjjAhWBGc0KHQ-IdakQFjAEegOICRAC&url=http%3A%2F%2Fcedar.education.ufl.edu%2Fwp-content%2Fuploads%2F2014%2F09%2FIC-3_FINAL_03-03-15.pdf&usq=AOvVaw1QVom5RY64Yysmk9rfKe6F

Guidance Document for Individual Education Program (IEP) Development

https://education.ky.gov/specialed/excep/forms/Documents/IEP_Guidance_Document.pdf

Websites:

KY alternative standards, assessment and guides:

<https://education.ky.gov/AA/Assessments/kprep/Pages/AltResources.aspx>

Learning Outcomes:

Course objectives are part of a comprehensive program to meet Council of Exceptional Children (CEC) for Initial & specialty sets for Moderate to Severe Disabilities (DDA, IIC), the KY Teacher Standards (KTS) and are aligned with the INTASC standards.

	CEC- IIC, DDA	KTS	HLP
Foundational			
Principle of partial participation	IIC.6.K2 & DDA.6.K3	1.1	
Age-appropriate curriculum	IIC.6.K2 & DDA.6.K3, IIC.5.S12	1.1	

Presumption of Competence	IIC.6.K2 & DDA.6.K3	1.1, 3.1	
Research/Evidenced based practice	IIC.5.S2	1.1	
Data			
Graphing Data a. Line graphs and graphing conventions b. Plotting data	IIC.5.S7	5.3, 5.4, 5.5	HLP4, HLP5
Data Based Decision Making a. Trend, level, overlap b. Analysis within/across conditions c. AIM lines/decision making rules d. Use data to reflect on effectiveness	IIC.5.S7, IIC.4.S6	5.3, 5.4, 7.1, 7.2, 7.4, 9.1	HLP4, HLP5, HLP6
Instructional Planning			
Planning the instructional day	IIC.5.K1, IIC.5.K3, IIC.2.S4, IIC.5.S5,	4.3, 4.4	HLP7, HLP11
Incorporate IEP goals/objectives into daily instruction	IIC.5.K1, IIC.5.K3, IIC.2.S4, IIC.5.S1 IIC.5.S5,	1.2, 2.1	HLP1, HLP5, HLP11
Lesson planning (e.g. KY -KTIP lessons)	IIC.5.K1, IIC.5.S1	1.2	HLP5, HLP11
Systematic instructional plans	IIC.5.K1 IIC.5.S2		HLP12
Stages of learning: acquisition, fluency, maintenance, generalization	IIC.5.S2	2.5	HLP5, HLP12, HLP21
Adaptations, accommodations, modifications	IIC.4.S3, IIC.5.S1 IIC.5.S3 IIC.5.S11 IIC.5.S15	1.5, 3.3	HLP5, HLP13
Creation of data sheets	IIC.5.K1		HLP12
Instructional arrangements (e.g., 1-1, small group, etc.)	IIC.2.K4		HLP17
Assessment			
Curriculum based measurements	IIC.4.K1	1.5, 2.3, 5.1, 5.2	
Instructional Practices			
Task analysis & chaining	IIC.5.S2,		HLP15,

	IIC.5.S6, IIC.5.S9		HLP16
Systematic instruction (CEEDAR-IC) a. Time delay (constant, progressive) b. Simultaneous prompting c. System of least prompts (Least to Most) d. Most to least e. Stimulus manipulation strategies f. Graduated guidance g. Model-Lead-Test	IIC.5.S2 IIC.5.S6 IIC.5.S7	1.3	HLP16, HLP18, HLP22
Observational learning	IIC.5.S2		
Programming for generalization a. General case programming, multiple exemplar, using common stimuli, functional skill instruction	IIC.5.S2	1.2	HLP5, HLP21
Peer supports a. Support arrangements b. Networks c. Tutors	IIC.5.S2 IIC.2.S5		HLP 17 HLP18
Self-management/monitor ing	IIC.5.S8		HLP 9 HLP14, HLP18
Academic Instruction			
Instructional Strategies a. Embedded instruction b. Graphic organizers c. Shared story reading d. Directed inquiry	IIC.5.S2	1.2, 1.3, 1.4	
Language Arts	IIC.5.S2	1.2, 1.3 1.4,	HLP1
Mathematics	IIC.5.S2	1.2, 1.3 1.4,	HLP1
Science	IIC.5.S2	1.2, 1.3 1.4,	HLP1
Social Studies	IIC.5.S2	1.2, 1.3 1.4,	HLP1
Available Instructional Packages	IIC.5.S2	1.3	
Grade level aligned instruction	IIC.6.K2 & DDA.6.K3, IIC.5.S12	1.3, 1.4, 2.1, 4.5	HLP1
Transition			
Person-centered planning	IIC.5.K5		HLP1,

			HLP2, HLP3
Self Determination and Independence			
Decision/Choice Making	IIC.2.S5	4.1, 4.5, 5.6	HLP14
Goal Setting	IIC.2.S5	4.1, 4.5, 5.6	HLP11, HLP14

Specific learner outcomes for this course are that students will:

1. Recognize the components of an IEP that drive instructional design following the six principals of IDEA.
 - a. CEC: IIC.6.K2 & DDA.6
 - b. KTPS: 2
2. Will create daily/weekly scheduling of students with severe disabilities around intense instruction, both within and separate from general education classes based on student need. Scheduling to include special education paraprofessionals and related service providers.
 - a. CEC: IIC.5.K1, IIC.5.K3, IIC.2.S4, IIC.5.S5 ;
 - b. KTPS 3
3. Write instructional goals based on annual IEP goals and devise lesson planning following research-based pedagogy for students with severe disabilities and the appropriate level of acquisition.
 - a. CEC IIC.4.K1, IIC.5.S2;
 - b. KTPS 6
4. Will build daily lessons using at least two research-based strategies deemed to match student strengths and set up a mode of measure to demonstrate learning and progress monitoring in academic content.
 - a. CEC: IIC.2.S4, IIC.5.K1, IIC.5.K3, IIC.5.S1, IIC.5.S2, IIC.5.S5, IIC.5.S7, IIC.4.S6 ;
 - b. KTPS 5, 7, 8
5. Will take a primary lesson plan (K-5) and devise adaptations, accommodations, modifications to create an appropriate lesson plan (matching alternative standards) for an age appropriate inclusion setting with peer interactions.
 - a. CEC IIC.6.K2 & DDA.6.K3, , IIC.4.S3, IIC.5.S1, IIC.5.S2, IIC.5.S3, IIC.5.S8, IIC.5.S11, IIC.5.S12, IIC.5.S15;
 - b. KTPS 5, 6, 7, 8
6. From a measure of a self-care skill will create a goal, lesson plan, measure & chart for mini lessons on this skill using effective strategies and task analysis of the skill. Task can also be completed for academic skill, communication skill, or behavior skill.
 - a. CEC: IIC.5.K1;
 - b. KTPS 5, 6, 7, 8

Major Course Topics:

(Some, but not all-inclusive of topics that may be covered during the term)

- Evidence Based Practices
- Individualized Education Plans
- Stages of Learning
- Systematic Instructional Plans
- Lesson Planning
- Planning the Instructional Day
- Progress Monitoring

Course Grading and Evaluation:

The following represents the grade equivalent for accumulated points:

93 –100 = A

86 –92 = B

77 –85 = C

76 –69 = D

Below 68 = F

Timely participation and punctual assignments are mandatory components to successfully completing this course!

Due dates

Teaching is a profession that requires numerous due dates and strong time- management skills. To better prepare students for effective teaching, due dates will be adhered to. The professor will not pre-view your work but is willing to answer pertinent questions prior to the due dates. A major life crisis is always taken into consideration. Patterns of unpreparedness, neglect or disorganization are not. Work that is due on line at the end of each module. Work that is due at midnight is considered late at 12:01. Work may be submitted early.

Student Disability Services: In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. The phone number is 270.745.5004 [270.745.3030 V/TTY] or email at sarc@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Statement of Diversity: We believe that diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

Plagiarism: To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having

changed a few words is also plagiarism. Students who commit plagiarism or any other act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work may be subject to review and checks using plagiarism detection software.

Discussion Board Postings (DBP) When posting to the course discussion board, students should: (a) maintain confidentiality regarding schools, school personnel, students, and students' families and (b) avoid negative evaluations/comments regarding others both in and outside of the course. In addition, students should maintain confidentiality regarding the postings of other students in the course. In other words, the discussion board is not a forum for complaints about the practices of schools and school personnel. Neither is it a public forum intended for distribution to those not enrolled in the course. Rather than discussing what someone may be doing wrong in the classroom, use the course content to discuss what educators should do *right* in the same kind of situation. Deviations from these guidelines will not be tolerated. Please be aware that, as with any online forum, discussion boards are not private and may be viewed by others who do not have permission to access the board.

Technology Management

Managing student technology is the sole responsibility of the student.

The professor and/or WKU are not responsible for making sure that:

- (a) student word processing software is compatible with that used by the University; **MUST USE .docx and not PDF** for submitting items where grading feedback is expected.
- (b) student email software is working properly and that students know how to use it (e.g., to send attachments to the professor);
- (c) Internet service providers' equipment and software are installed and working properly in conjunction with student computers;
- (d) If a student's computer stops working properly or becomes totally inoperative, the student has another means by which he or she can successfully complete the course; and
- (e) Any other student technology problem or issue gets successfully resolved. Even though periodic travel to a campus classroom may not be required, online courses require *more dedication*, self-motivation, organization, and planning than many face-to-face courses, and this in part implies that if a student cannot resolve any personal technology difficulties, his or her only workable solution may be to drop the course.

Please note that working, compatible technology (hardware and software) are prerequisites to taking an online course. This includes PowerPoint software. If you are having difficulty, please contact the Help Desk at 270-745-7000, not the professor.

Course Experiences and Assessments Addressing Learned Society (SPA) Standards:

Advanced Council of Exceptional Children (CEC) initial and initial specialty sets. (DDA, IIC) are the SPA. See SPA goals listed in the Course outcomes.