Methods for Students with Extensive Support Needs Section 01

EDSE 213A

Fall 2024   3 Unit(s)   08/21/2024 to 12/09/2024   Modified 08/28/2024

👤 Contact Information

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Office Hours:	Monday 3:00 pm - 5:00 pm or by appointment
Class Days/Time:	In-Person, SH 315, Wednesdays 4:00-7:45pm on these days: 8/28, 9/11, 9/25,10/9, 10/23, 11/6, 11/20, 12/4, 12/18 Asynchronous classes (online) on these days: 8/21, 9/4, 9/18, 10/2, 10/16, 10/30, 11/13, 11/27,12/11

🕐 Course Information

Course Description and Requisites

Examination and application of evidence-based instructional strategies that provide access to curriculum aligned with content standards for students with extensive support needs as well as functional skills instruction to successfully transition students with extensive support needs into higher educational, vocational, and community settings.

Prerequisite(s): Department consent.

Letter Graded

🖥 Course Description and Requisites

Examination and application of evidence-based instructional strategies that provide access to curriculum aligned with content standards for students with extensive support needs as well as functional skills instruction to successfully transition students with extensive support needs into higher educational, vocational, and community settings.

Prerequisite(s): EDSE 206A and department consent.

Letter Graded

✳ Classroom Protocols

1. Arrive on time to class.
2. Actively participate in class discussion and activities. Respect others in class and show tolerance for viewpoints different than ones' own. Everyone's voice is valued, and we all have much to learn from each other.
3. Be respectful with technology (turn phones to vibrate, use technology to support classroom learning, stay off social media).
4. Contact the instructor if you are going to miss class. You are responsible for getting course notes from a classmate if you are absent.

☰ Program Information

LCOE Department of Special Education Mission
We prepare candidates to be transformative leaders in the field, and lifelong learners who respond to racism, ableism, bigotry, and prejudice in their schools and communities. To this end, we center anti-racist and anti-ableist policies and practices in our teaching, research, and service to disrupt systemic racism that has historically prevented full inclusion and equity for students with disabilities including our BIPOC (Black, Indigenous, People of Color) students, staff, and faculty. We engage culturally sustaining pedagogies and the principles of UDL in our coursework and fieldwork, partnering with our local districts to push for the success of students with disabilities in inclusive settings.

LCOE Department of Special Education Program Learning Outcomes
- **PLO 1** Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural and linguistic backgrounds.
- **PLO 2** Critically evaluate pedagogy, curricula and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities.
- **PLO 3** Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.
- **PLO 4** Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.
- **PLO 5** Utilize research-based knowledge and theoretical, conceptual and evidence-based practices related to individuals with disabilities to improve services and instruction in the field.

Link to Education Specialist TPEs (pps 13 – 42) (https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45)

◎ Course Goals

This course will cover development of curriculum aligned with content standards that also address the specific needs of students with extensive support needs; evidence-based instructional strategies that are appropriate for students with extensive support needs in various curricular areas; functional skills training for students with extensive support needs to successfully transition them into educational, vocational, and community settings.

In compliance with the California Teacher Credentialing Commission students will address, examine, and/or employ techniques that will help them develop the ability to meet the following Teaching Performance Expectations:

U 1.3, 1.5, 3.1, 3.2, 3.3, 3.4, 4.1, 4.4, 4.6, 5.3, 5.5, 5.8, 6.1, 6.3

ESN 1.4, 1.6, 1.10, 1.11, 2.1, 2.2, 2.6, 2.7, 2.14, 3.1, 3.2, 4.4, 4.5, 4.6, 4.8, 5.1, 5.3, 6.4, 6.5, 6.6, 6.7

📊 Course Learning Outcomes (CLOs)

Upon completion of the course, students will demonstrate their knowledge, skills and abilities related to:

1. Developing and implementing Individualized Education Program (IEP), including instructional goals that are aligned with Common Core State Standards that lead to effective inclusion of students with

extensive support needs in the general education core curriculum.

2. Monitoring student progress by developing data collection procedures from IEP goals, collecting data, charting data, and analyzing data to change instructional interventions.

3. Developing instructional and curricular sequences that align with common core standards and that include options on how to modify the general education curriculum in literacy, mathematics, science, social studies, vocational and functional skills to serve students with extensive support needs, including the use of assistive technology, so that they have equitable access to the content and educational practices in general education.

4. Using information from individualized health care plans to support a safe environment and implement specialized health care regulations and technological procedures required by students with extensive support needs who require medical services not requiring a physician.

5. Addressing functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability and have difficulty accessing their education due to physical limitations.

6. Supporting the movement, mobility, sensory and/or specialized health care needs required for students to participate fully in classrooms, schools and the community. As appropriate, organize a safe environment for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment and other mobility and sensory accommodations.

7. Implementing instructional strategies that are evidence-based and meet the diverse learning characteristics of students with extensive support needs in inclusive and non-inclusive settings; including age appropriate strategies, systematic instruction, peer mentoring/collaboration, technology use in instruction and culturally responsive pedagogy.

8. Implementing the principles of self-determination and self-advocacy skills in the classroom in curriculum, instruction, IEP, and transition with students with extensive support needs.

9. Developing instructional sequences for teaching functional skills, life skills, and independent living skills that align with evidence-based practices and maintain the dignity of the student during the teaching process.

10. Developing knowledge and appreciation of historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment and education in the lives of individuals with disabilities

📘 Course Materials

Required Texts

None

Readings/Resources

Ainsworth, L. (2011). Rigorous curriculum design: How to create curricular units of study that align standards, instruction, and assessment. Lead and Learn Press.

Brolin, D. E., & Loyd, R. J. (2004). Career development and transition services: A functional life skills approach. Pearson Education Inc.

Browder, D. M. & Spooner, F. (2006). Teaching language arts, math, & science to students with significant cognitive disabilities.Paul Brookes Publishing Co.

Browder, D. M. & Spooner, F. (2011). Teaching students with moderate and severe disabilities. New York, NY: The Guilford Press.

Browder, D. M., Wood, L., Thompson, J., & Ribuffo, C. (2014). Evidence-based practices for students with severe disabilities (Document No. IC-3). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: http://ceedar.education.ufl.edu/tools/innovation-configurations/

Collins, B.C. (2012). Systematic instruction for with moderate and severe disabilities. Paul Brookes Publishing Co.

Cope, B., & Kalantzis, M. (2015). The things you do to know: An introduction to the pedagogy of multiliteracies. In A pedagogy of multiliteracies (pp. 1-36). Palgrave Macmillan

Cummins, J., & Early, M. (2010). Identity texts: The collaborative creation of power in multilingual schools. Trentham Books Ltd.

Duke, N. K., Purcell-Gates, V., Hall, L. A., & Tower, C. (2006). Authentic literacy activities for developing comprehension and writing. The Reading Teacher, 60(4), 344-355. https://doi.org/10.1598/RT.60.4.4

Friend, M., & Cook, L. (2017). Interactions: Collaborations for school professionals. Pearson Education Inc.

Kliewer, C. (2008). Seeing all kids as readers: A new vision for literacy in the inclusive early childhood classroom. Paul Brookes Publishing Co.

Kliewer, C., & Biklen, D. (2001). "School's not really a place for reading": A research synthesis of the literate lives of students with severe disabilities. Journal of the Association for Persons with Severe Handicaps, 26(1), 1-12.

Ladson-Billings, G. (1995). But that's just good teaching!: The case for culturally relevant pedagogy. Theory into Practice, (3), 159.

McLaughlin, M., & Overturf, B. J., (2012). The common core: insights into the K-5 standards. The Reading Teacher, (2), 153.

Moje, E. B., & Hinchman, K. (2004). Culturally responsive practices for youth literacy learning. In T.L. Jetton & J.A. Dole (Eds.), Adolescent Literacy Research and Practice pp. 321-350. Guilford

Moll, L. C. & Gonzalez, N. (1994). Lessons from research with language-minority children. Journal of Reading Behavior, 26(4).

Penningtonis, R., Ault, M. J., Courtade, G., & Jameson, J. M. (2023). High leverage practices and students with extensive support needs.

Rapp, W. H. & Arndt, K. L. (2012). Teaching everyone: An introduction to inclusive education. Paul Brookes Publishing Co.

Rose, D. H., Meyer, A. & Hitchcock, C. (Eds). (2006). The universally designed classroom. Harvard Education Publishing Group.

Smith, D. D., DeMarco, J. F. & Worley, M. (2009). Literacy beyond picture books: Teaching secondary students with moderate to severe disabilities. Corwin.

Wehmeyer, M. L. & Webb, K. W. (2012). Handbook of adolescent transition education for youth with disabilities. Taylor and Francis.

Westling, D. L. & Fox, L. (2014). Teaching students with severe disabilities. Pearson Education Inc

☰ Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practicum. Other course structures will have equivalent workload expectations as described in the syllabus.

<u>Assignments</u>

 All written assignments are to be turned on the date they are due. Written assignments are expected to be free from spelling and grammatical errors, following the rules of English writing, and submitted online as Word documents on Canvas.

1. **Participation and Discussion in in-person classes and online activities- 200 points:**

Meets ESN TPE's: EX 1.4; 1.6; 1.10; 1.11; 2.1; 2.2; 2.6; 2.7; 2.14; 3.1; 3.2; 4.4; 4.5; 4.6; 4.8; 5.1; 5.3; 6.4; 6.5; 6.6; 6.7.Meets Universal TPE's: U 1.3; 1.5; 3.1;3.2; 3.3; 3.4; 4.1; 4.4; 4.6; 5.3; 5.5; 5.8; 6.1; 6.3

Assigned during in-person and asynchronous classes

- Classroom Assignment 1:Writing a Lesson Plan (in-person class)
- Classroom Assignment 2:Standards-based IEPs online module (asynchronous class)
- Classroom Assignment 3: Task Analysis
- Classroom Assignment 4: Foundational Literacy Module (online, asynchronous week)
- Classroom Assignment 5: Lesson plan on functional skills/transition skills (in-person class)
- Classroom Assignment 6: Strategic Literacy Module (online, asychronous week)
- Classroom Assignment 7: Lesson Plan on Functional Skills/Transition (In-person)

- Classroom Assignment 8: Guest Speaker Reflection Exit Ticket

Assigned during asynchronous classes

- Online Discussion 1: Student Led IEPs
- Online Discussion 2: Writing Strategies for Students with ESN
- Online Discussion 3: Visual and Performing Arts Discussion
- Online Discussion 4: Self-Determination
- Online Discussion 5: Collaboration with Paraeducators, Parents, and Direct Service Providers

2. **Presentation on one Evidence-based Instructional Strategy-100 points**

Meets ESN TPE's: EX 3.2; 4.4; 4.5 Meets Universal TPE's: U 3.1; 3.2; 3.3;4.4; 4.6

Develop a 20- minute presentation that explains one evidence-based strategy for classroom instruction (research, method, any pros and cons), including examples showing how it can be used in context of a common-core standard.

3. **Inquiry Project 1 and 2- 200 points**

Meets ESN TPE's: 1.9; 3.1; 3.2; 4.4;5.1 Meets Universal TPE's: U 1.5; 3.1; 3.2; 3.3; 4.4; 4.6; 5.5 6.1; 6.3

Inquiry Project 1:

Develop 2 weeks of curriculum aligned with Common Core Standards in any one academic subject area. Each week must address a different unit/theme. Develop a curriculum map with the standards, topic, activities and the functional skills you will address. Develop one lesson plan keeping in mind, UDL, CRSP, and evidence-based strategies for students with extensive support needs. Lesson plan must show effective intervention strategies, use of AAC devices, instruction of communication and social skills, varied communication methods to demonstrate students' academic knowledge and address students' sensory and access needs. The lesson plan must also show how progress is monitored for the IEP goals addressed including a data sheet that correlates with the objectives.

The format for this assignment will be distributed in class. You will work in groups for developing the curriculum but create individual lesson plans.

Inquiry Project 2:

Implement the lesson plan you developed, share with a peer or peers (through video) and reflect on their input and how you could change the lesson plan. The deliverables for this assignment include: the 2 weeks of curriculum activities, one lesson plan with evidence-based strategies, the video recording of the lesson, input from peer/peers and reflection on the process and changes you may make.

4. **Liberatory Narrative**

Meets ESN TPE's: EX 3.2; 5.1 Meets Universal TPE's: U 6.4; 6.7

The liberatory narrative is a liberatory version of the social narrative. This narrative includes the following:

- A personal problem that a student chooses to address (show how you included student input)
- An interaction with the student detailing the problem, its causes, and its effects on the student (reflect on the process of student interaction)
- An action plan developed along with the student to address the harmful effects of the problem including what the student can do and what others can do. (show how you included student input)
- Make a digital book (Power point, book creator, Story bird) to put the narrative together. The book must include student voice and student input at every stage.

Assignment Table

Assignment	Points (%)	Description
Participation Assignments	100 (16.6%)	Seven Participation Assignments (14 points each + 2 points for mid-semester feedback)
Online Discussion	100 (16.6%)	Five Online Discussions (20 points each)

Evidence-based Instructional Strategy Presentation	100 (16.6%)	10-minute presentation that explains one evidence-based strategy for classroom instruction
Inquiry Project 1	100 (16.6%)	Two weeks of curriculum activities aligned with Common Core Standards plus one lesson plan with evidence-based strategies

Inquiry Project 2	100 (16.6%)	Lesson plan implementation with peer feedback and reflection
Liberatory Narrative	100 (16.6%)	Develop a social (liberatory) narrative with student

Final Examination or Evaluation

In place of a final examination, this course will include the submission of a final inquiry project (2) on Canvas.

✔ Grading Information

Determination of Grades

Grade	Points	Percentage
A+	576-600	96 to 100%
A	558-575	93 to 95%
A-	540-557	90 to 92%
B +	516-539	86 to 89 %
B	498-515	83 to 85%
B -	480-497	80 to 82%

C +	456-479	76 to 79%
C	438-455	73 to 75%
C -	420-437	70 to 72%
D +	396-419	66 to 69%
D	378-395	63 to 65%
D -	360-377	60 to 62%
F	>359	0 to 59%

Late Policy

In order to keep up with the pace of the class, turning in assignments late is strongly discouraged. You must alert the professor 48 hours before the due date if you cannot turn in the assignment on time. All assignments without prior approval will accrue a 10% penalty for each week past the due date they are submitted (e.g., an assignment turned in between 1

and 6 days late will be deducted 10% of the earned points; 7 and 13 days late will be deducted 20% of the earned points, etc.).

🏛 University Policies

Per [University Policy S16-9 (PDF) (http://www.sjsu.edu/senate/docs/S16-9.pdf)](http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information (https://www.sjsu.edu/curriculum/courses/syllabus-info.php)](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) web page. Make sure to visit this page to review and be aware of these university policies and resources.

📅 Course Schedule

Please note that the schedule is subject to change and information will be posted on CANVAS.

All readings for the following week will be posted on CANVAS.

Date	Topics, Readings, Assignments, Deadlines	Assignments Due
Aug 21 Asynchronous	● Course Introduction and Overview of Assignments ● Models of Disability ● Introduction to Evidence-Based Strategies	Pick topics for Evidence Based Strategy Assignment Pick groups for curriculum/inquiry project

Aug 28 In-Person	The Intersection of UDL/Culturally Relevant and Sustaining Pedagogy/Special Education ● Lecture on Principles of UDL ● Classroom Activity on Applying UDL and CRSP to Special Education ● Classroom Assignment 1: Writing a Lesson Plan ● Analysis of Lesson Plan for UDL	Classroom assignment 1: Lesson plan using UDL, CRSP, and EBP with extensive support needs
Sep 4 Asynchronous	● Standards-based IEP's ● Student-led IEP's Online Module: https://mast.ecu.edu/Standards-Based%20IEPs/Standards%20Based%20IEPs/index.html Readings on Canvas	Classroom assignment 2 (inclass): Complete online module on Standards based IEPs Online discussion 1 on student-led IEPs
Sep 11 In-person	● Introduction to Evidence-based Strategies, task analysis, and prompting ● explicit systematic instruction ● Presentation of Evidence-based Strategies	Classroom assignment 3: Lesson plan using Task Analysis and explicit systematic instruction Evidence-based Strategy Presentation Day 1

Sep 18 Asynchronous	● structured literacy approaches and why they are important ○ [foundational literacy module](#) ● Video Lecture on evidence based literacy instruction within RTI model - tier 2 and tier 3 ● literacy in the content areas ● writing strategies - peer feedback	Classroom Assignment 4: Foundational Literacy Module Online Discussion 2: Writing Strategies for Students with ESN
Sep 25 In-Person	● Teaching Literacy to Students with Extensive Support Needs ● phonological awareness, including phonemic awareness - ○ lecture and discussion of teaching videos ○ case study activity on student struggling with phonological awareness ● phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences ○ lecture and discussion of teaching videos ○ practice with spelling strategies and letter sound patterns, demonstrate in small groups ● decoding and encoding / morphological awareness ● reading fluency, prosody, and expression	

Oct 2 Asynchronous	● Teaching Science, and Social Studies to students with ESN. ● Listen to video lecture and incorporate into inquiry lesson plan-Part 1 ● [Collaborative Strategic Literacy Module](#)	Assignment Due: Inquiry Lesson Plan -part 1 Classroom Assignment 5: Complete Online Strategic Literacy Module
Oct 9 In- Person	● Teaching Math to students with ESN Presentation of Evidence-based Strategies-Day 3	Evidence-based Strategy Presentation Day 2
Oct 16 Asynchronous	● Visual and Performing Arts Education	Online Discussion 3 on incorporating Visual and Performing Arts in Core Content
Oct 23 In- Person	● Teaching Health, Community, Leisure, and Independent Living Skills	Evidence-based Strategy Presentation Day 3 Classroom Assignment 6: Lesson plan on functional skills/transition skills
October 30 Asynchronous	Social Skills, Self-Determination	Online Discussion 4 on Self-Determination

Nov 6 In-Person	● Meeting the Sensory, and Mobility Needs of Students ● Meeting the Specialized Health Care of Students ● Guest Speakers	Classroom Assignment 7: Takeaways from the Guest Speakers
Nov 13 Asynchronous	Collaboration with Paraeducators, Parents, Direct Service Providers	Online Discussion 5: Paraprofessional management
Nov 20 InPerson	● Adaptive Skills/Teaching Communication ● Guest Speaker on Classroom Management	Liberatory Narrative
Dec 4 In-Person	Evidence-based strategies presentation wrap-up	Share video with a peer in class
Dec 11 Asynchronous	Work on Inquiry Lesson Project	Submit Inquiry Lesson Project-Part 2