

**CURRICULUM AND INSTRUCTION FOR STUDENTS WITH EXTENDED SUPPORT NEEDS
(ESN)**

SPED 146

SEMESTER/YEAR

SEMESTER	Special Education/Literacy, Early, Bilingual, & Special Education (LEBSE) California State University, Fresno
SPED 146 CURRICULUM AND INSTRUCTION FOR STUDENTS WITH EXTENDED SUPPORT NEEDS (ESN)	Instructor Name
Units: 3	Office Location
Time	E-Mail
Location	Telephone
Website	Office Hours

The following sections regarding COVID are subject to change given changing circumstances on-campus and in the community. Please check the COVID website for the most up-to-date information at:

www.fresnostate.edu/coronavirus

Vaccination: In order to create a safe environment on campus, all students must be vaccinated against the SARS-CoV-02 virus, or obtain an exemption, in order to attend classes on campus or access any services on campus. Documentation of the first dose of the vaccination must be uploaded to the student portal by Aug 20, and documentation of the final dose by Sept 30. Students may request an exemption to the vaccine requirement by going to their student portal to complete the COVID self-certification. Students with vaccination exemptions are subject to weekly COVID testing. You are not allowed to come to campus if any of the following is true:

- You have not been vaccinated, and have not been granted an exemption, or
- You have been granted an exemption, but have not completed your required weekly testing.

Health Screening: Students who come to campus and/or are participating in off-campus in-person experiential learning will be required to complete a [daily health screening](#) before coming to campus or learning site. You are not allowed to come to campus if any of the following is true:

- If you are experiencing COVID-19 symptoms (vaccinated or not).
- If you have tested positive within the past 10 days.

If you have a suspected or confirmed case of COVID-19, please complete the campus [online reporting form](#). A campus official will reply to provide guidance and information.

Safety Measures: Face coverings are required to be worn indoors on-campus and during in-person classes (vaccinated or not), and/or in accordance with learning site requirements if participating in off-campus experiential learning, to reduce the risk of community spread of COVID-19. The [Student Health and Counseling Center](#) has complimentary masks available for students who need them. The mask requirement may be modified if/when transmission rates in Fresno County drop below the threshold identified by the CDC.

Please remember that the same student conduct rules for in-person classroom instruction also apply for virtual/online classrooms. Students are prohibited from any unauthorized recording, dissemination, or publication of any academic presentation, including any online classroom instruction, for any commercial purpose. In addition, students may not record or use virtual/online instruction in any manner that would violate copyright laws. Students are to use all online/virtual instruction exclusively for the educational purpose of the online class in which the instruction is being provided. Students may not record any online recordings or post any online recordings on any other format (e.g., electronic, video, social media, audio recording, web page, internet, hard paper copy, etc.) for any purpose without the explicit written permission of the faculty member providing the instruction. Exceptions for disability-related accommodations will be addressed by Student Disability Services working in conjunction with the student and faculty member.

Vision:

The Kremen School of Education and Human Development is a center for academic excellence and collaboration in the fields of education and counseling. Graduates will become community leaders who advocate for high standards and democratic values with attention to professional ethics and diversity. Website: <http://fresnostate.edu/kremen/>

The faculty of the Kremen School of Education and Human Development fosters the development of the following candidate dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-long Learning. Students will increasingly reflect these dispositions in their work with students, families, and communities.

Course Description:

This is a hybrid course that combines in situ and on-line learning approaches. All assignments and materials will be made available through CANVAS. This course addresses research-based academic, adaptive, and functional skill curriculum, modification of general curriculum, and instructional practices that are student-centered and responsive to family and cultural contexts as well as rooted in differentiated instruction and universal design frameworks. Additionally, teacher candidates are exposed to system development for monitoring student progress and program effectiveness. on the incorporation of common core standard instruction and the

identification of individual student learning outcomes within one-to-one and small group instruction.

CANVAS: Assignments and notes will be posted on CANVAS. To access the course login to CANVAS (fresnostate.instructure.com) using your Fresno State username and password. For help with CANVAS contact the Academic Technology Resource Center at 278-7373 or send an email to canvas@mail.fresnostate.edu.

Prerequisites and Requirements:

1. Prerequisites: Completion of first 2 phases of the program.
2. Concurrent enrollment in student practicum placement.

This is a web-enhanced, hybrid course that alternates between classroom based and web-based instruction. Teacher candidates will need a stable internet connection to attend web-based courses and complete web-based activities. Canvas and other technology will be used to deliver class materials. Coursework may include a number of varied instructional strategies (i.e., both asynchronous and synchronous activities such as lecture, small/large group activity, discussion, topic investigation, collaborative activities, role-play, etc.) as well as an emphasis on diversity and multicultural influences as they relate to identifying and programming for students with more extensive support needs.

REQUIRED COURSE MATERIALS

No required text is needed for this course. All required reading materials will be supplied via Canvas or through the Henry Madden Library's electronic journal list.

Recommended Texts and Resources:

American Psychological Association (2019). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

The Writing Lab, The OWL at Purdue, & Purdue University (2021). *APA formatting and style guide*. Retrieved from https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

COURSE SPECIFICS

Primary Learning Outcomes:

This course supports teacher candidate skill development for working with students with extensive support needs in school and community contexts. Teacher candidates will learn and demonstrate skills in the areas of curriculum selection, curriculum modification, instructional planning, creating measurable and observable annual goals for individualized education plans (IEPs), and developing systems to monitor student progress and program effectiveness.

TPEs addressed in this course: (ESN: Extensive Support Needs; U = Universal)

ESN 1.1 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.

ESN 1.2 Demonstrate understanding of mandated considerations for augmentative and alternative communication (AAC) technology for students with extensive support needs.

ESN 1.3 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 student who are deafblind.

ESN 1.4 Use strategies to support positive psychosocial development and self-determined behavior of students with extensive support needs. (U1.1)

ESN 1.5 In collaboration with families and appropriate related services personnel, use students' present levels of academic achievement and functional performance from a variety of sources to plan, develop, and adapt/adjust IEPs and ITPs that address the unique learning, sensory and accessibility needs of students with extensive support needs.

ESN 1.6 Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the California Common Core State Standards and/or California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum.

ESN 1.7 Demonstrate the ability to identify the appropriate supports of students with complex communication needs and design strategies in order to foster access and build comprehension, and develop appropriate language development goals within the IEPs for those students. (U1.6)

ESN 1.9 Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP). (U1.4)

ESN 2.1 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 instructing and supervising other personnel in such procedures.

ESN 2.2 Utilize information from collaboratively developed 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.

ESN 2.3 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.

ESN 2.5 Develop accommodations and/or modifications specific to students with disabilities to allow access to learning environments, which may include incorporating instructional and assistive technology, and AAC procedures to optimize the learning opportunities and outcomes for all students, and move them toward effective inclusion in general education settings. (U2.2)

ESN 2.6 Demonstrate the ability to support 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. (U2.3)

ESN 2.7 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 intellectual disability and have difficulty accessing their education due to physical limitations.

ESN 2.11 Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs.

ESN 2.12 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. (U2.5)

ESN 2.13 Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs. (U2.6)

ESN 2.14 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.

ESN 3.1 Demonstrate a depth of knowledge and skills, including the use of assistive technology, in the teaching of strategies for early literacy skills, reading, writing, math, and science, that ultimately enable students with extensive support needs to access the academic core curriculum. (U1.6)

ESN 3.2 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.

ESN 3.3 Effectively adapt, modify, accommodate and/or differentiate the instruction of students with identified disabilities in order to facilitate access to the Least Restrictive Environment (LRE). (U3.5)

ESN 4.3 Demonstrate the ability to use assistive technology, AAC including low- and high-tech equipment and materials to facilitate communication, curriculum access, and skills development of students with disabilities. (U4.4)

ESN 4.4 Demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, and determine a variety of pedagogical approaches to instruction, including the scope and sequence, and unit and lesson plans, in order to provide students with disabilities equitable access to the content and experiences aligned with the state-adopted core curriculum. (U4.3)

ESN 4.5 Demonstrate the ability to create short and long-term goals that are responsive to the unique needs of the student that meet the grade level requirements of the core curriculum, and systematically adjusted as needed to promote academic achievement within inclusive environments. (U4.1)

ESN 4.8 Use person-centered/family centered planning processes, and strengths-based, functional/ecological assessments across classroom and non-classroom contexts that lead to students' meaningful participation in standards-based curriculum, life skills curriculum, and/or wellness curriculum, and that support progress toward IEP goals and objectives. (U4.5)

ESN 5.3 Each candidate utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge; and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.

ESN 6.1 Create supportive partnerships with parents, families, teachers and employers to provide instructional, behavioral, social, communication, sensory, and pragmatically appropriate supports to students with extensive support needs.

UI.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.

UI.2 Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress

UI.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.

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.

U1.5 Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.

U1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.

U1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

U2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.

U2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.

U2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

U3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.

U3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.

U3.4 Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.

U3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of

all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.

U3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.

U3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

U6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

U6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.

Student Learning Outcomes: By the end of this course, the candidate will:

- 1) **Plan** instruction for individuals with disabilities in order to enhance different modes of communication (including AAC), across a variety of contexts utilizing functional and ecological assessment data.
- 2) **Demonstrate** knowledge of and the ability to create student and family-centered, culturally responsive instructional plans.
- 3) **Use** evidence-based, high-leverage instruction practices to support the skill development of students with extensive support needs.
- 4) **Implement** teaching strategies to shape unconventional and non-symbolic behavior into more conventional and symbolic means of communication.
- 5) **Synthesize** the relationship between an individual's ability to communicate, their access to meaningful relationships and environments, and their quality of life.
- 6) **Use** assessment data to plan instruction and learning experiences within a range of environments and with a range of partners to facilitate the generalization of skills.
- 7) **Integrate** a range of formal and informal methods of supporting an individual's development of social, academic, and functional skills into their school program and across a range of school and community contexts/environments.
- 8) **Implement** programmatic changes based upon the dynamic nature of an individual's need for communication supports and access to/support for relationship development.
- 9) **Develop** meaningful educational support plans rooted in the needs of the individual and linked to useful and informative data.
- 10) **Develop and implement** systems of data collection and analyses to inform instruction, measure program effectiveness, and determine changes and emerging needs of students with disabilities.
- 11) **Reflect** upon the effects/impacts of instructional practices and programmatic systems as part of a continuous improvement process.

Course requirements/assignments:

- 1) **Discussions/Activities. (50 pts.)** Each week for 10 weeks, students will engage in discussions/activities to refine their approaches, skills, and perspectives on how to better serve and support students with extensive service needs.
- 2) **IEP Matrix (10pts.)** Candidates will analyze an IEP and fill out an IEP matrix form to identify how annual goals align with the daily schedule of a student with extensive service needs. (TPEs:
- 3) **Instructional Methods Analyses (20pts)** Candidates will analyze two instructional methods using one of the three universal design frameworks (UDL, UID, or UDI) to determine how each instructional method aligns and/or does not align with the framework they chose. See Instructional Method Analysis rubric for necessary components. (TPEs:
- 4) **Academic Lesson Plan (50pts.)** Candidates will create an academic lesson plan for a student or small group of students with extensive support needs. See the Academic Lesson Plan ESN rubric for required components. (TPEs:
- 5) **Functional Skill Lesson Plan (50pts.)** Candidates will create a functional skill lesson plan for a student or small group of students with extensive support needs. See the Functional Skill Lesson Plan ESN rubric for required components.
- 6) **Review of High-Leverage Practices Research (20pts.)** Candidates will choose two research articles that address a high-leverage practice used with students with extensive service needs. See the Research Article Review rubric for necessary components. (TPEs:
- 7) **Data Management Plan (20pts.)** Candidates will create a data management plan. The data management plan will address (a) timelines to collect and analyze data on student performance and program effectiveness, (b) data analysis procedures, and (c) set criteria for change (individual and program level). See the Data Management Plan rubric for necessary components. (TPEs:

Assignment and Examination Schedule

Due Date	Assignment	Points/Percent
	Discussions/Activities	50
	IEP Matrix	10
	Instructional Methods Analyses (20
	Academic Lesson Plan	50
	Functional Skill Lesson Plan	50
	Review of High-Leverage Practices Research	20
	Data Management Plan	20
	Total	220

COURSE POLICIES & SAFETY ISSUES

Grading Policy

1. The total points received on each assignment are recorded in the grade roster.
2. Grades are calculated by percentage (the total points received divided by the total points possible).
 - 90–100%=A
 - 80–89%=B
 - 70–79%=C
 - 60–69%=D
 - 0 – 59% = F

In this course, due dates are flexible in order to facilitate emerging support needs within the ever-changing expectations of life. However, deadlines are suggested as mile-markers to keep you on track as to when things should be completed as no one fares well trying to cram a semester's worth of work into one weekend.

When classes occur on-line, please wear clothes if you are using your video camera.

We are well past the stage of punishment for missing classes, or rewarding those who attend. However, it has been observed and noted at length that those who attend classes are much more likely to successfully complete them than those who disappear until the last day. That said, if you are absent from class, it is your responsibility to check on announcements made while you were away. Also, it will be viewed as a kind and responsible act if you email your instructor that you will have to miss class.

If you want to record lectures, please ask. Sometimes courses are delivered on-line, and this may create a modicum of difficulty with regard to an adequate recording. Keep in mind, courses that are recorded are for educational purposes only and should not appear on various social media platforms as sources of entertainment.

Behavior expectations include: Active listening, honesty, and sharing one's experiences. If students appear intoxicated during class, they will be invited to leave. Should students become belligerent or abusive in their comments, they will be invited to leave and may be subjected to further disciplinary actions. In short, be kind, be here, use good words, and keep your hands (and other parts of your body) to yourself.

Late work and make-up work policy.

Late-work and make-up will be accepted for full credit; however, depending on how late it is, it may fall outside of the “do it again” deadline.

Plagiarism Detection: The campus subscribes to Turnitin, a plagiarism prevention service, through Canvas. You will need to submit written assignments to Turnitin. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work. **Turnitin Originality Reports WILL/WILL NOT* be available for your viewing.**

Please choose for your course WILL or WILL NOT be available for your viewing.

If there are questions or concerns that you have about this course that you and I are not able to resolve, please feel free to contact the Chair of the department to discuss the matter

Chair's name

Department name

Chair's email

Department phone number

UNIVERSITY POLICIES

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

The following University policies can be found at:

- [Adding and Dropping Classes](#)
- [Cheating and Plagiarism](#)
- [Computers](#)
- [Copyright Policy](#)
- [Disruptive Classroom Behavior](#)
- [Honor Code](#)
- [Students with Disabilities](#)
- [Title IX](#)

UNIVERSITY SERVICES

The following University services can be found at:

- [Associated Students, Inc.](#)
- [Dream Success Center](#)
- [Learning Center Information](#)
- [Student Health and Counseling Center](#)
- [Writing Center](#)

THIS SYLLABUS AND SCHEDULE ARE SUBJECT TO CHANGE IN THE EVENT OF EXTENUATING CIRCUMSTANCES.

**Tentative Course Schedule (!!!SUBJECT TO CHANGE!!!)
Semester/Year**

	Date	Topic	Reading Assignment	Assignment Due
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
Finals week			Dates	Dates
Final Exam Preparation & Faculty Consultation Days:				
Final Semester Examinations				
Final Exam in this course				