



SPED 146

ASSESSMENT AND INSTRUCTION FOR STUDENTS WITH MODERATE-SEVERE DISABILITIES

Course Information	William Garnett, Ph.D.
Units: 3 units	Office: ED 341
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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 the formal and informal assessment processes including student, family-centered, and culturally responsive assessment, as well as activity and curriculum-based assessment processes. It focuses on the incorporation of common core standard instruction and the identification of individual student learning outcomes within the context of group instruction. The course also addresses provision of both academic and activity-based systematic instruction within universal design frameworks, and the development of systems for monitoring student progress data. Additionally, teacher candidates are exposed to research-based curricula for literacy and math instruction for students with severe disabilities (and at various levels of symbolic or concrete understanding).

Coursework will include varied instructional techniques and there is an emphasis on diversity and multicultural influence as it relates to identifying, evaluating, and implementing instruction for students with moderate to severe disabilities. Course design will also incorporate Universal Design for Learning as a core value and practice for instructional design both for the course and for instructional practices in the classroom.

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.

***Assignments will be submitted through CANVAS unless otherwise negotiated.**

Requirements:

1. Pre-requisites for SPED 146: MS Spec Ed semesters 1 and 2 completed with C grade.
2. Course section reserved for students admitted in the Multiple Subject Credential Sped Ed Program.

Primary Learning Goals:

1. Students will be able to identify learning opportunities and access barriers within real world contexts.
2. Students will know how to create, instruct and assess individualized student learning objectives.
3. Students will develop working relationships with GE teachers collaborating on how to support students on IEP within GE contexts.
4. Students will learn how to conduct research in specific areas of need within their professional development.
5. Students will be able to articulate the core values of Universal Design for Learning.

The learning outcomes are aligned with the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs adopted by the California Commission on Teacher Credentialing (CCTC), Teaching Performance Expectations (TPE), the National Council for Accreditation of Teacher Education (NCATE) Standards, and the KSOEHD Dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, Life-Long Learning.

Program standards: 2,3,4,5,6,12,13,14 (The program standards can be accessed here: <http://www.fresnostate.edu/kremen/cctc/sped/sped-standard1.html>)

Specialty specific (M/S) program standards: 1,3,5,8

TPEs: 1,2,4,9 (Teacher Performance Expectations—TPEs—can be found here: <http://www.ctc.ca.gov/educator-prep/TPA-files/CandidateHandbook-AppendixA-TPEs.pdf>)

The candidate will:

- 1) demonstrate knowledge of formal and informal assessment processes to identify educational goals associated with positive quality of life outcomes;
- 2) demonstrate knowledge of and the ability to implement student and family-centered, culturally responsive assessment processes to identify high priority educational goals and to develop instructional plans;
- 3) demonstrate the ability to design and implement activity-based assessments that include identification of opportunities for partial participation and instruction, and the development of individualized modifications to increase student participation;
- 4) demonstrate the ability to design and implement research and common core standards-based academic curriculum that is individualized for the student and taught in meaningful and relevant contexts;

- 5) demonstrate the ability to design and implement curricular, instructional, and material modifications and adaptations to promote students' access to academic curriculum and active participation in educational and other school-based activities;
- 6) demonstrate the ability to develop instructional plans that include educational goals/objectives, an implementable-description of instructional procedures, and identification of methods for gathering evidence of student progress; and
- 7) demonstrate the ability to develop and update documentation of student progress on IEP goals regularly.

Required Texts:

There is no required text for this course. Content will be made available through CANVAS, occasional hand-outs in class, and by email.

Additional Readings:

- Baumgrat, D., Brown, L., Pumpian, I., (1982). Principal of partial participation and individualized adaptations. *Journal of the Association of Persons with Severe Handicaps (now RSPD)*, 7, 17-27.
- Browder, D.M., (2001). *Curriculum and assessment for students with moderate and severe disabilities*. New York: Guilford.
- Browder, D.M. & Spooner, F., (2006). *Teaching language arts, math, and science to students with significant cognitive disabilities*. Baltimore: Paul H. Brookes.
- Downing, J. (2008). Are they making progress? Assessing the skills of students with severe and multiple disabilities in the general education classroom. In J. Downing (Ed.), *Including students with severe and multiple disabilities in typical classrooms*. Baltimore: Paul H. Brookes.
- Ford, A., Ddavern, L, & Schnorr, R., (2001). Learners with significant disabilities: Curricular relevance in an era of standards-based reform. *Remedial and Special Education*, 22(4), 214-222.
- Halle, J. W., Chadsey, J., Lee, S., & Rensaglia, A., (2004). Systematic instruction. In C.H.Kennedy & E.M. Horn(Eds.), *Including students with severe disabilities*. Boston: Allyn and Bacon.
- Kliewer, C. (2008). Joining the literacy flow: Fostering symbol and written language learning in young children with significant developmental disabilities through the four currents of literacy. *Research and Practice for Persons with Severe Disabilities*, 33(3), 103-121.
- Udvari-Solner, A., Causton-Theoharis, J., & York-Barr, J. (2004). Developing adaptations to promote participation in inclusive environments. In F.P. Orelove, D.Sobsey, R. K. Silberman (Eds.), *Educating children with multiple disabilities: A collaborative approach*. Baltimore: Paul H. Brookes.

This course requires the use of your university email account. (The University provides free email accounts to all students. Students may sign up for email online at <http://googleapps.fresnostate.edu>

University Policies

University Policies are available for review on the following website:
http://www.csufresno.edu/academics/policies_forms/instruction/RequiredSyllabusPolicyStatements.htm

Course Policies

Classroom Environment

1. Students are expected to use technology professionally and to keep cell phones on silent during class.
2. Use of laptops, computers, and/or PDAs is permitted only for SPED 146 note-taking, research or student presentations.
3. Obtain advanced permission from the instructor for visitors; however, emergencies happen, and sometimes there is no opportunity to provide advanced warning, so we'll do our best, right?

Attendance

The Special Education Faculty place great importance on attendance and participation, as these are professional expectations. Every unexcused/unauthorized absence, early departure, and/or tardy may result in a lower grade.

1. Excused/authorized absences/tardies/early departures will be allowed only per University policies: (1) when the student has a serious and compelling medical condition that she/he can support with documentation, or (2) when a death or serious illness in the family prohibits student from attending class, or (3) when student is participating in University-sponsored athletic, extracurricular, or academic endeavors away from campus.
 - a. If requesting an excused absence/tardy/early departure, it is the student's responsibility to provide acceptable documentation to the instructor within 2 weeks of the absence/tardy/early departure.
 - b. If the student does not provide acceptable documentation, then the absence/tardy/early departure will be marked as unexcused.
2. **Deductions for attendance occur as follows:**
 - a. When you miss class, or if you're going to miss class, notify the instructor and provide an explanation as to why you missed class, or are about to miss class. This encourages the behavior of being responsible. (It's like hiring a sub for your classroom when you wake up with the flu.)
 - b. History has demonstrated that students who miss classes a lot simply do not do as well on coursework or the final exam. It's what we refer to as natural consequences for one's behavior.
3. If you are absent, tardy, or leave early, excused or unexcused, it is your responsibility to do all of the following:
 - a. Obtain handouts, notes, and other materials from peers. CANVAS will also have all needed handouts and PowerPoint presentations.
 - b. Submit all assignments before the beginning of the following session (on CANVAS)
 - c. Be sure to attend to your assignments and seek assistance accordingly.

Assignments

1. Each student is responsible for completing assignments and readings prior to each class session to actively participate in discussions, activities, and presentations.
2. Assignments for this class must be original work.

3. All assignments can be completed independent/individually, in pairs, or in groups; however, assignments must be turned in independently.
4. All assignments must follow the formats/instructions provided in the syllabus.
 - a. It is the student's responsibility to obtain and follow all formats/instructions exactly and to seek clarification if needed.
5. All assignments will be submitted on CANVAS and will follow the guidelines listed below:
 - a. Write in narrative and word-process, using 1" margins, 12 point font, and 1.5 spaces between lines, using APA for citations and references when required.
 - b. Use transitions sentences, phrases, and words between ideas and paragraphs.
 - c. Use headings within each assignment to identify each section of the paper. Check and correct spelling, organization, syntax, structure, grammar, and mechanics. Proofread and spell-check your assignments prior to submission.
6. Assignment Timelines/Due Dates:
 - a. All class assignments are due on CANVAS. Major Assignments are typically due by Midnight on Sundays. This isn't meant to ruin your weekend. Refer to the course outline for due dates. It is the student's responsibility to submit all assignments on time.
 - b. Exceptions will be made only for: (1) authorized/excused absences as defined above, if the instructor is notified within 24 hours of the absence and provided with acceptable documentation; and (2) in the event of an unforeseen, unauthorized/unexcused absence, emergency, or other issue.
 - c. **If assignments you submit earn scores lower than mastery (let's say lower than 90%), you will have an opportunity to try the assignment again for additional points. The idea here is to help you learn and meet criteria and to help you become a successful teacher. And Life isn't really a points-based experience, except where your driver's license is concerned and maybe a mortgage...However, if assignments are submitted too late (e.g. the last week of class) you might lose the benefit of being able to correct your errors and attend to feedback. So, pay attention to dates and assignments. If you run into emergencies and issues (see b. above) please get ahold of the instructor as soon as possible to figure out a plan that will benefit you.**
 - d. **Confidentiality.** The privacy and identity of children and their families should be protected in all written materials. Therefore when writing about a child, the recommended language is, "For the purpose of this paper, I will refer to the observed student as _____ (fictitious first name)."
 - i. **Also in class it is expected that we will be discussing the experiences and events that involve real students, all verbal conversation about any student is confidential and should not include the individual's name.**

Grading

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).
3. Percentages:
 - a. 100-90% (200-180 Points)= A
 - b. 89-80% (179-160 points) = B

- c. 79-70% (159-140 Points) = C
- d. 69-60% (139-120 Points)= D
- e. 59%-0 (119 Points and below)= F

MAJOR ASSIGNMENTS

1) IEP Matrix

Goal 3

You will complete an IEP matrix for one of your students using his or her current IEP goals, across school environments and/or curricular domains to identify in what environments/domains the goals can be addressed.

PS: 2; MS: 1,5; TPE: 1,4,9

2) Assessment or Instructional Method Analysis

Goal 4 and 5

You will analyze either one assessment (standardized, norm-referenced, formal or informal), or one instructional delivery method/mode/technique using the framework for Universal Design in Learning (UDL), Universal Instructional Design (UID), or Universal Design in Instruction (UDI). You will determine whether or not the assessment or the instructional method conforms to the framework you have chosen, explain why it conforms, somewhat conforms, or doesn't conform at all. You will then reflect on your analyses and consider how useful (or not) the assessment or the instructional delivery method/mode/technique is.

PS: 3, 6, 7, 8, 9, 10; TPE 4, 5

3) Informal and Formal Assessment Project

Goal 1

You will use one informal assessment (i.e. Interview, observational field notes, ecological inventory, etc.) and one formal assessment (in this case one of the Brigance series of assessments, or an instructor approved formal assessment and complete the assessments with a student. Then, you will write a review of the results (present level of performance), and provide recommendations for educational planning (e.g. suggested areas for goals).

PS: 2,3,5,12; MS: 3; TPE: 9

4) Functional and Academic Instructional Plans

Goal 2

You will write two instructional plans over the course of the semester. One will be functional-based (i.e. using a telephone, cooking an egg, buying a pair pants.) and one will be based on an academic curriculum (i.e. safety words, number sense, money skills). Write an instructional plan for a student or group of students Include procedures (how you teach it) with imbedded student supports. Reflect on the experience. If you can actually use the lesson in context with a student or group of students, that's great, but if you can't, consider what you think might go well, what might not go well, and the overall experience of creating such a plan.

PS: 2,3,5,6,12,13; MS: 3,5,8; TPE: 1,2,4,9

5) Review of current research

Goal 4

You will choose an area of assessment or instruction about which you are curious (or makes you angry, sad, happy, or glad) and read and review two (2) peer-reviewed, research-based articles pertaining to the area you have chosen, or use the ones provided. Steps for review process will be provided.

PS: 2,3,12,13

Grading determined as follows:	Points Possible	Due Date
Pre-Final	5	8/22
IEP Matrix	10	9/1
Informal/Formal Assessment Project	50	12/15
Assessment or Instructional Method Analysis	10	10/13
Functional Skill Instructional Plan:	25	11/10
Academic Instructional Plan	25	11/10
Research review	35	12/8
Participation (5 pts. Each (on-line posts/in-class stuff)	60	Weekly
Final Exam	50	TBA
Total	270	

SPED 146 - COURSE OUTLINE

This syllabus and schedule are subject to change

Date	Topic	Readings Due	Assignments Due
Week 1 8/22	Syllabus (Discussion and Negotiations); From Assessment to Instruction—Overview	None	In Class: Pre-Test; IEP matrix practice

<p>Week 2 8/29</p>	<p>Universal Design Frameworks</p>	<p>Read: Burgstahler, 2015; Rao, Ok & Bryant, 2014; and IRIS Module: Universal Design For Learning: Creating a Learning Environment (Links will be in CANVAS).</p>	<p>In Class: Analyzing an Assessment and Instructional Method/Technique</p>
<p>Week 3 9/5 ON-LINE</p>	<p>Assessment Types; Validity and Reliability Assessment and IDEA 2004; Assessment and the IEP</p>	<p>Download copy of IDEA 2004 Regulations (in CANVAS); Read: IEP Process (link in CANVAS)</p>	<p>IEP Matrix; Discussion #1: Reliability and Validity--DUE at MIDNIGHT on 9/7 in CANVAS</p>
<p>Week 4 9/12</p>	<p>Informal Assessments</p>	<p>In-Class Brigance Inventories; Read Deno, 2003; Sobsey, 1987; print copies of Ecological Inventories (the Blank ones); review examples of Eco. Assesments. In Class: Making a Task Analysis; Performing Eco.Assessments/Inventories; CBM; Observational Field Notes; Interview</p>	<p>In Class: Ecological Assessment; Making a task analysis; writing present levels and goals.</p>
<p>Week 5 9/19 ON-LINE</p>	<p>Formal Assessments</p>	<p>Read: Siegel & Allinder, 2005; Print copy of List of Formal Assessments and Types of Adaptive Behavior Skills; Review copies of Vineland, ABAS, and WIAT.</p>	<p>Discussion #2: Formal Assessment DUE 9/22 in CANVAS at MIDNIGHT.</p>
<p>Week 6 9/26</p>	<p>Interpreting Results; Using Assessment Data to Build IEP</p>	<p>Read: Annual IEP Goals</p>	<p>In Class: Writing Present Levels; Writing Goals</p>
<p>Week 7 10/3 ON-LINE</p>	<p>Assessment Issues; Recap of Assessment Practices</p>		<p>Assessment or Instructional Method Analysis; Discussion #3: Assessment of Students with Moderate/Severe Disabilities DUE at MIDNIGHT on 10/6 in CANVAS</p>

Week 8 10/10	Instruction: Academic and Functional Skills; Instruction and the IEP; Instruction and IDEA 2004	IDEA 2004 Regulations; Review power point in Week 8.	In Class: What Works Clearinghouse, and finding curricula.
Week 9 10/17 ON-LINE	Functional Skills Instruction	Read: Collins, 2012; Atwell & Cobb, 2006	Discussion post #4 due 10/20 at MIDNIGHT
Week 10 10/24	Reading Instruction	Read: Scruggs, 2008; Alnahdi, 2015	In class: Reading (and writing) instructional practice/Lesson writing/instructional planning
Week 11 10/31 ON-LINE	Writing Instruction	Read: Writing Strategies; Joseph & Konrad, 2008	Discussion #5: Instructional Practices DUE by MIDNIGHT, 11/3.
Week 12 11/7	Math Instruction	Read: Math and Students with ID; Browder, Jimenez, & Trela, 2012	In Class: Fun with math.
Week 13 11/14 ON-LINE	Issues with Instructional Practices; Recap of Instructional Practices	Read: McDonnell, 1998; Jackson, n.d.	Functional Skill Instructional Plan; Academic Instructional Plan ;Discussion #6: Issues with instructional practices--DUE at MIDNIGHT on 11/17 in CANVAS
Week 14 11/21	From Instruction to Assessment. Review for Final Exam	No Readings—be ready to take notes.	Research Review DUE at MIDNIGHT on 12/8 in CANVAS
Week 15 11/28 NO CLASS	Thanksgiving Recess	Food Hangover	Long nap with dog, cat, chinchilla, etc. but do work on assignments if you need to.
Week 16 12/5	REVIEW FOR FINAL EXAM, CLOSING ARGUMENTS, PLEA DEALS, etc.		INFORMAL/FORMAL ASSESSMENT PROJECT DUE BY 12/15—MIDNIGHT in CANVAS
Week 17 12/12 ON-LINE	FINAL EXAM OPENS ON 12/15 at Midnight	CONSULTATION, if needed.	FINAL EXAM DUE 12/22 at MIDNIGHT

Week 18 12/19	FINAL EXAM DUE 12/22 at MIDNIGHT!	FINAL EXAM DUE 12/22 at MIDNIGHT!!	FINAL EXAM DUE 12/22 at MIDNIGHT!!! ALL ASSIGNMENTS (Revised and other wise, due 12/22 at MIDNIGHT for SECOND CHANCE option.
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