

**ADVANCED INSTRUCTION AND SUPPORT PLANNING FOR STUDENTS WITH
EXTENSIVE SUPPORT NEEDS**

SPED 247

SEMESTER/YEAR

SEMESTER	Special Education/Literacy, Early, Bilingual, & Special Education (LEBSE) California State University, Fresno
SPED 247 ADVANCED ENVIRONMENTAL DESIGN AND INSTRUCTION FOR STUDENTS WITH EXTENSIVE SUPPORT NEEDS	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 course addresses evidence-based practices for instructing students with extensive support needs, further developing assessment skills and instructional planning introduced in SPED 146. This course addresses the assessment and instructional strategies used to develop individualized and culturally sensitive communication systems and related goals. The focus is on understanding challenging behavior in relation to communication and to teach communication skills in natural and meaningful contexts. Assistive technology, including augmentative and alternative communication systems, is introduced. Supporting the development of and facilitating peer relationships and other social supports is covered, as well as building and enhancing systems of natural supports.

Prerequisites and Requirements:

1. Admission to the Extensive Support Needs Credential Program and satisfactory completion of all required courses.
2. Concurrent enrollment in SPED176(ES). Taken concurrently, fieldwork is designed to provide the necessary classroom access essential for completing the assignments in this course. Teacher candidates not enrolled in fieldwork will need to make special arrangements with the instructor.

This is a web-enhanced, hybrid course that alternates between classroom based and web-based instruction. Students 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 is a seminar in developing as a reflective practitioner through structured activities to encourage examination of classroom practices and behaviors, goals and outcomes, beliefs, and values. 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) and the Teaching Performance Expectations (TPE).

Extensive Support Needs 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 1.4 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 1.9 Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP). (U1.4)

ESN 1.10 Demonstrate the ability to develop IEPs/ITPs with students and their families, including goals for independent living, post-secondary education, and/or careers, with appropriate connections between the school curriculum and life beyond high school. (U1.3)

ESN 1.11 Facilitate and support students in assuming increasing responsibility for learning and self-advocacy based on individual needs, with appropriate transitions between academic levels in programs and developing skills related to career, college, independent living and community participation. (U1.3)

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 or supervising other personnel in such procedures.

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 4.7 Coordinate, collaborate, co-teach and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and successful student transitions. (U4.6)

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 5.1 Utilize person-centered/family centered planning processes, self-determination, strengths-based, functional/ecological, and observational assessment data from multiple sources to develop effective evidence-based instructional supports and strategies for students with extensive support needs.

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.

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.

U2.1 Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.

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.

U4.5 Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)

U4.6 Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.

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

- **Assess** individuals in order to enhance different modes of communication (including AAC), across a variety of contexts utilizing functional and ecological assessment methods.
- **Implement** teaching strategies to shape unconventional and non-symbolic behavior into more conventional and symbolic means of communication.
- **Synthesize** the relationship between an individual's ability to communicate, their access to meaningful relationships and environments, and their quality of life.
- **Use** ecological methods and person-centered methods of assessing an individual's access to a range of environments and partners with whom to communicate and form relationships.
- **Integrate** a range of formal and informal methods of supporting an individual's development of social relationships into their school program and across a range of school and community contexts/environments.
- **Implement** programmatic changes based upon the dynamic nature of an individual's need to for communication supports and access to/support for relationship development.
- **Develop** meaningful educational support plans rooted in the needs of the individual.

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) **McGill Action Planning System (MAPS) session. (20pts.)** Students will select one student in their classroom and conduct a MAPS session. Templates and steps for conducting the MAPS session will be provided in Canvas. TPEs Addressed: *EX1.5, EX 1.10, EX 4.8, EX 6.1, U 4.5*

3) **Person Centered Transition Plan. (40 pts.)** Building from the MAPS session assignment, students will develop a transition plan based multiple sources of data (i.e. parent/family interviews, file reviews, student interviews, standard assessments, etc.) and the results of the McGill Action Planning System (MAPS) session. For students serving children under that age of 16, the transition plan will be for moving from one grade level/school to the next (includes goals). For students serving children 16 or over, the transition plan will be in accordance with mandates in IDEA 2004, specifically those addressed in § 300.320 (b) of IDEA Federal Regulations. TPEs Addressed: *EX1.1, EX1.5, EX1.10, EX1.11, EX 4.7, EX 4.8, EX 5.1, EX 6.1, U 4.5, U 4.6*

4) **Assistive Technology/Augmentative and Alternative Communication (AT/AAC) Assignment. (30 pts.)** Students will (a) Research AT/AAC resources and procedures in their district and briefly report on their findings; (b) Describe and reflect upon their use of various forms of AT/AAC in their classrooms/field placements; (c) Review the Wisconsin Assistive Technology Initiative (WATI) assessment guides, and (d) Select one student and one AT/AAC area to complete a brief AT/AAC assessment. (TPEs Addressed: *EX1.2,*

5) **Functional Communication Training Plan (3 parts—100 pts.).** Students will select a target student in their classroom who demonstrates challenging behaviors as a result of communication needs. Students will complete a functional communication training plan to

assess the function of the behavior, determine appropriate interventions and AT/AAC needs, implement interventions, and monitor student progress. **In-depth requirements for this project will be discussed in class and posted on Canvas.**

- a. **Part 1: Description of Target Student, Baseline Data, and Communication Goal (20 pts).** Students will complete a narrative description of their target student, record baseline data of target behaviors, and write an IEP goal to address communication needs. Specific prompts to address in the narrative description and additional details will be discussed in class and posted on Canvas.
- b. **Part 2: Intervention/Instructional Plans and Progress Monitoring Data (60 pts).** Using resources and evidence-based practices discussed in class, Students will develop an intervention/instructional plan to address the communication and behavioral needs of the target student. They will incorporate at least one appropriate type of AT/AAC into the plan. Students will implement the plans and record daily progress monitoring data for at least two weeks. Students will analyze progress monitoring data to determine the effectiveness of intervention/instruction and determine next steps.
- c. **Part 3: In-Class Group Discussion and Reflection (20 pts).** Students will reflect on their training plan, recorded data/outcomes, and next steps for the plan.

TPEs Addressed: *EX 1.2, EX 1.5, EX 4.7, EX 4.8, EX5.1, EX 6.1, U 4.5, U 4.6*

Assignment and Examination Schedule

Due Date	Assignment	Points/Percent
	Discussions/Activities	50
	McGill Action Planning System (MAPS) session.	20
	Person Centered Transition Plan.	40
	Assistive Technology/Augmentative and Alternative Communication (AT/AAC) Assignment.	30
	Functional Communication Training Plan	100
	Total	240

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				