

**Advanced Environmental Design and Instruction for Students with Moderate to Severe Disabilities
SPED 247, Spring 2020**

Course Information	
SPED 247: Advanced Environmental Design and Instruction for Students with Moderate to Severe Disabilities Units: 3	Instructor: Sara Werner Juarez, Ph.D.
Email: swerner@csufresno.edu Virtual Office: https://tinyurl.com/Dr-Juarez-Zoom Office: ED 339 Telephone: 559-278-0307	Office Hours: Tuesdays, 3-5 p.m. Wednesdays, 3-4:00 p.m. By appointment Student Appointment Calendar: https://tinyurl.com/SWJ-student-appt-cal
Time: Mondays, 4:15-6:50 p.m.	Location: ED 195

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. Candidates 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 moderate to severe disabilities, 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.

Requirements:

1. Admission to the Moderate/Severe Disabilities Credential Programs and satisfactory completion of all required courses.
2. Concurrent enrollment in SPED 176 (M/S). 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 class that will meet face-to-face during regularly scheduled class times, with up to half of class time replaced with online instruction.

Canvas and other technology will be used to deliver class materials. Coursework will include varied instructional strategies (i.e., 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 disabilities.

Required Texts and Instructional Materials:

Required readings, as assigned, will be made available on Canvas or will be accessible through the library's electronic journal list.

Recommended Texts and Resources:

American Psychological Association. (2013). *Publication manual of the American Psychological Association* (6th ed.). Washington, D. C.: Author.

The Writing Lab, The OWL at Purdue, & Purdue University (2016). *APA formatting and style guide*. Retrieved from <https://owl.english.purdue.edu/owl/resource/560/01/>

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).

Program standards: 2,3,4,5,6,12,13

Specialty specific (M/S) program standards: 1,2,3,5,6,8

TPEs: 4,6

By the end of this course, the candidate will:

1. **assess** individuals in order to enhance different modes of communication (including AAC), across a variety of contexts utilizing functional and ecological assessment methods.
2. **implement** teaching strategies to shape unconventional and non-symbolic behavior into more conventional and symbolic means of communication.
3. **synthesize** the relationship between an individual's ability to communicate, their access to meaningful relationships and environments, and their quality of life.
4. **utilize** ecological methods of assessing an individual's access to a range of environments and partners with whom to communicate and form relationships.
5. **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 contexts/environments.
6. **implement** programmatic changes based upon the dynamic nature of an individual's need for communication supports and access to/support for relationship development.

Course Policies

Classroom Environment

1. Respectful and people-first language is expected at all times.
2. Keep audible communication devices (cell phones, iPods, tablets, and other portable media players) turned off during class unless using in a lesson.
3. Use of laptops, computers, and/or PDAs is permitted only for note-taking, in-class assignments, or candidate presentations. No other use is acceptable.
4. Obtain advanced permission from the instructor for visitors.

Email and Internet Access

This course requires the use of your university email account and regular access to Canvas, Google Classroom, and Google Drive. Be sure to log in frequently to follow course content and due dates.

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. Do not ask the instructor if it is "okay" to miss a class. Absences are either excused per university policy (see below) or unexcused.

1. Excused/authorized absences/tardies/early departures will be allowed only per University policies: (1) when the candidate has a serious and compelling medical condition that she/he can support with documentation, or (2) when a death or serious illness in the immediate family (i.e., parents, siblings, spouse, or child) prohibits candidate from attending class, or (3) when candidate 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 candidate's responsibility to provide acceptable documentation to the instructor (usually within 2 weeks of the absence/tardy/early departure).
 - b. If the candidate does not provide acceptable documentation, then the absence/tardy/early departure will be marked as unexcused, and the corresponding points will be deducted.
2. **Deductions for attendance occur as follows:**
- a. Each unauthorized/unexcused absence, early departure, and/or tardy will result in the deduction of 15 points per class session. In-class participation points will not be made up for unexcused/unauthorized absences.
 - b. Excessive absences, tardies, or early departures (e.g., 2 or more face-to-face sessions in a hybrid class) may result in a lowered letter grade.
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.
 - b. Contact the instructor as soon as possible after the missed class period to provide documentation of the reasons for the absence and to discuss what, if anything, can be done to maintain your desired grade.
 - c. Submit all assignments as soon as possible online.

THREE BEFORE ME

If you have questions regarding the due dates/timelines, class meetings, assignments, technical issues, and/or other related matters concerning the course, **you must take the initiative to find the answers.** The "Three-Before-Me" rule is simply this: You must **prove** that you have sought out at least three resources to obtain information regarding a question or problem you are having before you can ask me. Resources include the syllabus, course schedule, tabs on Canvas (e.g., Course Content folders, Submit Assignments tab), email a colleague, Information Technology Services, etc. Refer to these resources. Note: This applies to simple questions that can be addressed through these means. If you are having particular difficulty with an assignment or other advising questions, please email me or find me during office hours.

An example of an email that demonstrates the "Three-Before-Me" rule:

Dear Dr. Juarez:

I am confused about the Parent Interview assignment. I do not know which questions to ask. Here are the three resources I consulted prior to sending this email:

1. I checked the Syllabus. The Syllabus states the template with example questions will be posted on Canvas.
2. I searched Canvas and cannot find it in the Course Content folder, on the Submit Assignments tab, or in the Weekly Resources folders.
3. I emailed <name of candidate>. She checked thoroughly on Canvas and could not find the template either.

Thank you for looking into this question!

<Your name>

Assignments

1. Each candidate is responsible for **completing all assignments** for this course, especially the major course assignments.
2. Assigned readings must be completed **prior to each class session** to actively participate in discussions, activities, and presentations.
3. Assignments for this class must be each candidate's own work.
4. **All assignments must be completed independently/individually, except where otherwise indicated.**
5. All assignments must follow the formats/instructions provided in the syllabus.
 - a. It is the candidate's responsibility to obtain and follow all formats/instructions exactly and to seek clarification if needed.
 - b. Most assignments have a rubric (evaluation) available.
 - c. It is the candidate's responsibility to obtain the rubric, read it thoroughly, and follow the rubric when completing assignments.
6. **All assignments will be submitted on Canvas** (see Major Course Assignments tab on the left column) and follow the guidelines listed below:
 - a. Use transition sentences, phrases, and words between ideas and paragraphs, when appropriate (e.g., in written assignments that are in narrative format).
 - b. Label with headings within each assignment to identify each section of the paper. Refer to the "Areas to be Evaluated" in each rubric to determine the headings.
 - c. Check and correct spelling, organization, syntax, structure, grammar, and mechanics. Proofread and spell-check your assignments prior to submission.
 - d. Follow APA guidelines for in-text citations and references.
 - e. **UPLOAD documents to submit assignments. Do not copy/paste** assignments into the comments section.
 - f. **DO NOT EMAIL ASSIGNMENTS** unless you receive explicit instructions from the instructor to do so.
7. **Written major course assignments will be completed using proper APA format.**
 - a. Refer to the APA Manual and resources provided in class.
 - b. Proper APA format is determined using the APA Manual and applies to written work, tables, figures, etc.
 - c. See assignment descriptions and resources for APA format
 - d. Note: Reading check assignments only need in-text citations.
8. **Assignment Timelines/Due Dates:**
 - a. Assignments are generally **due online by 4:00 p.m. on the date the assignment is due, unless otherwise noted in the course schedule,** to be eligible to receive full credit/points. **It is the candidate'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, authorized/excused absence, emergency, or other issue.
 - c. **The following grade scale will be used for late assignments:**
 - i. **To receive an A and consideration for 100% of available points:**
Assignments **must be submitted** by the date and time listed.

Assignments will be considered late whether they are one (1) minute or one (1) week past the due date and time. Exceptions will be made only for excused/authorized absences.

- ii. **To receive a B and consideration for 85% of available points:**
Assignments must be submitted within three (3) weeks past the due date and time listed or by the final deadline for all assignments (whichever comes first).
- iii. **To receive a C and consideration for 75% of available points:**
Assignments must be submitted within six (6) weeks past the due date and time listed or by the final deadline for all assignments (whichever comes first).
- d. Assignments will not be accepted after the final date listed on the course schedule, unless the candidate provides a compelling reason. Late submissions are subject to instructor's discretion.

9. **Assignment Re-Submissions:**

- a. Major assignments may be re-submitted for up full credit. Reading check/online assignments may not be re-submitted unless requested for a compelling reason.
- b. Candidates must initiate the request to re-submit an assignment within one (1) week of receiving their grade and feedback.
- c. Candidates must at least meet minimal requirements for assignments they request to re-submit.
 - i. E.g., Candidates may **not** request to re-submit an incomplete assignment or portion thereof.
 - ii. E.g., Candidates may **not** request to re-submit an assignment of unacceptable quality or portion thereof.
- d. Assignment re-submissions are subject to instructor's discretion.
- e. If a major course assignment does not meet expectations, the instructor will require the candidate to revise and re-submit the assignment. Specific feedback for revisions is generally provided, and candidates are encouraged to meet with the instructor to review this feedback and discuss required revisions.
 - i. Note: A grade of "1" will be recorded on Canvas to note that the assignment was attempted. This score does not reflect the level of effort put into the assignment. It is used to indicate that the assignment was submitted on time and instructor requested that it be revised and re-submitted.
 - ii. Note: In this case, candidates will be able to re-submit the assignment for up to 85% of available points (not full credit).

10. **Confidentiality.** The privacy and identity of students 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)."

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).
 - 90 – 100% = A
 - 80 – 92% = B
 - 70 – 79% = C
 - 60 – 69% = D
 - 0 – 59% = F

IN-CLASS ACTIVITIES and PARTICIPATION (50 points):

Each face-to-face class period, there will be in-class activities to review readings and apply course content and resources. These activities will cover assigned readings, online modules, online activities, and handouts. These will be given in various formats (e.g., individual, small group, whole group; quizzes, quick-writes, cooperative learning activities, discussions, etc.). No make ups on in-class activities unless previously arranged with the instructor for excused absences. **Each unauthorized/ unexcused absence, early departure, and/or tardy will result in the deduction of 15 points per class session. In-class participation points may not be made up. Excessive unexcused absences, tardies, or early departures (e.g., 2 or more face-to-face sessions in a hybrid class) will result in a lowered letter grade.** Candidate Dispositions Addressed: *Reflection, Critical Thinking, Professional Ethics, Collaboration, Valuing Diversity*

ONLINE ASSIGNMENTS (5 @ 15 points each = 75 points): When class does not meet face-to-face, an online assignment is due to reflect upon and apply course content and resources. These activities will cover assigned readings, online modules, online activities, and handouts. Online assignments will be given in various formats and will involve some form of choice in how the assignment is completed. **Online assignments (when replacing face-to-face class) are due on the day of class by 11:59 p.m. Due dates and times are noted in the course schedule.** It is highly suggested to complete these assignments on time, as the content will be applied to major course assignments and/or discussed in face-to-face class sessions. Online assignments are subject to the policy on late assignment submissions. Details will be posted on Canvas for all online assignments. Candidate Dispositions Addressed: *Reflection, Critical Thinking, Professional Ethics, Collaboration, Valuing Diversity.*

MAJOR ASSIGNMENTS (Full assignment descriptions and rubrics will be on Canvas)

1. **Assistive Technology Assignment (30 points): Specific details, instructions, and prompts will be discussed in class and posted on Canvas/Google drive.**
In general, candidates will complete the following activities:
 - a. Research assistive technology resources and procedures in their district and briefly report on their findings.
 - b. Referring to course resources, describe and reflect upon their use of various forms of assistive technology in their classrooms/field placements.

- c. Review the Wisconsin Assistive Technology Initiative (WATI) assessment guides. Selecting one student and one AT area, candidates will complete a brief AT assessment.
2. **Collaborative Unit Plan (75 points total)**: Candidates will work collaboratively in groups to develop a comprehensive unit plan, adapting general education content for students with moderate to severe disabilities. Identifying a small group of students with various learning needs (e.g., academic and functional goals, verbal and non-verbal communication skills, etc.), candidates will develop an integrated unit plan that addresses the following goal areas: reading/writing, another academic area of choice (e.g., social studies, science, or math), communication, and social skills. One lesson plan in the unit will focus on peer-mediated strategies for grade-level peers without disabilities. Candidates will write a series of lesson plans, modifying grade-level content standards and curricula to meet the individualized needs of students in their settings, as indicated by their IEP goals. Candidates will also develop adapted materials to accompany the lessons. **Note: While it is not required to implement the lessons and/or unit, it is highly recommended to align this assignment with fieldwork requirements. In-depth requirements for this project will be discussed in class and posted on Canvas/Google drive.**
3. **Functional Communication Training Plan (3 parts; 120 points total)**. Candidates will select a target student in their classroom who demonstrates challenging behaviors as a result of communication needs. Candidates will complete a functional communication training plan to assess the function of the behavior, determine appropriate interventions and AT/AAC, implement interventions, and monitor students' 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 (40 points)**. Candidates 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 points)**. Using resources and evidence-based practices discussed in class, candidates 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. Candidates will implement the plans and record daily progress monitoring data for at least two weeks. Candidates 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 points)**. Candidates will reflect on their training plan, recorded data/outcomes, and next steps for the plan. Questions to consider and organization of the

reflection will be provided in class. **NOTE: This assignment cannot be made up if absent, unless excused per university policy.**

Extra Credit Opportunity: Various Choices (up to 15 points). One extra credit assignment is available to complete. This assignment is especially to help provide “cushion” if candidates have an unexcused absence. **NOTE: This assignment may not replace any major course assignments (i.e., assistive technology reflection, functional communication training plan, or unit plan).** The instructor will not provide extra credit points if any of these assignments are missing. See Canvas for choices available for extra credit.

Assignment Schedule and Grading:

Due Date	Learning Outcomes	Assignment/Activity	Points
Variable	1-6	In-Class Activities and Participation	50
Variable	1-6	Online Assignments	75
02/18/20	1, 3, 4	Assistive Technology Assignment	30
03/08/20	1-6	Collaborative Unit Plan Peer Mediated Instruction Lesson Plan	50 25
04/13/20	1-6	Functional Communication Training Plan Part 1	40
05/11/20	1-6	FCT Part 2	60
05/11/20	1-6	FCT Part 3 (In-Class)	20
			Total: 350

University Policies: University Policies are available for review:

http://www.csufresno.edu/academics/documents/RequiredSyllabusPolicyStatements_001.doc

Plagiarism Detection:

The campus subscribes to Turnitin and the SafeAssign plagiarism prevention service through Canvas, and you will need to submit written assignments to Turnitin/SafeAssign. 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/SafeAssign Originality Reports will be available for your viewing.

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).

Honor Code:

“Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Cheating and Plagiarism:

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Note: The following examples of Cheating are intended to be representative, but not all inclusive.

Seeking Unfair Advantage to Oneself for Papers/Reports

- Copying the work of other students in whole or in part and submitting it as your own.
- Submitting a report purchased from a commercial service selling research/term papers.
- Hiring a ghost writer to compose a paper for you.
- Claiming an assigned share of a team report, toward which insufficient or no contribution was made.
- **Lying about the reason for not submitting a report on time.**
- **Pretending to have submitted a paper to an instructor.**
- Stealing another student's report and submitting it as one's own work.
- **Submitting the same term paper to two or more different instructors for credit in their courses, without their prior permission.**

- Other similar activities

Computers:

"At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services or the University Bookstore (<http://www.kennelbookstore.com>). In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior:

"The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Copyright Policy:

Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its Copyright Web Page <http://www.fresnostate.edu/home/about/copyright.html>

Technology Innovations for Learning & Teaching (TILT) course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no

responsibility for individuals who improperly use copyrighted material placed on the web site.

For free tutoring on campus, contact the Learning Center

(<http://fresnostate.edu/studentaffairs/lrc>) in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at 559.278.3052.

Our campus has developed SupportNet (<http://fresnostate.edu/studentaffairs/lrc/supportnet>) to connect students with specific campus resources promoting academic success. Students may be referred to it if you believe they need the services provided by SupportNet to succeed in your course.

STUDENT HANDBOOK

Information on student rights, responsibilities, academic honesty, etc., can be found on the Fresno State Student Handbook web page. The web page is located at:

<http://www.fresnostate.edu/studentaffairs/division/general/studenthandbook/>

SPED 247 COURSE OUTLINE

NOTE: This syllabus and schedule are subject to change

Session	Topics and In-Class Activities	Required Readings <u>Before</u> Attending Class Articles and other resources posted on Canvas	Assignments Due
Week 1 01/20 (MLK) ONLINE No face-to-face (F2F) class	Introduction/Syllabus Assistive Technology <ul style="list-style-type: none"> • Devices and Services • Considerations • Implementation 	<ol style="list-style-type: none"> 1. IRIS Module: Assistive Technology 2. AT in Action: Meet Jean 3. AT in Action: Meet Elle 	Create AFIRM Module accounts Online Assignment due Monday, 01/27 by 4:00 p.m.
Week 2 01/27	Introduction/Syllabus Communication and Social Supports <ul style="list-style-type: none"> • Importance/Foundations Assistive Technology	<ol style="list-style-type: none"> 1. Info Brief: Five reasons why presuming competence is always a good idea 2. Info Brief: Challenging Behavior as Communication. 	Online assignment from Week 1 due by 4:00 p.m. Begin Assistive Technology Assignment
Week 3 02/03	Inclusive education <ul style="list-style-type: none"> • Access to general education • Adapting materials and instruction AT Assignment/Collaborative Unit Plans	<ol style="list-style-type: none"> 1. Kurth (2013): A unit-based approach to adaptations in inclusive classrooms 2. Pick ONE Mini-Film to Watch: <ol style="list-style-type: none"> a. Mini-Film Thasya. b. Mini-Film Axel. 	In-Class Activity <u>Bring Headphones</u> Continue AT Assignment

Session	Topics and In-Class Activities	Required Readings Before Attending Class Articles and other resources posted on Canvas	Assignments Due
Week 4 02/10 ONLINE No F2F class	Inclusive education <ul style="list-style-type: none"> • Access to general education • AT/AAC 	<ol style="list-style-type: none"> 1. Info Brief: Augmentative and Alternative Communication 2. Carnahan, Williamson, Hollingshead, and Israel (2012): Using technology to support balanced literacy for students with significant disabilities. 	Online assignment due by 11:59 p.m. Continue AT Assignment
Week 5 02/17 (President's day) ONLINE No F2F class	Inclusive education <ul style="list-style-type: none"> • Access to general education • Adapting instruction • Peer mediated strategies 	<ol style="list-style-type: none"> 1. Peer Mediated Instruction and Intervention Pick one section <ol style="list-style-type: none"> a. Early Childhood: Read Description and Steps for Early Childhood Implementation b. Elementary, Middle, and High School: Read Description and Steps for Elementary, Middle, and High School Implementation (scroll down past Early Childhood) 2. Carter et al. (2015): Promoting inclusion, social connections, and learning through peer support arrangements 	Online Assignment due Tuesday, 2/18 by 11:59 p.m. Final draft of AT assignment due Tuesday, 2/18 by 11:59 p.m.
Week 6 02/24	Inclusive education <ul style="list-style-type: none"> • Access to general education • Adapting instruction • Peer mediated strategies 	No new readings; Review weeks 3-5	In-Class Activity

Session	Topics and In-Class Activities	Required Readings Before Attending Class Articles and other resources posted on Canvas	Assignments Due
Week 7 03/02 ONLINE No F2F class	Inclusive education <ul style="list-style-type: none"> • Access to general education • Adapting instruction • Peer mediated strategies 	Review readings/resources from previous weeks	Collaborative Unit Plans due Sunday, 03/08 by 11:59 p.m.
Week 8 03/09	Functional Communication Training <ul style="list-style-type: none"> • Behavior as communication • Communication assessment 	AFIRM Module: Functional Communication Training (1.5-2 hours)	In-Class Activity Identify student for FCT
Week 9 03/16 ONLINE No F2F class	Communication and Behavior <ul style="list-style-type: none"> • Antecedent-based Interventions 	AFIRM Module: Antecedent-based Intervention (1.5-2 hours)	Online Assignment due by 11:59 p.m. Scaffold FCT
Week 10 03/23	Systematic Instruction <ul style="list-style-type: none"> • Antecedent-based Interventions • Naturalistic intervention • Visual supports • ABC Data Collection FCT Part 1	<ol style="list-style-type: none"> 1. Video: CAP on Naturalistic Teaching strategies (7:45). 2. Video: Incidental teaching (5:00). Describes and demonstrates the steps for incidental teaching in play-based activities with young children/elementary age. 3. Video: Incidental teaching (7:17). Describes and demonstrates steps for incidental teaching in classroom and academic activities. 4. AFIRM Module Visual supports (Lesson 2 Only) 	In-Class Activity Scaffold FCT: Baseline data collection

Session	Topics and In-Class Activities	Required Readings <u>Before</u> Attending Class Articles and other resources posted on Canvas	Assignments Due
Week 11 03/30 ONLINE No F2F class	Systematic Instruction <ul style="list-style-type: none"> • Prompting • Errorless learning • Least-to-most • Graduated guidance 	Various options for required readings (See Canvas)	Online Assignment due by 11:59 p.m.
Character and Civic Education Conference Friday, April 3, 2020 Fresno Convention Center Required for all student teachers			
Spring Break April 6-10 Relax, but also work on assignments			
Week 12 04/13	Functional Communication Training Systematic Instruction FCT Part 2: EBPs, AT/AAC, Intervention Steps, Prompting (Phase 1), opportunities to teach behavior	No new readings	FCT Part 1 due by 4:00 p.m. Include draft of IEP goals, that can be revised during class. Be prepared with a draft of FCT Part 2, Section 1 (EBPs and AT/AAC).

Session	Topics and In-Class Activities	Required Readings <u>Before</u> Attending Class Articles and other resources posted on Canvas	Assignments Due
Week 13 04/20 ONLINE No F2F class	Functional Communication Training Systematic Instruction Individual Appointments encouraged if you have questions about assignments	Review readings/resources	Implement FCT Intervention Collect progress monitoring data
Week 14 04/27	Functional Communication Training FCT Part 2: Prompt fade plan, generalization, overview of discussion	Weiss and Knoster (2008): It may be non-aversive, but is it a positive approach? (on Canvas)	In-Class Activity Implement FCT Intervention
Week 15 05/04 ONLINE No F2F class	Functional Communication Training Systematic Instruction Individual Appointments encouraged if you have questions about assignments	Review readings/resources	Implement FCT Intervention Collect progress monitoring data
<p>César Chávez Conference (Extra Credit Opportunity) Saturday, May 2nd On Campus—See announcements for more details</p>			

Session	Topics and In-Class Activities	Required Readings <u>Before</u> Attending Class Articles and other resources posted on Canvas	Assignments Due
Finals Week 05/11 Yes, we meet face-to-face (those darn Monday holidays...)	FCT Part 3: In-Class Discussion Note: <u>Class meeting location will change. Class time may be combined with SPED 219. Check announcements.</u> Attendance is mandatory . Only excused absences per university policy will be accepted. Unexcused absences will result in one full letter grade deduction.		FCT Part 2 due by 4:00 p.m. FCT Part 3: In-class Discussion NOTE: This assignment cannot be made up if absent, unless excused per university policy.
Extra Credit Opportunity due May 17, 2020 by 11:59 p.m. ALL ASSIGNMENTS and RE-SUBMISSIONS DUE. No late assignments will be accepted after Sunday, May 17, 2020 by 11:59 p.m.			