



SPED 146

ASSESSMENT AND INSTRUCTION FOR STUDENTS WITH MODERATE-SEVERE DISABILITIES

Semester:
Credit: 3.0 units
Day and Time:
Location:
Department Office:

Instructor:
Office:
Email:
Phone:
Office Hours:

Requirements:

1. Admission to the Moderate-Severe Disabilities Credential Program and satisfactory completion of all required courses.
2. Concurrent enrollment in SPED 145 and practicum SPED 172.

Course Description:

This course addresses the ecological assessment process, student, family-centered, and culturally responsive assessment, as well as activity and curriculum-based assessment processes. It focuses on general education standards-references 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 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 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.

Required Texts:

- Browder, D.M. & Spooner, F. (2006). *Teaching language arts, math, and science to students with significant cognitive disabilities*. Baltimore: Paul H. Brookes.
- Gargiulo, R., Metcalf, D., (2010). *Teaching in Today's Inclusive Classrooms*. Belmont, CA: Wadsworth.

Additional Required Reading:

- 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.
- 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 <https://zimmer.csufresno.edu/csuf/index.html>. Internet accounts are **available for a modest fee** at <http://www.fresno.com/cvonline/cvip.html>

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), 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

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

TPEs: 1,2,4,9

The candidate will:

- 1) demonstrate knowledge of the ecological assessment process to identify educational goals associated with 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 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.

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. Keep audible communication devices (cell phones, pagers, IPODs, and other portable media players) turned off during class.
2. Use of laptops, computers, and/or PDAs is permitted only for SPED 240 note-taking or student presentations.
3. Obtain advanced permission from the instructor for visitors.

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. **Two unexcused absences or tardies are allowed for the semester**
 - b. **Any unexcused absence or tardy above two will result in a one letter grade drop per occurrence.**
 - c. **School meetings, and IEP meetings must be scheduled on days other than day of class.**
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. The instructor does not keep copies beyond the class session in which these were given.
 - b. Submit all assignments by the beginning of the following session.

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 each student's own work.
3. All assignments must be completed independent/individually, except where otherwise indicated.
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 in paper copy and 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.
 - 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 assignments are due in paper copy before the end of the class session on the date the assignment is due to be eligible to receive full credit/points. 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. Any assignment submitted late (after the class session in which it is due) will receive, at a maximum, the number of points to equal a grade no higher than a “B”. Any assignments submitted after one week past their due date will **receive no more than 50% of points possible**. Exceptions will be made only for excused/authorized absences. **Do NOT email assignments unless requested by the instructor.**

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).”

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

You will be required to complete an IEP matrix for one of your students and their IEP goals, across school environments and/or curricular domains. This tool will then be able to help you identify what environments/domains to conduct ecological and activity-based assessments in, and subsequently implement plans of systematic instruction. IEP matrix example posted on BB.

You IEP Matrix will be graded according to the following point allocation:

- Five activities present that tie to grade level classroom: 5 points
- At least four measurable IEP goals listed: 5 points
- Goals and Activities thoughtfully tied together: 8 points
- Well Organized: 2 points

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

2) Ecological and activity-based Inventories

Ecological and activity-based assessment tools provide alternatives to using standard and norm-referenced assessments to gain information about student skills and performance. You will use 2 different tools to assess students’ skills and performance in a variety of classroom and school contexts, as well as curricular domains. Based on your assessments, you will identify skill in need of instruction and then develop 2 plans of systematic instruction, as well as plans for student support/access. Ecological assessment tools are covered in class and posted on BB.

You Ecological Inventories will be graded according to the following point allocation:

- Domain, Environment, Subenvironment, Activity selected for measurement: 4 points
- Skill Analysis correctly broken down for activity/Domains listed: 5 points
- Accommodations listed that tie to Skill Analysis: 5 points
- Items for instruction specified: 5 points
- Well organized, thought out, and easy to understand: 6 points

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

3) Participation Plan

You will be required to complete a participation plan for one of your students. The plan will show how the teacher will provide information to the student and how the student will participate in the different settings and situations found in a general education classroom or a special education classroom setup with a grade level appropriate daily schedule. The plan will be specific to the needs of the student while staying true to the requirements of the setting or activity. Participation plan examples and templates are posted on BB.

You Participation Plan will be graded according to the following point allocation:

- At least five general education or grade level activities listed: 3 points
- Detailed descriptions of how to provide student with information for each activity: 5 points
- Detailed descriptions of how to keep student engaged within each activity: 5 points
- Detailed descriptions of how student participates in each activity: 5 points
- Well organized and easy to understand: 2 points

4) Instructional Plans

You will write two instructional plans over the course of the semester. One will be activity-based and one based on academic curriculum. The other two will be based on the student need/assessment results. For this assignment you will be expected to identify individual goals/learning outcomes for a student, methods of baseline data collection about their current performance in the goal area, and write a plan of systematic instruction according to the method that we learn in class. You will need to include a method of data collection on student progress with the instructional plan, and demonstrate your consideration of natural environments when developing instruction, as well as opportunities for students to generalize their learning across multiple environments. You will have the opportunity to revise each of your IPs and will also be required to implement them after revision. Templates for academic and activity-based IPs are posted on BB.

You IPs will be graded according to the following point allocation:

- Summary of assessment information: 3 points
- Objective: 5 points
- Instructional strategies/directions for implementation: 10 points
- System for tracking student progress: 10 points
- User-friendly format: 2 points
- Implementation: 2 points
- Data collection: 3 points

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

5) Review of current research

You will identify one area of teaching practice that you would like to gain a more in-depth knowledge about by reading and reviewing four (4) current, peer-reviewed, research-based journals articles. You will summarize why you chose to focus on the area of practice that you did. Your article reviews/summaries will follow a format that we will go over together in class. You will present your summary of the research electronically to the rest of the class at the end of the semester, as well as turn in a written copy of your four reviews with a synthesis that links them.

You IPs will be graded according to the following point allocation:

- Introduction: 4 points
- Purpose, participants, and methods for each article: 8 points
- Procedure and validity for each article: 8 points
- Article results and personal reflection: 12 points
- Peer review of two other research reviews: 8 points

PS: 2,3,12,13

Grading determined as follows:	Points Possible	Due Date
IEP Matrix 10%	20	
Participation Plan 10%	20	
Ecological assessments (2): 25%	50	
Instructional Plans (2): 35%	70	
Research review: 20%	40	

SPED 146 - COURSE OUTLINE

This syllabus and schedule are subject to change in the event of extenuating circumstances

Date	Topic	Readings Due	Assignments Due
Week 1	<ol style="list-style-type: none"> 1. Course Introduction 2. Access for students with disabilities to state grade level standards 3. IEP Matrix 		
Week 2	<ol style="list-style-type: none"> 1. Reading Review 2. Functional Vs. Foundational 3. Universal Design for Learning Project 	<p>Browder, D.M., Wakeman, S.Y., Flowers, C., Rickelman, R.J., Pugalee, D., & Karvonen, M. (2007). Creating access to the general curriculum with links to grade-level content for students with significant cognitive disabilities: An explication of the concept. <i>The Journal of Special Education</i>, 4(1), 2-16.</p> <p>Eichinger, J., Downing, J.E., & Hicks, S. J. (2005). Instruction in the general education environment. In J. Downing, Ed., <i>Including Students with Severe and Multiple Disabilities in Typical Classrooms</i>. Baltimore: Paul H. Brookes. (on BB site)</p>	IEP Matrix
Week 3	<ol style="list-style-type: none"> 1. Reading Review 2. Ecological Assessments 3. Ecological Inventory Activities 	<p>Snell, M., & Brown, F. (2006) Chp. 3: Meaningful assessment 67-105</p>	
Week 4	<ol style="list-style-type: none"> 1. Reading Quiz 2. Ecological Inventory Followup 3. Activity-based assessment and Participation plans 	<p>Turnbull, H.R., Turnbull, A., Wehmeyer, M.L., & Park, J. (2003). A quality of life framework for special education outcomes. <i>Remedial and Special Education</i>, 24(2), 67-74. (available through the library's electronic journal list)</p>	<p>Ecological Domain Inventory</p> <p>Ecological Skill Sequence Inventory</p>
Week 5	<ol style="list-style-type: none"> 1. Reading Activity 2. Peer Critic of Participation Plan 3. Using assessment to identify individual learning in group instruction 4. Revision of Ecological inventory 	<p>Ford, A., Davern, L., & Schnorr, R. (2001). Learners with significant disabilities: Curricular relevance in an era of standards-based reform. <i>Remedial and Special Education</i>, 22(4), 214-222. (available through the library's electronic journal list)</p> <p>Overton, T. (2004). Promoting Academic Success Through Environmental Assessment. <i>Intervention in School and Clinic</i>, 39 (3), 147-153</p>	Participation Plan

Week 6	<ol style="list-style-type: none"> 1. Reading Activity 2. Review Participation Plans 3. Systematic Instruction: Activity-Based Instructional Plans 	<p>Snell, M. & Brown, F., (2006). Chp. 4: Designing and implementing instructional plans</p>	Ecological Inventory Revisions (If Needed)
Week 7	<ol style="list-style-type: none"> 1. Activity Based Instructional Plan Peer Review 2. Academically-Based Instructional Plan 3. Class Project Based on Reading 	<p>Gee, K. (2004). Developing curriculum and instruction. In F.P.Orelove, D. Sobsey, & R.K. Silberman (Eds.), <i>Educating Children with Multiple Disabilities: A Collaborative Approach</i>, 67-114.</p> <p>Halvorsen, A.T. & Neary, T. (2009). Building inclusive schools: Tools and strategies for success. Upper Saddle River, NJ: Pearson. Chp. 4: Systematic instruction in inclusive classrooms (available on BB site)</p>	Activity Based Instructional Plan Due
Week 8	<ol style="list-style-type: none"> 1. Reading Quiz 2. Activity Based Instructional Plan Progress Report (Teacher Done) 3. Activity and Academically Based Instructional Plan Group Revisions 	<p>Ward, T., Van De Mark, C.A., & Ryndak, D.L., (2006). Balanced literacy classrooms and embedded instruction for students with severe disabilities: Literacy for all in the age of school reform. In Browder, D.M, & Spooner, F. (Eds.), <i>Teaching Language Arts, Math, and Science to Students with Significant Cognitive Disabilities</i>, Baltimore: Paul H. Brookes.</p>	Academically Based Instructional Plan Due
Week 9	<ol style="list-style-type: none"> 1. Reading Activity 2. Academic Curriculum and instruction: Literacy 3. Literacy Instruction Activity 	<p>Browder, D.M., Mims, P.J., Spooner, F., Ahlgrim-Delzell, L., & Lee, A. (2008). Teaching elementary students with multiple disabilities to participate in shared stories. <i>Research and Practice for Persons with Severe Disabilities</i>, 33(1), 3-12. (available through the library's electronic journal list)</p> <p>Ward, T., Van De Mark, C.A., & Ryndak, D.L., (2006). Balanced literacy classrooms and embedded instruction for students with severe disabilities: Literacy for all in the age of school reform. In Browder, D.M, & Spooner, F. (Eds.), <i>Teaching Language Arts, Math, and Science to Students with Significant Cognitive Disabilities</i>, Baltimore: Paul H. Brookes.</p>	

Week 10	<ol style="list-style-type: none"> 1. Reading Activity 2. Academic Curriculum and Instruction: Math 3. Direct Instruction <p>Direct Instruction Lesson Plan Design</p>	Collins, B.C., Kleiner, H.L., & Land, L.E., (2006). Addressing math standards and functional math. In Browder, D.M., & Spooner, F. (Eds.), <i>Teaching Language Arts, Math, and Science to Students with Significant Cognitive Disabilities</i> , Baltimore: Paul H. Brookes	
Week 11	<ol style="list-style-type: none"> 1. Reading Activity 2. Curricular Accommodations and Modifications Lecture 3. IP Share Out 	<p>Part 1</p> <p>Udvari-Solner, A., Cautson-Theoharis, J., & York-Barr, J., (2004). Developing adaptations to promote participation in inclusive environments. . In F.P.Orelove, D. Sobsey, & R.K. Silberman (Eds.), <i>Educating Children with Multiple Disabilities: A Collaborative Approach</i>, 151-192.</p>	Activity Instructional Plan Due with Revisions and Proof of data collection as well as Para Conference Signature Include Reflection
Week 12	<ol style="list-style-type: none"> 1. Reading Quiz 2. Assistive Technology in k-12 education 3. IP Share Out 	<p>Part 2</p> <p>Udvari-Solner, A., Cautson-Theoharis, J., & York-Barr, J., (2004). Developing adaptations to promote participation in inclusive environments. . In F.P.Orelove, D. Sobsey, & R.K. Silberman (Eds.), <i>Educating Children with Multiple Disabilities: A Collaborative Approach</i>, 151-192.</p> <p>Gargiulo, R., Metcalf, D., (2010). Teaching in Today's Inclusive Classrooms. Belmont, CA: Wadsworth Chapter 6: Assistive Technologies</p>	Academic Instructional Plan Due with Revisions and Proof of data collection as well as Para Conference Signature Include Reflection
Week 13	<ol style="list-style-type: none"> 1. Research Lecture 2. Research Graphic Organizer 3. Research Database Practice 4. Research Review 		FINAL DAY FOR LATE WORK
Week 14	Catch-up:		Research Reviews Due (Posted on Blackboard)
Week 15	Catch-up:		Research Review Responses Due (Post on Blackboard and Hardcopy)

**** Please see Blackboard for a detailed description of each course assignment and the detailed Week-by-Week breakdown**