

UNIVERSITY OF WISCONSIN-EAU CLAIRE
DEPARTMENT OF SPECIAL EDUCATION
SPRING 2009

SPED 417/617 - CURRICULUM METHODS FOR STUDENTS WITH MODERATE OR SEVERE DISABILITIES

Instructor: Dr. J. Todd Stephens
Office: HSS 245, 836-4328
Email: stephej@uwec.edu
Office hours: By appointment

Meeting: January 26-May 11
Mondays, 6:00-8:45 p.m., HSS 226

Required Text: Snell, M. E. & Brown, F. (2006). *Instruction of Students with Severe Disabilities* (6th ed). Upper Saddle River, NJ: Prentice Hall.

Additional recent readings will be distributed in class or may be accessed electronically.



Course Description

This course is designed to provide the prospective teacher of students with moderate and severe cognitive disabilities with a basic knowledge concerning the learning characteristics of this student population, assessment strategies, curriculum development, program design, instructional strategies, material development, and community transition. Designing functional programming across home, school, community, and vocational environments to meet the needs of individual students will be the focus of this course.

UW-Eau Claire Liberal Education Learning Goals

- *Respect for Diversity Among People* – UW-Eau Claire students will develop skills and knowledge for living in a culturally pluralistic and globally interdependent world. (Behavior Plan, Abstracts)
- *Knowledge of Human Culture and the Natural World* – UW-Eau Claire students will demonstrate a depth of knowledge about human culture and/or about the natural world. (Ecological assessment, instructional plans)
- *Creative and Critical Thinking* – UW-Eau Claire students will develop creative thinking skills that include creative expression and/or creative approaches to problem posing and problem solving. (Ecological assessment, instructional plans, generalization plan, abstracts, in class activities)
- *Effective Communication* – UW-Eau Claire students will write, read, speak, and listen effectively including application to civic and discipline specific contexts. Communicating effectively includes effective team work. (Ecological assessment, instructional plans, generalization plan, abstracts, in class activities)
- *Individual and Social Responsibility* – UW-Eau Claire students will develop skills and values for ethical reasoning and life-long learning and connect their knowledge and skills to social

and civic contexts. (Ecological assessment, instructional plans, generalization plan, abstracts, in class activities)

Definition of Collaborative Leadership

- *Collaborative leadership* is the intentional and skillful management of relationships that enables others to succeed individually while accomplishing a collective outcome.
- *Collaborative leaders* ably facilitate the involvement of two or more people in a group working toward a shared outcome in a manner that reflects collective ownership, authorship, use, or responsibility.
- *Collaboration is not the outcome or goal. Collaborations are processes* that, when successful, align people's actions to accomplish a goal or solve a problem.
- *Collaborative leaders possess knowledge, skills, and dispositions* that enable them to carry out leaderful actions such as optimizing assets, seeking new solutions, sustaining focus, promoting trust, or setting and monitoring goals and progress.

Wisconsin Teaching Standards

To receive a license to teach in Wisconsin, an applicant shall complete an approved program and **demonstrate proficient performance in the knowledge, skills and dispositions** under all of the following standards:

1. The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of **subject matter** meaningful for pupils.
2. The teacher understands how children with **broad ranges of ability** learn and provides instruction that supports their intellectual, social, and personal development.
3. The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can **adapt instruction to meet the diverse needs of pupils**, including those with disabilities and exceptionalities.
4. The teacher understands and uses a **variety of instructional strategies**, including the use of technology to encourage children's development of critical thinking, problem solving, and performance skills.
5. The teacher uses an understanding of **individual and group motivation** and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. The teacher uses effective **verbal and nonverbal communication** techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The teacher **organizes and plans systematic instruction** based upon knowledge of subject matter, pupils, the community, and curriculum goals.
8. The teacher understands and uses **formal and informal assessment** strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
9. The teacher is a **reflective practitioner** who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community and others who actively seeks out opportunities to grow professionally.
10. The teacher **fosters relationships** with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness, and in an ethical manner.

Course Objectives:

Objective	WTS	Artifact
1. Students will identify appropriate assessment strategies for people with moderate or severe cognitive disabilities.	8	Ecological assessment
2. Students will describe and define appropriate learner considerations for students with moderate or severe cognitive disabilities.	2, 3	Ecological assessment, abstract, test
3. Students will list and discuss issues important to provision of services for people with moderate or severe cognitive disabilities.	1	Artifact, test
4. Students will consider and plan for critical aspects of the educational environment, including community-based considerations.	5, 7	Abstract, test
5. Students will develop age and skill appropriate curriculum materials for persons with moderate or severe cognitive disabilities.	6, 7, 8	Ecological assessment, instructional plan, generalization plan, video
6. Students will select and adapt educational materials for persons with moderate or severe disabilities.	3, 4, 7	Ecological assessment, instructional plan, generalization plan, video
7. Students will design and implement instructional program plans appropriate for students with moderate or severe disabilities.	3, 4, 7	Ecological assessment, instructional plan, generalization plan, video
8. Students will read and synthesize relevant information from professional journals.	9	Abstracts

Course Requirements

1. Ecological Assessment – 2 @ 25 points each (Due May 11)
 - a. Use format discussed in class and readings
 - b. Choose one routine or activity and the related skills from vocational, home, community, school or recreation/leisure domains
 - c. Conduct an actual ecological assessment for a student. Include a discrepancy analysis.
2. Instructional Program Plans (2) – 25 points each (Due May 11)

Requirements:

 - Program plan must include the following components:
 - Instructional objective (conditions, behavior, criteria)
 - Target student/students (general description)
 - Student characteristics that assist learning process
 - Student characteristics that hinder learning process
 - Training time and setting
 - Rationale for selecting target behavior
 - REAL baseline data on current level of functioning
 - DETAILED description of teaching procedures (HOW you are going to teach - e.g., environmental cues, prompts, fading, shaping, chaining)
 - Error correction procedures

- Reinforcement/motivation strategies
 - Adaptations for physical or sensory limitation: where no adaptations are necessary, provide BRIEF rationale for your decision
 - Data collection procedures
 - SUGGESTION!! Use a learner from your field placement or classroom as a model; hopefully, having a real person in mind while completing your plans facilitates meaningful application
 - Submit TYPED program plan
 - Be prepared to conduct and/or discuss at least one of your instructional program plans at a scheduled time; present program as though you are teaching the lesson to a student/group of students; open your presentation with a description of (a) the activity's objective, (b) the rationale for teaching the skill, (c) the target students, (d) your reinforcement/motivation strategies, and (e) your plans for generalization and maintenance
 - Scheduled presentations will occur across several time periods towards the end of the semester if time allows
3. Generalization Program Plan – 25 points (Due May 11)
Target one skill relevant to the needs of persons with moderate or severe disabilities and develop a generalization plan.
4. Abstracts (5) – 10 points each
Due (See dates listed below):
- Abstract #1 – March 9, Functional Academics
 - Abstract #2 – March 30, Self Care or Home and Community Skills
 - Abstract #3 – April 6, Positive Behavior Supports or Peer Relationship Skills
 - Abstract #4 – April 20, Communication Skills
 - Abstract #5 – April 27, Voc/Transition
- Requirements:
- Abstract must be written in current APA format
 - Must meet the following criteria:
 - Recent reference (1991 to present)
 - Emphasizes people with moderate or severe disabilities
 - Article addresses research study, not position paper or review of the literature (if in doubt, discuss your choice of article with instructor in advance for clarification)
 - Article from a professional journal (e.g., Exceptional Children, Focus on Autism and Other Developmental Disabilities, Education and Training in Developmental Disabilities, American Journal on Mental Retardation, Journal of Special Education, Remedial and Special Education)
 - Copy of article is to be attached to your abstract
 - First abstract may be resubmitted for additional points
5. Video Application of Selected Instructional Technique – 50 points
Students will select two instructional strategies (e.g., system of least prompts) and videotape the use of these with a team member. A data collection sheet must be developed for each strategy. (Due May 11)
6. Graduate Project – 50 points (Due May 11)
Individually agreed-upon project intended to assist student in dealing with on-the-job challenges or issues and areas of professional interests as related to the general course

content/modules. Completed project is to be original for this course, developed during the current semester, and represent graduate-level work.

- Proposal is to include one-two pages which outline the following items:
 - Description of the importance of the project
 - Project goals and objectives
 - Detailed plan of operation (sequence of tasks/activities you will follow to complete project)
 - Evaluation plan (including criteria for project evaluation)
 - Needed resources
- Literature review of at least three recent articles (1991 to present) from a variety of sources, including one internet reference
- Topic specific to the needs of students with moderate or severe disabilities in educational settings
- Objectives stated in terms of outcome
- This may incorporate content from previous requirements

Course Grading Policy and Grades

Examinations (100 pts. each)	200 pts.
Ecological Assessments (25 pts. each)	50 pts.
Instructional Plans (25 pts. each)	50 pts.
Abstracts (10 pts. each)	50 pts.
Generalization Plan	25 pts.
Instructional Video	<u>50 pts.</u>
Total Undergraduate	425 pts.
Graduate Project	<u>50 pts.</u>
Total Graduate	475 pts.

Grading Policy

The following criteria will be used to determine the grade earned by each **undergraduate** student:

- 94% and above of the total points = A
- 90-93% of the total points = A-
- 85-89% of the total points = B
- 80-84% of the total points = B-
- 74-79% of the total points = C
- 69-73% of the total points = D
- Less than 69% of the total points = F

The following criteria will be used to determine the grade earned by each **graduate** student:

- 94% and above of the total points = A
- 84-93% of the total points = B
- 74-83% of the total points = C
- 64-73% of the total points = D
- Less than 63% of the total points = F

Attendance and Participation

Attendance and participation in class discussion and activities are expected.

Any person requesting absence from class because of religious observance should notify the course instructor within the first two weeks of class. Assignments or exams may be done at another time without any penalty.

The instructor reserves the right to change these course requirements or course outline as deemed necessary.

PLEASE NOTE: Two absences will result in lowering of earned semester grade by one full letter.

Course Schedule

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
1/26	Introduction, syllabus review, and definition and learner characteristics Pre organizers, learning/teaching group formation. Identification of placement options. Education and family considerations for students with pronounced needs	1, 2
2/2	Meaningful assessment	3
2/9	Instructional strategies	4 (e-reserve)
2/16	Instructional strategies (cont.)	4 (e-reserve)
2/23	Generalization planning	
3/2	Measurement and evaluation of learning	5
3/9	Midterm (Abstract #1 for Chapter 13 due)	
3/16	Spring Break	
3/23	Functional academics/General curriculum access	13
3/30	Self-care skills, Home and community skills (Abstract #2 due)	9, 14
4/6	Positive behavior supports (Abstract #3 due)	6
4/13	Peer relationship skills	10
4/20	Nonsymbolic and functional communication skills (Abstract #4 due), Presentations	11, 12
4/27	Vocational preparation and transition (Abstract #5 due), Presentations	15
5/4	Presentations and reviews	
5/11	Final Exam	

Note: The instructor reserves the right to modify this schedule as necessary.

Bibliography

- Wolery, M., Jones Ault, M., & Doyle, P. (1992). *Teaching students with moderate to severe disabilities: Use of response prompting strategies*. White Plains, NY: Longman Publishing.
- Duker, P., Didden, R., & Sigafoos, J. (2004). *One-to-one training: Instructional procedures for learners with developmental disabilities*. Austin, TX: Pro-Ed.
- Best, S., Wolff-Heller, K., & Bigge, J. (2005). *Teaching individuals with physical or multiple disabilities (5th ed.)*. Upper Saddle River, NJ: Pearson.