California State University, Northridge
Department of Special Education

SPED 503 MME
Curriculum & Instruction
for Diverse Learners with Mild to Extensive Support Needs

INSTRUCTORS: Samantha Toews (She/Her)
MEETING TIME: 4:00 PM – 6:45 PM Wednesdays
MEETING LOCATION:
For In Person Classes: ED 1122
For Zoom Classes:
Zoom Link:
https://csun.zoom.us/j/82663154667?pwd=NWlsbVdUMkhEOXFYSjU3dXBTMHE0UT09
Meeting ID: 826 6315 4667
Passcode: CSUN
OFFICE HOURS: By appointment, please email me and we will set up a time.
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This is a **HYBRID** class. Please make note of the class location for each week

Week 1 -1/24 - Asynchronous
Week 2 - 1/31 – In Person in ED 1122
Week 3 - 2/7 - In Person in ED 1122
Week 4 - 2/14 - Asynchronous
Week 5 - 2/21 - In Person in ED 1122
Week 6 - 2/28 - Zoom
Week 7 - 3/6 - Zoom
Week 8 - 3/13 - Zoom
Spring Break
Week 9 - 3/27 - Zoom
Week 10 - 4/3 – In Person in ED 1122
Week 11 - 4/10 - Asynchronous
Week 12 - 4/17 - In Person in ED 1122
Week 13 - 4/24 - Zoom
Week 14 - 5/1 - Asynchronous
Week 15 - 5/8 - In Person in ED 1122
Week. 16 - 5/15 – Asynchronous -Final Exam

Course Format and Required Technology Resources
This course will be taught Hybrid, there are some sessions in person, some live on Zoom and some in an asynchronous format (see list above). All written assignments and exams in this course will be completed via Canvas. Some assignments and activities that have points associated with them will be completed live on Zoom or in person. To succeed in this course, you must have reliable access to a computer and internet connection. CSUN offers currently enrolled students the option to borrow devices such as computers and internet hotspots through its Device Loaner Program. CSUN also offers access to computer labs across campus for students, including at the University Student Union (USU).

College of Education Conceptual Framework

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to ***Excellence through Innovation***. We believe excellence includes the acquisition of professional knowledge, skills, and dispositions and is demonstrated by the growth and renewal of ethical and caring professionals - faculty, staff, candidates - and those they serve. Innovation occurs through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. To this end we continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic **excellence** in the acquisition of professional knowledge and skills.
- We value the use of **evidence** for the purposes of monitoring candidate growth, determining the impact of our programs, and informing ongoing program and unit renewal. To this end we foster a culture of evidence.
- We value ethical practice and what it means to become **ethical and caring professionals**.
- We value **collaborative partnerships** within the College of Education as well as across disciplines with other CSUN faculty, P-12 faculty, and other members of regional and national educational and service communities.
- We value diversity in styles of practice and are united in a dedication to acknowledging, learning about, and addressing the varied strengths, interests, and needs of **communities of diverse learners**.
- We value **creative and reflective thinking** and practice.

Course Description

Prerequisites: Restricted to candidates admitted to the Education Specialist Credential Program, the Dual Single Subject/Education Specialist Credential Program, the ITEP program, or the Master of Arts (MA) degree in Educational Therapy; Prerequisites for ITEP and Preliminary Education Specialist Credential Program: SPED 420 or SPED 541B, SPED 511, and EED 472, or EED 565M, or SED 525X. Pre/co requisites for Dual Single Subject/Preliminary Education Specialist Credential Program: SPED 420, SPED 511, and SED 525X

This course examines evidence-based models of curriculum and instruction across several core content areas (e.g., math, science, social studies, and language arts). Candidates demonstrate the ability to design universally designed lessons using the components of Universal Design for Learning (UDL) and create individualized curricular and instructional supports to meet the needs of learners with mild to extensive support needs. Emphasis is given to using assessment findings to guide instructional decisions. Finally, candidates demonstrate the ability to apply direct instruction and/or systematic instructional strategies when teaching new skills, tasks, and concepts.

Course Objectives

At the completion of this course, students will:

1. Discuss and explain challenges related to grading for learners on the “diploma” and “non-diploma” pathway curricula;

2. Discuss and explain the legal definitions of accommodations and modifications, especially as they relate to (a) state testing, and (b) supports listed in the IEP;

3. Research and discuss the evidence base for individualized instruction in math, writing and other content subjects for learners with mild to extensive support needs, including learners for whom English is not their first language;

4. Use Universal Design for Learning (UDL) to design and implement effective small-group and large-group instruction to meet the differentiated needs of diverse learners with mild to extensive support needs;

5. Discuss and demonstrate how to use direct instruction and systematic instructional strategies and when using these strategies are appropriate;

6. Task-analyze an academic skill/task in order to understand the underlying components of the skill/task and teach the skill/task systematically to promote mastery;

7. Incorporate the teaching of identified target communication, social, self-help, and academic skills into meaningful and age-appropriate activities in typical school, community, and vocational settings;

8. Incorporate alternative and augmentative communicative systems (AAC) to promote and support receptive and expressive language in school, community, and vocational settings;

9. Develop curricula and instructional plans to teach reading, writing, math, communication, and self-help skills to ensure students with mild to extensive support needs actively participate in typical and meaningful activities with classmates/coworkers without disabilities in school, community, and vocational settings;

10. Describe several study and independent learning skills designed to promote independence and mastery in learners with mild to extensive support needs, including learners for whom English is not their first language;

11. Identify and use a variety of learning strategies effective for increasing motivation, engagement and learning of diverse students with to extensive support needs;

12. Design and teach engaging evidence-based lesson plans for students with mild to extensive support needs including learners for whom English is not their first language, which use UDL and technology to facilitate academic growth, and which utilize a variety of grouping practices and instructional strategies to engage students in math, writing or content area instruction.

Statement on Equity in SPED 503: I strive to maintain a climate for all participants in this class that is free of all forms of discrimination and harassment based upon race, ethnicity, religion, national origin, physical or mental abilities, age, marital status, sexual orientation, gender identity, or status as a U.S. veteran. Any student who has concerns with inappropriate behavior in the course should contact me as soon as possible to correct and enhance the student experience.

Students with Young Children:
I understand that managing work, school, and childcare responsibilities poses a significant challenge to some students. For WIC on campus please see https://www.csun.edu/wellbeing/wic-program

Students with Disabilities:
Students with disabilities must register with the Disability Resources and Educational Services (DRES) and complete a services agreement each semester or the National Center on Deafness (NCOD). Staff will verify the existence of a disability based on the documentation provided and will approve accommodations. More importantly, I strive to make my teaching and course materials as broadly accessible as possible, according to the principles of Universal Design for Learning. I appreciate all honest and respectful feedback from students regarding the accessibility of my course (materials, pedagogy, and ways to demonstrate learning). Please communicate with me in person or via email regarding any accommodations or supports that you know are helpful. I am not only committed to providing equal access as required by federal law, but also am interested in developing strategies for your success in this course.

Academic and Technical Resources:
Oviatt Library for browsing of books, articles, media and additional academic resources.
Learning Resource Center offers tutoring, a writing center, & more.
CSUN Information Technology (IT) for technology support with Canvas and software related issues. Their office is open for calls/chat M-F from 8am-5pm PST.
CSUN's Accessibility Policy for more information on CSUN's goal to ensure that campus communication and information technology is accessible to everyone.

Additional Campus and Community Resources
Campus Facilities
Oasis Wellness Center for a welcoming destination where students can find serenity and relaxation, including meditation, massages, and workshops focused on managing stress.
Klotz Student Health Center offering medical services, including Telehealth appointments.
Student Recreation Center (SRC) for exercise and leisure activity that promotes wellness.
Career Center for career, internship and job resources, resume writing, interview help & more.
USU for a variety of services including lactation space, veterans' resources, and more.
Associated Students providing programs designed to enhance the campus environment.
Financial Aid & Scholarships offers aid for applications.

Additional Resources
CSUN with A HEART for valuable information that will connect you to various resources regarding the basic needs of students in the CSUN campus community.
Food Pantry at CSUN providing food and toiletries for CSUN students in need.
University Counseling Center offering free short term counseling services to students, including individual counseling, crisis intervention, group and workshops, and more.
Pride Center The Pride Center supports lesbian, gay, bisexual, transgender, queer (LGBTQ) and questioning students, faculty and staff through programming and educational outreach to improve the campus climate for LGBTQ individuals as well as advocate for the respect and safety of all members of the campus community.
Office of Equity and Diversity supporting CSUN's commitment to maintaining an environment where no member of the campus community is subjected to any form of prohibited discrimination in any University program or activity.
Help lines (after hours when the University Counseling is closed) for numerous topics/needs including suicide, drug help, rape or sexual assault, other crisis or urgent concerns and more.
Emergency MataCare grants, one-time grants to prevent evictions, urgent childcare issues, etc.
DREAM Center: The EOP DREAM Center addresses the needs of undocumented students, members of mixed-status families, campus faculty and staff.

Veterans Resource Center: The VRC promotes the academic, personal and professional development of student veterans, reservists, members of the National Guard and their dependents through supportive services, resources and community building events.
Housing Instability Project: The goals and objectives behind the Housing Instability Project consists of: Identify and understand housing instability among CSUN students; Identify available resources to prevent housing instability and promote housing stability among CSUN students; Promote CSUN student awareness of and access to local resources that prevent, reduce or eliminate housing instability; Provide referral and linkage, to prevent, reduce or eliminate housing instability.

Attendance:
Attendance is expected. Students are responsible for all information presented in class. **There are 5 points associated with activities in each class session**. Please do not call the SPED department to report anticipated absences or late arrivals.

Zoom Cameras:
Per university policy, students are ENCOURAGED to remain on camera during class sessions, but are not required to unless they are a) presenting, b) participating in a breakout room activity, c) engaged in a role-play, c) demonstrating an instructional exhibit, or d) using ASL.

Workload:
The general rule is that you will spend 3 hours studying outside of class for every 1 unit you take; so, an average 3-unit class equals 9 hours of study time. This is a time-intensive class! Take this into consideration when determining how many classes to take. We encourage you to keep on top of the readings and assignments. Please work with student services if you need assistance with writing, time management, or other support services.

Academic Dishonesty:
Cheating and plagiarism will not be tolerated. All work must be original. You cannot copy material from texts, journal articles, or use examples provided in class (in assignments or on exams). Nor can you use another students' work. Cheating and/or plagiarism can result in disciplinary action (see course catalogue for more information).

Required Texts:
Medina, J. (2009). *Brain rules: 12 principles for surviving and thriving at work, home and school.* Seattle, WA: Pear Press.
http://www.brainrules.net/buy. There are links to the book in multiple formats at that site. This is a book you can buy to read on your iPad.

This book costs $15

Spencer, S. (2015). *Making the Common Core writing standards accessible through Universal Design for Learning*. Thousand Oaks, CA: Corwin Press.

This book costs $31

Additional Readings:
Additional readings will be posted on Canvas. Candidates are expected to read all readings (text and

posted materials) prior to class.

Course Assignments: *Detailed assignment guidelines with rubrics will be posted on Canvas and discussed in class.*

1. **UDL Reading Reflections (3 reflections X 10 pints each = 30 points total) *U1.7, u1.7*, U3.3)**
   You will have the opportunity to convey the major take aways from the reading in a method of your choice. You will identify three important Big Ideas from the assigned reading and use writing, illustration, poetry, audio or video recording, concept mapping, or any other method to express those ideas. The choice is yours! More detailed instructions available on Canvas.

2. **Unit Planning for Social Studies with a Writing Component (85 Points)**
   You will receive a general education unit plan for social studies. Using two student profiles (one student with mild to moderate and one student with extensive support needs) that will include formal and authentic assessment information. You will adapt the unit plan to include:
   - UDL components
   - An accessible writing assignment with at least 3 options for written expression or communication of ideas
   - Description of how to meet the needs of students in the class using direct/explicit and systematic instruction, including opportunities to embedded instruction
   - Identify assistive technology that would increase access for learners
   - Identify the accommodations and/or modifications that will be necessary to ensure access and comprehension of unit content
   - Create 2 UDL components or adaptations to go with the unit that support student access and comprehension

     *Time will be provided in class to begin work on this assignment in collaborative groups! We will walk through each of the steps together. This is not a group project. Even though you will get support from your peers, each person will tun in their own assignment.

3. **Educational Technology Standards Activity & Reflection (5 Points)**
   In this activity, students will explore internationally recognized educational technology standards and identify effective teaching strategies that align with them. A short reflection will connect the standard to classroom practice and propose one way to apply the strategy in future teaching.

4. **Math Task Analysis and Systematic Instructional Plan (60 Points)**
   Part 1 (30 points): You will design and create two task analysis to support two hypothetical students (Jerry and Shira) to work on their individual math goals. Time will be provided in class to plan and begin creation of the materials. Each student will submit their own task analysis and systematic instructional plan.

   Part 2 (20 points): You will create a data collection sheet to track student progress on their individual math goals and complete the data sheets with hypothetical data.

   Part 3 (10 points): You will create a video or complete and in-class demonstration of yourself using a form of systematic instruction to support a "student" to use your task analysis. Your "student" can be a real child, an adult friend, other student in the class, or an inanimate object. The goal is to practice the teaching structure.

5. In class Activities (12 in class activities X 5 points and 2 asynchronous classes X 10 points = 80 Points total)

In-class activities will occur throughout the semester. These activities will give you practice designing accessible instruction, implementing instructional strategies, creating daily schedules, using learner data to guide instructional design, and much more. During the last 10 minutes of each class session, you will complete an "exit ticket" that will ask you to share your favorite concept from class or "muddiest point"/question. You will need to be present in class to participate and receive credit for these activities. You are permitted to drop/skip two exit tickets without penalty. Reach out to me if you need to miss a class and I will work with you to identify an alternative to show accountability for course content.

COURSE EVALUATION

Assignment	**Due Date**	**Point Value**
In-Class Activities	During each class	Approx. 80 points (5 points for live classes 10 points for asynchronous classes)
Assignment #1: UDL Reading Reflections	2/14 3/6 4/3	30 (10 points each x3)
Assignment #2: Unit Planning for Social Studies		
Section A – Unit Content and Student Goals	3/13	20
Section B – Universal Design of Instruction and Assessment	3/13	20
Section C – Individualized Supports and Assessments	3/26	25
Section D – Material Creation	4/10	20
Assignment #3: Math Instructional Plan		
Part 1 – Creation of Task Analysis and Teaching Plan	4/24	30
Part 2 – Creation of Data Collection Sheet	5/1	20
Part 3 –In Person Systematic Instruction Practice	5/8	10
Final Exam	5/15	40 points
TOTAL		**295 points**

- We want you to be successful in this course. **If you need extra time on an assignment, please reach out to me via email before the due date.**
- **I believe in mastery grading. If you are not happy with your grade on a project you can revise for an opportunity for increased credit. This does not apply to the final exam**

Grading System

GRADE	PERCENT	GRADE	PERCENT
A	95 – 100%	C	73 – 76%
A-	90 – 94%	C-	70 – 72%
B+	87 – 89%	D+	67 – 69%
B	83 – 86%	D	63 – 66%
B-	80 – 82%	D-	60 – 62%
C+	77 – 79%	F	59% or less

A = OUTSTANDING: Performance reflects an outstanding level, including integration and synthesis of information, and application of theory & research to practice. Projects & exams are thoughtful, comprehensive, detailed, thoroughly answered, well organized and clearly written.

B = VERY GOOD: Performance reflects competencies that surpass a basic level of understanding & skill, and that indicate some ability to integrate & apply information.

C= SATISFACTORY: Performance reflects minimal level of competency attainment, understanding and skill does not meet graduate level & professional standards.

Any score below a C = FAILING: Performance does not meet expectations for basis competency attainment.

Note: You must receive a grade of "C" or better to receive credit for this course.

COURSE SCHEDULE

Dates	Topics	Readings / Due Dates
Wk. 1 (Asynchronous) 1/24	**Introduction to SPED 503MME** • Students watch Course Syllabus & overview video on Canvas	
Wk. 2 1/31 (Zoom)	**Data Drives Instruction** • Review of major concepts covered in SPED 511-Assessment (UN 5.1) **Grading Issues** • Diploma versus non-diploma track and implications for grading	**Canvas** • Salend & Duhaney (2002). Grading students in inclusive settings
Wk. 3 2/7 (In Person)	**Universal Design for Learning (U7.2, U1.4, *U1.7, MM7.4, EX7.4, U7.4, U7.9*)** • What does research tell us about UDL? • Multiple means of representation, engagement, and expression (U3.3) • Connections between UDL and culturally responsive and trauma informed instruction (u1.3) • Educational Technology U3.8 **Accommodations & Modifications** • What are accommodations and modifications?, ESN 2.5, MMSN 2.1 • Legal ramifications	**Text** • Spencer, S. (2015). Chapter 3 (UDL) **Video** • The Myth of Average • **EdTech Activity and Assignment**
Wk. 4 2/14 (Zoom)	**Data Driven Direct/Explicit Instruction** • How do I plan and deliver direct/explicit instruction? • "Model" (I do), "Prompt" (We Do), "Check" (You Do) lesson structure	**Text** • Brain Rules: Introduction and Attention **Canvas** • Toews et al. (2020). Unit co-planning for academic and college and career readiness

	Unit Collaborative Planning Introduction [ESN 4.5, MMSN 4.4, U3.4] • Planning for the systematic integration of support in inclusive classrooms MMSN 2.9, Ex2.12 • Planning for teaching state standards with integration of individualized goal practice (embedded instructions) (U3.1, U3.2) • Planning for data collection and grading • Planning for the integration of High Leverage Practices (HLPs)	in inclusive secondary classrooms **Assignments Due:** • 2/14-UDL Reading Accountability Check
Wk. 5 2/21 (In Person)	**Unit Collaborative Planning Continued** U6.1 **Systematic Instruction (ESN 3.2)** • Types of prompting strategies ▪ Least to most/most to least ▪ Time delay ▪ Prompting structures for deaf-blind students (ex1.3) **Discuss Unit Planning Project Part A and B**	**Text** • Brain Rules: Short-term Memory AND Long-term Memory **Website** • Evidence-based practices for students with disabilities Innovation Configuration (section on "How to Teach" Pg.11-20)
Wk. 6 2/28 (Zoom)	**Teaching Writing** • Writing progression from infancy to phonetic writing (U7.5 a, U7.5 b., U7.5 c., U7.5 d., U7.5 f., U7.5 i.) • Expanded view of literacy (all learners are "literate") • Expanded view of writing (acknowledging all "forms" of writing – symbolic, pictorial, oral) and strengths based writing support (U7.7) • Adaptations and modifications to aid the writing process • Use of assistive technology to aid communication and the writing process (MMSN 4.1, EX4.3, MM7.5, EX 7.5)	**Text** Spencer, S. (2015). Chapters 1, 2 and 4 **Canvas** Pennington & Carpenter (2019). Teaching written expression to students with autism spectrum disorder and complex communication needs **Assignments Due:** • You will be asked to present in groups about the main points from each reading in class on this day. – Don't forget to complete all the readings (MM4.2, EX4.4)

Wk. 7 3/6 (Zoom)	**Teaching Writing Continued** • The role of assessment in creating writing supports – Introduction of the 6+1 writing traits assessment and small group practice assessing student writing samples (U7.5a, U7.5 b., U7.5 c., U7.5 d., U7.5 f., U7.5 i., U7.2, *MM7.4, EX7.4, U7.4, U7.9*) • Instructional strategies for learners across support needs (mild to extensive) • Use of assistive technology to aid the writing process (U3.7) • Ethical considerations in the use of technology for writing (U3.8, U4.8) **In Class Peer Review Unit Plan Part A and B – Come with a draft (***U2.5,* MMSN 2.9, Ex2.12, MM4.4, EX4.5, U6.1, U1.4**)**	**Text** • Spencer, S. (2015). Chapters 5 and 7 **Canvas** • Cannella-Maline et al. (2015). Access! Teaching writing skills to students with intellectual disabilities **Assignments Due:** • 3/6-UDL Reading Accountability Check
Wk. 8 3/13 (Zoom)	**Embedded Instruction** • Discussion and practice identifying & teaching embedded skills within the context of the GED curriculum ***MM7.3, EX 7.3***, MMSN 1.1, EX1.6) **Self-Directed Learning** • Strategies to promote student direct learning • Teaching self determination skills in TK-12 instruction *MM1.6 (EX1.11), mm1.7, ex1.4* **Discuss and start working on Unit Planning Part C and D** *MM1.6, mm1.7, ex1.4*	**Canvas** • Kurth, Miller, & Toews (2020) - Preparing for and Implementing Effective Inclusive Education with Participation Plans • Embedded skills handout **Assignments Due:** • **3/13 Unit planning project Part A and B**
Spring Break 3/18-3/24		
Wk. 9 3/27 (Zoom)	**Teaching Social Studies (U7.8,** MMSN 1.2, EX1.7**)** • Instructional strategies for learners across support needs (mild to extensive) • Adaptations and modifications to aid the writing process and expression of complex ideas (MM3.1, EX3.3, U3.5) • Use of assistive technology to aid the	**Text** • Brain Rules: Exploration and Vision **Canvas** • Wood et al. (2015). Teaching students with intellectual disability to use a self-questioning strategy to comprehend social studies text for an inclusive setting **Assignments Due:** • 3/26 - Unit Plan Section C – Due 3/26

	writing process and expression of complex ideas ESN 3.1, U3.6 • Explore assistive writing technology tool box (alternative pencils, eye gaze, assisted scanning) and complete technology exit ticket activity *MM2.3,* (EX2.7), ESN 3.1, U3.6, MM7.5, EX 7.5 • The problem with tracing!	because we will do peer editing in class 3/27.
Wk. 10 (In Person) 4/3	**Teaching Math:** • Fundamental/embedded math skills • Instructional strategies for learners across support needs (mild to extensive) (MMSN 4.2., EX4.4) **Discuss Math Instructional Plan Project**	**Websites** • Math learning disabilities **Canvas** • Concrete-representational-abstract sequence of instruction (PDF) • McConomy, Root, & Wade (2021) - Using Task Analysis to Support Inclusion and Assessment in the Classroom **Assignments Due:** • 4/3-UDL Reading Accountability Check
Wk. 11 4/10 (Asynchronous)	**Teaching Social Studies Continued (U7.6)** • Instructional strategies for learners across support needs (mild to extensive) *MM2.8,* (EX 2.11) • Strategies to support access to non-fiction texts, text books, and primary sources • Adaptations and modifications to aid the writing process and expression of complex ideas *U2.5* • Practice identification of effective assistive technology to aid the writing process and communication of complex ideas(ESN 1.11) • **Unit Plan Part D Workshop – Practice making accommodations and modification to support access and expression** u1.3, ESN 2.5, mm2.1, *MM2.8,* (EX 2.11), UN 3.5	**Website** • High leverage practices (Read Pg. 7-26) **Canvas** • Lee et al. (2010). Impact of curriculum modifications on access to the general education curriculum for students with disabilities **Assignments Due:** • 4/10 – Unit Plan Section D

Wk. 12 4/17 (In Person)	**Teaching Math Continued** **Data Sheet Creation Strategies** *U1.8* **The use of task-analysis to support instruction and independence** **Activities:** • **Small Group creation of a task analysis** • **Small Group creation of a data sheet U1.8**	**Canvas** • Spooner et al. (2017). Promoting access to common core mathematics for students with severe disabilities through mathematical problem solving
Wk. 13 4/24 (Zoom)	**Teaching Math Wrap Up** • Instructional strategies for learners across support needs (mild to extensive)	**Canvas** • Göransson et al. (2015). A conceptual approach to teaching mathematics to students with intellectual disabilities **Assignments Due**: • 4/24 – Part 1 of Math Instructional Plan
Wk. 14 5/1 (Asynchronous)	**Teaching Science** • Instructional strategies for learners across support needs (mild to extensive) • Inquiry based instruction presentation *U1.5* • Activity: Participate in 2 virtual lab experiments to gain practice providing inquiry based instruction *U1.5* • Use of assistive technology to aid the writing process **Activity** Time to work on planning math task analysis instructional plan in-class(MMSN 3.1, EX 3.3,)	**Website** • Active learning: A strategy for science sensemaking **Canvas** • Brigham et al. (2011). Science education and students with learning disabilities **Assignments Due:** • 5/1 – Part 1 of Math Instructional Plan
Wk. 15 5/8 (In Person)	**Teaching Science Continued** **Activity** Practice providing systematic math instruction using task analyses – This is Part 3 of the Math Instructional Plan [ESN 3.2, U6.1]	**Text** • Spencer, S. (2015). Chapter 8 **Canvas** • Jimenez et al. (2009). An exploratory study of self-direct science concept learning by students with moderate intellectual disabilities **Assignments Due:** • 5/8- Part 3 of Math Instructional Plan

Wk. 16 5/8-5/15 (Asynch ronous)	• **Final Exam (U3.1, U3.2, U3.4**,MM4.2, EX4.4, *MM7.4, EX7.4, U7.4, U7.8*) **)** **When**: You will receive the exam at the end of class on week 14 and submit on Canvas by 6:45 by 5/15 at 6:45. **What**: A problematic science teaching scenario will be presented. Your job will be to explain ways the teachers/s could work with the general education teacher improve access and engagement in the science instruction for all students. Additionally, you will identify what further accommodations, modifications, environmental changes, and specialized instruction would be needed for scenario students to access and succeed in science content instruction. There will be prompts to guide your consideration of how you could incorporate supports for the class and individual students with disabilities that will facilitate access and success. These prompts will cover the following areas that have been covered in class: - Universal Design for Learning (UDL) – multiple means of representation, expression, and engagement - Accommodation and modifications -Technology supports for access to expression and support of literacy skill building - Explicit instruction - Systematic prompting - Embedded instruction - Assistive technology to increase access or engagement - Task analysis	

- **Unit Planning Project Instructions**(ESN 2.5, mm2.1, MMSN 4.4, EX4.5 UN 1.4 , u1.3, MMSN 2.8, MMSN 2.9, Ex2.12, U7.6, U7.7, U7.8, *U2.5,* EX 2.11, U3.1, ESN 3.1, U3.3, U3.4, U3.6, U7.5 i., U7.9

Project Objective: This project is designed to give you practice planning universally designed instruction and writing assignments that are accessible to students with mild to extensive support needs.

Requirements: Complete all sections of the Unit Co-Planning guide with considerations for two students with IEPs (Student descriptions provided on Canvas) and create two material artifact that will support access and success in the writing project within your planned unit for the two described students.

Key Considerations:

- You will be given time in class to start working on this assignment in groups. Therefore, it is OK if some of your content sections are the same or support materials are similar!
- Each person will submit their own unit planning form and student support materials. Each person will receive their own grade. There will be no group grade.
- Use the provide rubric on Canvas to ensure each of your sections earn the maximum points.
- Review the recorded project description video for description of each section of the planning form and examples of the content that should be provided in each section.
- Reach out to your instructor in class, via email, or in office hours if you have any questions or want feedback on your work
- Use the checklist below to monitor your individual progress on the assignment.

Check When completed	Component	Full Credit Description (Each described component is worth 5 points)
	Section A	
	State Standards	Planning form includes one or more state standards that are clearly related to the content material provided for the unit.
	Access Skills/Knowledge	Three or more access skills or knowledge are identified for the areas of reading, writing, and communication. One or more skills or knowledge are identified in the area of math.
	Unit Vocabulary	10-15 essential vocabulary words pulled from or related to the provided content materials are presented. Student specific learning objective reflect consideration of student descriptions and personal goals. It is OK to state the words do not differ for a student.
	Unit Knowledge	4 or more essential knowledge areas are pulled from or related to the provided content materials or selected standards are presented. Student specific learning objective reflect consideration of student descriptions and personal goals. It is OK to state the words do not differ for a student. AND At least one connection to an IEP goal or area of need mentioned in the student description is identified for each student.
	Section B	
	UDL Components	3 or more means are identified in each or the three areas of UDL (Representation. Engagement, Expression) AND Each selected component includes a clear description of how the component is exemplified in the unit
	Assessment	2 or more means of assessment are identified and clearly explained for all students. AND There is a clear description of how you will assess the learning objectives (Vocabulary, knowledge, and IEP related) of the two students with IEPs.
	Writing Project Description	A universally designed writing project is described. The project should show clear consideration of offering multiple means of written expression for students to show their grasp of the content from the unit. The description contains explicit description of writing tools and supports that will be available for students (e.g. graphic organizers, check lists, samples etc.). AND The description of the project makes a clear connection to at least one of the identified content standards.

	Section C	
	Student preferences and strengths, linguistic or cultural background	At least one clear connection between a student characteristic and access, presentation, or expression of content is provided for each student.
	Additional Materials	There is a clear description of additional materials (e.g., individual supports beyond UDL consideration) for vocabulary, essential knowledge and at least one IEP goal or prioritized skill from the student description for each student. It is ok if your UDL considerations meet the needs of the student and no additional materials are needed, however, to receive full credit, a description of how the student needs are met in each area are needed. (e.g., no supports are needed in the area of vocabulary for Mike because all students were given access to a Spanish English vocabulary translation chart.)
	Specialized Instruction	There is a clear description of supplemental support that will be provided to each student to reach their vocabulary, knowledge, and IEP/Prioritized Skill during the unit. These may include things like additional check-in from SPED teacher during independent work time; supports to peers to facilitate participation; pre-planned questioning by GE teacher to target prioritized goals. In order to receive full credit here it must be clear who is providing the support, what the support is, and when the support would be delivered.
	Section D	
	Material description	At least one attached material is described for each student. The described material is an adaptation or a planned UDL support related to the writing project in the unit plan. The description is clear enough that a substitute could pick it up, know when, where, and how to use it to support the student. It is OK if some of the text here is taken from sections B or C. The description makes a clear connection to a student need and includes how the material will support success in the writing assignment.
	Created material	Two materials (adaptation or UDL consideration) related to the writing assignment in the unit plan are included. The material clearly supports an area of need identified for the student in the unit plan or in the student description. The created material is accessible to the student's described communication mode and current access skills.

Math Instructional Plan u1.8 MMSN 1.1, EX1.6 UN 3.5, MMSN 3.1, ESN3.3 UN 3.2, ESN 3.2, UN 5.1)

Assignment Goal:

1. **Part 1**-Students will gain experience planning systematic instruction for a student with extensive support needs embedded within general education academic instruction and creating task analyses.
2. **Part 2**-Students will gain practice creating data collection sheets
3. **Part 3**-Students will practice delivery of systematic instruction using a task analysis

Connected Course Objectives:

- Objective 5: Discuss and demonstrate how to use direct instruction and systematic instructional strategies and when using these strategies are appropriate;
- Objective 6: Task-analyze an academic skill/task in order to understand the underlying components of the skill/task and teach the skill/task systematically to promote mastery;

Total Points: 65 (30 from Part 1, 20 from Part 2, and 15 from Part 3)

Instructions:

You will create a Task Analysis (TA) to Support Jerry's math goal and develop a systematic plan for teaching him to use the TA to sort and identify the quantity of up to 15 items in 3 groups. See full goal language in part 2.

Part 1:

Use the Task Analysis Project Template on Canvas to plan the following information:

Instructions	Points
1. **Create a Task Analysis for Jerry's Math Goal.** The Task Analysis is clear and easy to use. The Task Analysis should be ready for a student to use (not a draft, with pictures or parts missing). The Task Analysis clearly supports each step of Jerry's sorting and counting goal. It is accessible to the student's described communication mode and current access skills. The Task analysis is accompanied by any counting mat or other material (other than items) that Jerry would need to practice this skill.	**10**
******Steps 2-4 are completed on the template provided in Canvas******	
2. **How you will teach Jerry to use the task analysis.** Explain how you will introduce, model, and practice using the TA with the Jerry. Use the "I do, We do, You do." explicit instruction progression to plan this instruction. Identify how you will teach any important vocabulary Jerry will need to use the TA. Your "You do" section should utilize least to most prompting to support Jerry's use of the new skill. Your goal is to eventually fade all prompting so that Jerry is using the task analysis and items provided to sort and identify quantities. Your description should be clear enough that another teacher could pick it up and implement your plan. Consider checking your plan with a peer to see if they comprehend the teaching progression.	**8**
3. **Identify opportunities for embedded instruction**. You will identify **three** opportunities to embed practice with the targeted skill using the task analysis in typical general education instruction or activities. These can be during math whole group instruction, small group work, or independent work times. You can also choose to identify opportunities for embedded practice in other classes or school activities (e.g. during music class, at each period transition, at lunch).	**6**
4. **Create examples of each level of prompting that are explicitly connected to your TA**. Provide one example of each of the prompts listed in the planning template including: indirect verbal, gestural, direct verbal, and partial physical. Examples can be found in week three of the course materials. Full physical prompting is not included. You should, instead, describe one built in	**6**

support (e.g. smaller numbers, more structured template) or change to instruction you could provide to reduce the need for physical support.	
TOTAL POINTS PART 1	**30**

Math Instructional Plan Part 2
Data Collection

Data collection is an essential part of the job of teacher. Data allows you to continuously adapt your instruction to meet the changing needs of your students. This assignment requires you to make a data collection sheet for the 2 focus students from class (Shira and Jerry). Then you will create your own data sheets and fill the data sheets with hypothetical data. The hypothetical data should show the student mastering the goal. For example, if the goal required the student to answer 4/5 questions correct for 5 consecutive days, there will need to be a minimum of 5 days of hypothetical data showing the student at 4/5 accuracy. A project sample is included for your reference.

If you need a refresher on data collection sheet creation, you can watch the recoded lecture on Canvas in the assignment submission area for this project and read the posted chapter PDF titled, *keeping track of student progress* (from sped 511).

Goals:
Shira:
When given math word problems and a supportive task analysis, Shira will use word problem solving strategies to accurately respond to 2 of 3 grade level word problems in 3 out of four consecutive opportunities based on a teacher-made data collection sheet and student work samples.

Jerry:
When provided 3 categories and a supportive task analysis, Jerry will sort up to 15 items, identifying the amount in each category, with no more than 1 indirect verbal and one gestural prompt, for 4 out of 5 opportunities per week for two consecutive weeks.

Data Sheet Project Rubric

Criteria	Shira	Jerry
Student's name & goal are included on all pages of the data sheet	.5 pts	.5 pts
Data sheet is designed to collect all critical areas that must be included in order to determine if objective has been met	2 pts	2 pts
Column or row prompts are written in a way that clearly directs the person recording the data in how to respond	1 pts	1 pts
When appropriate, the cells are pre-populated to make the collection of data easy	.5 pts	.5 pts
One additional data area was infused into the data sheet and is designed to better understand the student's performance (selection is appropriate/makes sense/provides meaningful information)	2 pts	2 pts
Key: clearly marked; symbols defined, symbols are logical and are easy to interpret; prompts include examples. The key must be present on each page	2 pts	2 pts
Hypothetical data is filled in and the data indicate that the student has met the goal based on the criteria in the goal.	2 pts	2 pts

Criteria	Shira	Jerry
Total:	__/10	__/10

Part 3:
You will use the scenario provided below to practice your systematic instructional plan. Everyone will practice in class on week 15 with a peer. You can choose if you would like to submit a video for points or be graded on your in-class practice. The video option is available to avoid causing anxiety around on the spot performance in class. You will still practice in class during week 15 if you choose to make a video. The observation rubric below will be used to grade your video **or** in class practice. You can use the observation rubric as a task analysis for yourself!

Practice Scenario:
You have been teaching Jerry to use the task analysis you made for him in Part 1. You have determined that 3 seconds is an appropriate delay (wait time between prompting levels) for supporting Jerry to build his independence while not losing concentration. He consistently completes the first step independently. He often needs a gestural prompt to complete the second step and a gesture with a direct verbal cue to complete the last step. He completes all other steps independently. Jerry becomes distracted by intermittent praise during this task, however, he is motivated by behavior specific praise when he has completed the task.

Items (In order of occurrence)	Teacher Performance **Point Per Item 15 Total Points**
Teacher gains student attention	Yes No
Teacher introduces task and relevant materials	Yes No
Teacher delivers the Sd (the question)	Yes No
Teacher provides wait time for student to complete first step independently	Yes No
Teacher provides 3 seconds wait time without prompts after Jerry he completes step one	Yes No
Teacher provides an indirect verbal prompt for step two	Yes No
Teacher waits 3 seconds for student response	Yes No
Teacher provides a gestural cue to Jerry to support step two	Yes No
Teacher provides no input to Jerry as he completes middle steps of task analysis	Yes No
Teacher waits 3 seconds after Jerry completes second to last step	Yes No
Teacher provides an indirect verbal prompt for last step	Yes No
Teacher waits 3 seconds for student response	Yes No
Teacher provides a gestural prompt for last step	Yes No
Teacher waits 3 seconds for student response	Yes No
Teacher provides a gesture with a direct verbal prompt to support Jerry to complete the last step	Yes No
TOTAL POINTS	___/15

Practice Activity: EdTech Strategy Exploration

- **Activity:** In small groups, explore one internationally recognized educational technology standard (e.g., ISTE Standards for Teachers). Identify one classroom scenario where technology can enhance learning. Discuss which teaching strategies align with the standard and how they support student engagement, accessibility, and learning outcomes. U3.8

Assignment: Reflection & Application U3.8

- **Task:** Write a 1–2 page reflection describing:
    - The standard you explored.
    - How the technology strategy you identified supports teaching and learning.
    - One concrete way you could implement this strategy in your future classroom.

Linking Table

TPE 1	Pg. #	TPE 2	Pg. #	TPE 3	Pg. #	TPE 4	Pg. #
U1.3	**I-9** **P-12** **A-15**	U 2.5	**I-12** **P-11** **A-15**	U 3.1	**I-10** **P-15** **A-14**	U 4.8	**I-11**
U1.4	**I-9** **P-11** **A-15**	MM 2.1	**I-9** **P-12** **A-15**	U 3.2	**I-10** **P-18** **A-14**	MM 4.1	**I-10**
U1.5	**I-13** **P-13**	EX 2.5	**I-9** **P-12** **A-15**	U 3.3	**I-9** **P-6** **A-15**	EX 4.3	**I-10**
U1.7	**I-9** **P-13** **A-6**	MM 2.3	**I-12**	U 3.4	**I-10** **P-15** **A-14**	MM 4.2	**I-12** **P-10** **A-14**
U1.8	**I-13** **P-13** **A-18**	EX 2.7	**I-12**	U 3.5	**I-11** **P-12** **A-18**	EX 4.4	**I-12** **P-10** **A-14**
MM 1.1	**P-11** **A-18**	MM 2.8	**I-12** **P-12** **A-15**	U 3.6	**I-12** **P-12** **A-15**	MM 4.4	**I-10** **P-11** **A-15**
EX 1.6	**P-11** **A-18**	EX 2.11	**I-12** **P-12** **A-15**	U 3.7	**I-11**	EX 4.5	**I-10** **P-11** **A-15**
MM 1.2	**I-11**	MM 2.9	**I-10** **P-11** **A-15**	U 3.8	**I-10** **P- 25** **A-25**		
EX 1.7	**I-11**	EX 2.12	**I-10** **P-11** **A-15**	MM 3.1	**I-12** **P-13** **A-18**		
MM 1.6	**I-11** **P-11**			EX 3.3	**I-11** **P-13** **A-18**		
Ex 1.11	**I-11** **P-12**			EX 3.1	**I-12** **P-11**		

					A- 15		
MM 1.7	**I-11** **P-11**			EX 3.2	**I-10** **P-13** **A-18**		
EX 1.4	**I-11** **P-11**						
EX 1.3	**I-10**						

TPE 5	Pg. #	TPE 6	Pg. #	TPE 7	Pg. #
EX 5.1	**I-9** **P-18**	U 6.1	**I-10** **P-11** **A-13**	**U 7.2**	**I-9** **P-11**
				U 7.4	**I-9** **P-11** **A-14**
				U 7.5 a.	**I-10** **P-11**
				U 7.5 b.	**I-10** **P-11**
				U 7.5 c.	**I-10** **P-11**
				U 7.5 d.	**I-10** **P-11**
				U 7.5 f.	**I-10** **P-11**
				U 7.5 i.	**I-10** **P-11** **A-15**
				U 7.6	**I-12** **P-15**
				U 7.7	**I-10** **P-15**
				U 7.8	**I-11** **P-15** A-14
				U 7.9	**I-9** **P-11** **A-15**
				MM 7.3	**I-11**
				EX 7.3	**I-11**
				MM 7.4	**I-9** **P-11** **A-14**
				EX 7.4	**I-9** **P-11** **A-14**
				MM 7.5	**I-10** **P-12**
				EX 7.5	**I-10** **P-12**
