California State University, Northridge

Michael D. Eisner College of Education
Department of Educational Psychology and Counseling

Course Syllabus
SPED 610: PROGRAM PLANNING FOR STUDENTS WITH EXCEPTIONAL NEEDS
SPRING 2022

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For Online Class Sessions: Zoom Meeting ID: 882 4377 8557
Security Passcode: SPED610

Michael D. Eisner College of Education Conceptual Framework:
The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. 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 research-based professional knowledge and skills.
- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
- We value ethical practice and what it means to become ethical and caring professionals.
- We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value creative, critical, and reflective thinking and practice.

Course Description

This course focuses on informal assessment techniques and data collection leading to program planning and evaluation for students with exceptional needs. Models of curriculum and instructional strategies based on best practices will be presented. Students will utilize research and contemporary theoretical orientations to evaluate and modify instruction leading to the development of program plans for successful student achievement. State curricular frameworks and content standards as well as

federal mandates for high stakes assessment will be covered. Emphasis is given to assessment methodology, selection of educational priorities, and principles of developing and evaluating individualized plans and integrated interventions.

Program Student Learning Objectives

Program Goal 2. Respect for Human Diversity and Equitable Practices for Diverse Student Populations: Provide a foundation and expectation to understand, respect, and celebrate human diversity and promote effective services, social justice, and social advocacy for all students, families, and schools. *(NASP Domain 8: Equitable Practices for Diverse Student Populations; CCTC SPPE 8)*

SLO 3: Respect for Human Diversity and Equitable Practices: School Psychology candidates will obtain at least a B on their exams and/or project(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate ***Knowledge*** of human diversity, including individual differences, abilities, disabilities, religion, culture, and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other diverse characteristics within individuals and families, the effects they have on development and learning, and promote effective general and special education services, social justice, and social advocacy for all students, families, and schools to address potential influences related to diversity. (NASP Domain 8; CCTC SPPE 8)

Program Goal 6: Academic, Behavioral, Mental Health and Life Success: Provide knowledge and skills to school psychology candidates on evidenced based academic, behavioral, and social-emotional interventions based on theory, risk and resiliency/developmental assets research, a systems ecological approach, and data based decision making to address individual and systemic factors to improve outcomes for overall school and life success.

SLO 10: Academic Interventions using Risk and Resiliency Theory/Research and Systems-Ecological Approach: School Psychology candidates will obtain at least a B on their exams and/or project(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on ***knowledge, skills, and competence*** on the use of academic interventions based on evidence based practice, effective teaching and instruction, diversity in learning and language proficiency, effective data based assessment, monitoring, and evaluation, and a systems ecological approach to address individual and systemic factors to improve academic outcomes. *(NASP Domain 3: Academic Interventions and Instructional Supports; CCTC SPPE 3)*

***Program Goal 7: Creating and Maintaining Safe, Supportive, Equitable, and Effective School Wide Learning Environments*: Provide knowledge and skills on understanding systems, using a systems ecological approach, and create and maintain safe, supportive, equitable, and effective school wide learning environments through a comprehensive service delivery model**.

SLO 13: School Wide Practices to Promote Learning: School psychologists candidates will obtain at least a B on their exams and/or project(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate ***knowledge*** of systems' structures, system ecological approach, organization, and theory; general and special education programming; and evidence-based school-wide practices that promote learning, positive behavior, and mental health and collaborate with others, to develop and implement practices and strategies to create and maintain safe, effective, positive school climate, and supportive learning environments for students and school staff. *(NASP Domain 5: School-Wide Practices to Promote Learning; CCTC SPPE 5)*

Course Objectives Related to NASP and CCTC

Domain 3: Academic Interventions and Instructional Supports
School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

Domain 5: School-Wide Practices to Promote Learning
School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop

Domain 8: Equitable Practices for Diverse Student Populations
School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and of the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

SPECIFIC COURSE OBJECTIVES

Students will be able to:

- Have knowledge of direct interventions that focus on academic interventions for children and families. (CCTC SPPE 3.0)
- Utilize a collaborative problem-solving data-based decision model to recommend academic and environmental interventions for students who are at-risk and consider biological, cultural, and social influences, including complex trauma and stress, and language acquisition and language retention when developing interventions (CCTC SPPE 3.2).
- Administer and interpret Curriculum Based Measurements (CBM) and Curriculum Based Assessments (CBA) to help guide program planning and program evaluation.
- Understand the development, improvement, and evaluation of school wide programs that support effective student learning by using various intervention methods.
- Define and explain the Dynamic Indicators of Basic Early Literacy Skills (DIBELS).
- Select, interpret and apply assessment results as they relate to instructional practices (CCTC SPPE 9.2)
- Discuss stages of reading, math, oral language and written language development and interventions based upon current empirically based models for prevention and intervention.
- Recommend Accommodations & Modifications to Core Curriculum based on student culture, language proficiency, social, biological, and learning factors and present levels of performance for successful academic achievement.

- Work with and provide support to multidisciplinary teams to design and implement evidenced based practices and direct interventions that focus on appropriate academic progress for all children . (CCTC SPPE 3.1; CCTC SPPE 9.1)
- Define student goals and outcomes for successful program planning, program evaluation, and successful achievement and be able to implement evidenced based strategies and evaluate services that support cognitive and academic skills development for all children . (CCTC SPPE 3.4; CCTC SPPE 8.3)
- Understand State adopted academic standards to include in goals based on these standards for successful program planning, program evaluation, and achievement.
- Incorporate functional curriculum and assistive technology into programs for students with moderate to severe disabilities.
- Learn and use technology for communication and intervention including using various techniques and technology resources for data collection and interpretation to identify appropriate academic interventions (CCTC SPPE 9.4)
- Act as a change agent and advocate for fairness and equity in all aspects of professional practice, including addressing school wide interventions to promote positive academic outcomes, effecti9ve learning, social development, and mental health to all students. (CCTC SPPE 8.4; SPPE 5.1)

Instructional Philosophy

The School Psychology program at CSUN is designed based on a learning-centered, outcome-based educational principles but also focuses on mastery of specific discipline specific skills, such as assessment, counseling, consultation, and intervention. The school psychology faculty encourage cooperative groups where they mediate each other's learning based on content, experience, and role playing of skills, while gathering data of the process and ultimately student (client) outcomes.

Learning Methods for this Class Include

- Class lectures, presentations and discussions
- Assigned readings in required text and other assigned materials
- Small group discussions/skill practice in class
- Independent research of subject materials in library/on internet/media.
- Completion of assigned papers

Signature Assignment

Each course in the program has a signature assignment that is consistent across sections and designed to ensure that all students demonstrate competency in core knowledge and skills. These are graded using a standardized scoring rubric and is used to measure student learning outcomes in the program and to provide faculty with information about the effectiveness of the curriculum.

The signature assignments for this course is: **Academic Assessment and Intervention Case Study:** Students will administer a curriculum-based assessment and informal testing in reading, math, and written language to a volunteer child or adolescent; determine if student is functioning in the frustration or instructional level; conduct analysis of the assessment results and determine baseline for intervention; develop an intervention to be implemented 3-5 times; monitor intervention and use assessment tool (informal or CBM assessment) to monitor progress; graph baseline and intervention data and determine trendline to see if intervention was successful.

More information will be given in class. 20 points

Additional Assignments

Simulation Participation and Reflection:
Students will be placed in a small group. Each student in that group will apply key concepts from class related to collaboration, communication, and inclusive practices to an interactive simulation session with an avatar, practicing skills for interacting effectively with a resistant teacher in a Zoom simulation session. After the participation, a two-to-three-page reflection will be written applying key concepts in class, with an emphasis on analyzing the communication skills used, as well as the application of key concepts from class, and how these can be utilized in K-12 teaching scenarios. 10 points

Academic Intervention Program Presentation Assignment:
Students will research evidenced-based schoolwide intervention programs considering biological, cultural, and language factors to improve academic outcomes for all student. Information regarding how to assess and support in the assigned area, selection and description of a published intervention program that is recognized as an effective intervention and a brief power point overview will be included in the assignment. More information will be given in class. 20 points

Individual Education Plan Development Assignment:
Utilizing the academic assessment conducted, students will create academic and non-academic baselines and draft present levels of performance, annual goals in areas of need, recommended accommodations/modifications, and classroom supports for IEP development. More information will be covered in class. 20 points

Attendance, Discussion and Workshops: Ongoing as assigned
Candidates will be graded on contributions during in-class discussions and workshops. 20 points

Examinations/Culminating Activity:
A final exam will be given.

Required Books

Shapiro, E. S. (2011). Academic Skills Problems: Direct Assessment and Intervention. Fourth Edition. Guilford Press, New York, NY.

Shapiro, E. S. (2011). Academic Skills Problems; Fourth Edition Workbook. Guilford Press, New York, NY.   Shapiro, E. S. (2011). Academic Skills Problems: Direct Assessment and Intervention. Fourth Edition. Guilford Press, New York, NY.

Schillinger, Mary, & Wetzel, Becky. (2013) Common Core and the Special Education Student. LRP Publications, Palm Beach Gardens, FL.
http://www.shoplrp.com/product/p-300648.html

Simulator Voucher: Students will need to buy a voucher at the bookstore for $5 for the simulation exercise and turn it in to their instructor prior to their simulation.
To buy them online:
- Go to the CSUN bookstore
- Then choose "Search Keywords"

- Choose "SPED 610/Heather Stuve"

Once you've ordered it online, you select "pick up in person." but you don't need to physically pick anything up.
You will submit your digital receipt on Canvas as your "Voucher".

Course Requirements

Attendance and Participation:
Active class participation is required. This is defined as attending <u>every</u> session, participating in discussions and small group activities. Any activity completed in class <u>cannot</u> be made up. It is the responsibility of each student to obtain materials and lecture notes from another student if they are absent for any reason. **Unexcused absences of two or more classes will result in a reduction of one full grade on the final course grade.** It is important to check the course Canvas content weekly to bring the required materials to class and complete the online assignments posted.

Grading System

<u>Grade Scale.</u>

90-100%	*= A*	*mastery of the relevant course standards.*
80-89%	*= B*	*above average proficiency of the relevant course standards.*
70-79%	*= C*	*satisfactory proficiency of the relevant course standards.*
60-69%	*= D*	*partial proficiency of the relevant course standards.*
Below 60%	*= F*	*little or no proficiency of the relevant course standards.*

University Policy on GPA Requirements for Graduate Programs (from the University Catalogue) Students pursuing a Graduate Degree must maintain a minimum 3.0 (B) average in the formal program and the cumulative grade point average.

School psychology students need to pass with a B or better. Higher standards that take precedence over the University policy.

Policies and Resources

Attendance
> Students manifest their responsibility in the regularity and punctuality of their attendance. Since this course includes significant seminar and experiential components, attendance at each class meeting is mandatory and is calculated as part of the grade. ***In cases of absence, any scheduled assignments are due to the professor at the beginning of class unless other arrangements have been made prior to that time.*** If you are absent from class, it is your responsibility to check online and with fellow classmates regarding announcements made while you were absent; this includes supplemental instructions related to assignments. You are responsible for and may be tested on any and all lecture materials presented in class that are not covered in your readings.

Due Dates and Times

Due dates are non-negotiable unless an extension is provided to the entire class and/or if one has been approved in writing for serious medical necessity.

Requests for Incompletes
Incompletes will only be considered in accordance with university policy, which requires that 75% of course be completed prior to unforeseen grave circumstances at the end of the semester, such as the loss of an immediate family member, hospitalization, or severe illness. Students must request a grade of Incomplete in writing using the university's Incomplete Request Form (www.csun.edu/anr/forms/request_incomplete.pdf).

Religious Holidays
If you celebrate a religious holiday that falls on a scheduled class meeting, please notify the instructor during the *first two weeks of class* so that proper and equitable accommodations can be made. Students are responsible for selecting presentation days that do not conflict with one of their religious holidays.

Professionalism
As a course in a professional training program, students are expected to consistently demonstrate professional behavior. This includes but is not limited to:
- Being on time to class and with assignments.
- Respectful interactions with all students and faculty.
- Proactive engagement in the learning process.
- Being organized and prepared.
- Managing paperwork effectively.
- Managing technology effectively
- Managing personal information (own and others') appropriately.

Students who have difficulty in one or more of these areas may have their participation grade lowered and in severe cases may be referred to the department student affairs committee for further review.

Students with Disabilities
If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need course materials in alternative formats, notify your course instructor within the *first two weeks of class.* Students interested in accommodations should contact the university's office for students with disabilities; only this office can recommend and arrange for accommodations (Disability Resources and Educational Services, 818/677-2684). No accommodations may be made without their approval. Any and all reasonable efforts will be made to accommodate your special needs.

Policy on Cheating and Plagiarism
Cheating and plagiarism are serious offenses in a professional program and may result in expulsion from the program/university on a *first offense*. See the University Catalog for further information.

Recording of Lectures
Due to the sensitive nature of content discussed in the program, no classes may be recorded without explicit written permission from the instructor. Students granted recording as an accommodation from Disability Resources and Educational Services (DRES) must develop a separate written plan in coordination with the instructor and DRES for how student and client confidentiality will be handled with permitted in-class recordings. Instructors are required to inform the entire class if recording is permitted for an accommodation.

Resources:

CSUN's Computer Support
http://www.csun.edu/helpdesk/

Request for Incomplete Grade
www.csun.edu/anr/forms/request_incomplete.pdf

Disabilities Resources and Educational Services
http://www.csun.edu/dres/studentservices/index.php

Writing Center
http://www.csun.edu/lrc/

CSUN Student Conduct Policies
http://www.csun.edu/studentaffairs/policies/conduct.htm

Research and Library Assistance
http://library.csun.edu/ResearchAssistance/AskUs

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. If you are facing challenges related to food insecurity, housing precarity/homelessness, mental health, access to technology, eldercare/childcare, or healthcare, you can find guidance, help, and resources from CSUN with A HEART (https://www.csun.edu/heart).

Tentative Course Outline

WEEK	CLASS CONTENT	ASSIGNMENT
JANUARY 27	• INTRODUCTION AND OVERVIEW • CHILD FIND • RESPONSE TO INTERVENTION • STUDENT STUDY TEAMS • MULTI-TIERED SYSTEMS OF SUPPORT (CCTC SPPE 6.1; SPPE 5.1)	
FEBRUARY 3	• WHAT DOES GOOD TEACHING LOOK LIKE? • COMMON CORE STATE STANDARDS • UNIVERSAL DESIGN FOR LEARNING(CCTC SPPE 6.1) • GENERAL EDUCATION ACCOMMODATIONS	READ SHAPIRO CHAPTER 8 READ SCHILLINGER CHAPTER 1 AND 2
FEBRUARY 10	• ACADEMIC INSTRUCTIONAL STRATEGIES AND INTERVENTION PROGRAMS • SUPPORTING THE GENERAL EDUCATION CLASSROOM	READ SHAPIRO CHAPTER 3
FEBRUARY 17	• SIMPACT SIMULATION ACTIVITY	
FEBRUARY 24	• UNIVERSAL SCREENING/TOOLS(CCTC SPPE 6.1) • DIBELS • CURRICULUM BASED MEASUREMENT • GENERAL OUTCOMES MEASUREMENT	READ SHAPIRO CHAPTER 4 SIMPACT REFLECTION DUE
MARCH 3	• CURRICULUM BASED ASSESSMENT • INTERVENTION PROGRAM PRESENTATIONS	ACADEMIC INTERVENTION PROGRAM RESEARCH REPORTS BEGIN
MARCH 10	• PROGRESS MONITORING • PROGRESS MONITORING TOOLS • SUMMATIVE/DIAGNOSTIC/FORMATIVE ASSESSMENTS	INTERVENTION PRESENTATIONS READ SHAPIRO CHAPTER 7
MARCH 17	• TEACHER AND STUDENT INTERVIEWS • READING DEVELOPMENT AND INTERVENTIONS • INSTRUCTIONAL MODIFICATIONS	INTERVENTION PRESENTATIONS READ SHAPIRO CHAPTER 5 AND 6
MARCH 24	• SPRING BREAK-NO CLASS	
MARCH 31	• CESAR CHAVEZ HOLIDAY- NO CLASS	
APRIL 7	• DEVELOPMENTAL READING DISABILITIES • SUPPORT AND INTERVENTION STRATEGIES • WRITTEN LANGUAGE DEVELOPMENT AND INTERVENTIONS • INSTRUCTIONAL MODIFICATIONS	INTERVENTION PRESENTATIONS
APRIL 14	• MATHEMATICS DEVELOPMENT AND INTERVENTIONS • INSTRUCTIONAL MODIFICATIONS	
APRIL 21	• DEVELOPING PRESENT LEVELS OF	ACADEMIC

	PERFORMANCE • CREATING COMMON CORE-BASED IEPS • WRITING COMMON CORE-LINKED IEP GOALS	ASSESSMENT ASSIGNMENT DUE READ SCHILLINGER CHAPTER 5 AND 6
APRIL 28	• SERVICE MODELS • TECHNOLOGY INTEGRATION AND SPECIAL EDUCATION • IEP TEAM COLLABORATION	READ SCHILLINGER CHAPTER 5
MAY 5	• IEP ACCOMMODATIONS AND MODIFICATIONS • STATEWIDE ASSESSMENTS	IEP DEVELOPMENT ASSIGNMENT DUE READ SCHILLINGER CHAPTER 7 AND 8
MAY 12	• INDIVIDUAL TRANSITION PLANS • DIPLOMA AND CERTIFICATE OF COMPLETION GRADUATION TRACKS • POST-SECONDARY PROGRAMS AND SUPPORTS • SUPPORTING THE MODERATE/SEVERE STUDENT POPULATION • FUNCTIONAL CURRICULUM DOMAINS	
MAY 19	• FINAL EXAM	

Appendix A

Rubric for Signature Assignment (s)

	4	3	2	1
Appropriate selection and administration of a curriculum-based assessment	Student selected a skill and age level appropriate CBA and facilitated it 3 to 5 times	Student selected a skill and age level appropriate CBA and facilitated it 1 to 3 times	Student did not select a skill and age level appropriate CBA and facilitated it 3 to 5 times	Student did not select a skill and age level appropriate CBA and facilitated it 1 to 3 times
Understanding and utilization of assessment data	Student demonstrated strong understanding and utilization of CBA data	Student demonstrated average understanding and utilization of CBA data	Student demonstrated below average understanding and utilization of CBA data	Student did not demonstrate understanding and utilization of CBA data
Analysis of the assessment results and determine baseline for intervention	Student completed a strong, thorough analysis of assessment results and developed an appropriate baseline	Student completed an adequate analysis of assessment results and developed an appropriate baseline	Student completed a below average analysis of assessment results and developed an appropriate baseline	Student did not complete a strong, thorough analysis of assessment results or develop an appropriate baseline
Development of an academic intervention to be implemented	Student developed a strong, appropriate academic intervention for implementation	Student developed an adequate intervention for implementation	Student developed a below average intervention for implementation	Student did not develop an appropriate intervention for implementation
Monitor academic intervention and use assessment tool for evaluation	Student demonstrated strong and effective skills in the monitoring and evaluation of assessment and intervention	Student demonstrated average skills in the monitoring and evaluation of assessment and intervention	Student demonstrated below average skills in the monitoring and evaluation of assessment and intervention	Student did not demonstrate strong and effective skills in the monitoring and evaluation of assessment and intervention

Appendix B

Attendance and Participation Rubric

	4	3	2	1
Attendance/Promptness	Student is always prompt and regularly attends classes	Student is late to class once every two weeks	Student is late to class more than once every two weeks and regularly attends classes	Student has been late to class at least four times and has poor attendance
Level of Engagement in class	Student proactively contributes to class by offering ideas and asking questions more than once per class.	Student proactively contributes to class by offering ideas and asking questions once per class	Student rarely contributes to class by offering ideas and asking questions.	Student never contributes to class by offering ideas and asking questions
Listening Skills	Student listens when others talk, both in groups and in class. Student incorporates or builds off of the ideas of others.	Student listens when others talk, appears attentive and interested	Student inconsistently listens when others talk, inconsistently appears attentive and interested	Student does not listen when others talk, appears distracted and inattentive
Behavior	Student almost never displays disruptive behavior during class.	Student rarely displays disruptive behavior during class.	Student occasionally displays disruptive behavior during class.	Student almost always displays disruptive behavior during class.

SPED 610 Index for CCTC Standards

SPPE	Introduced
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5.2	p. 3
6.1	p. 9
8.3	p. 3
8.4	p. 4
9.1	p. 4
9.2	p. 3
9.4	p. 4

*Pages on which CTC Standards are introduced in yellow