

California State University, Northridge
Department of Special Education

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

INSTRUCTOR:

MEETING TIMES:

OFFICE and OFFICE HOURS:

PHONE:

E-MAIL:

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 extensive to mild

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.

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.

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

*Additional New Text Under Consideration (FALL 2021) – Integrated educational strategies for students with mild to extensive support needs

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. Creative Reading Reflections (8 reflections, 5 points each = 40 points total)

You will be asked to read required texts and/or supplemental readings and complete a reading reflection on the content covered in the reading for that class period. In the reading reflection, identify 2 – 3 important ideas from the reading and reflect on them in a creative and practical way. Reflections are due at the beginning of the class period and cannot be made up.

2. Unit Planning for Social Studies with a Writing Component (60 Points) (UN 2.5, ESN 2.3, ESN 2.5, ESN 3.3, ESN 4.4, MMSN 2.3, MMSN 2.8, MMSN 2.9)

You will receive a general education unit plan for social studies that includes a writing project. 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
- Lesson/instructional plans that include how to teach using direct/explicit and systematic instruction, including opportunities to teach embedded skills
- Identify assistive technology that would increase access for learners
- Identify the accommodations and/or modifications that will be necessary to ensure access

3. Unit Planning for Math Instruction (60 Points) (UN 3.5, ESN 3.1, ESN 5.5, ESN 5.6, MMSN 3.1)

You will receive a general education unit plan for math. Using two student profiles (one student with mild to moderate and one student with extensive support needs) and provided formal and authentic assessment information. You will adapt the unit plan to include:

- UDL components
- Lesson/instructional plans that include how to teach using direct/explicit and systematic instruction, including opportunities to teach embedded skills
- Identify assistive technology that would increase access for learners

- Identify the accommodations and/or modifications that will be necessary to ensure access what accommodations and modification will be necessary for access

4. Math Task Analysis Instructional Plan (40 Points) (UN 3.2, ESN 3.2, MMSN 3.2)

You will work with a group in class to design and create a task analysis to teach the targeted math skill/task/concept identified in your math unit planning assignment (see above). You will also create the adaptations and modifications needed to teach the identified skill/task/concept. Time will be provided in class to plan and begin creation of the materials. You will complete the remainder of the assignment outside of class.

5. In class participation (5 activities, 5 points each = 25 Points total) (UN 1.4, ESN 1.8, ESN 1.11, ESN 1.2, ESN 3.3, ESN 4.3, ESN 4.4, ESN 3.1, ESN 3.2, ESN 1.7, MMSN 1.4)

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. You will need to be present in class to participate and receive credit for these activities.

COURSE EVALUATION

Assignment	Point Value
Assignment #1: Reading Reflections	40 points (8 reflections, 5 pts. each)
Assignment #2: Unit Planning for Social Studies	60 points
Assignment #3: Unit Planning for Math	60 points
Assignment #4: Math TA Instructional Plan	40 points
Assignment #5: In-Class Participation	25 points
Final Exam	40 points
TOTAL	265 points

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
Wk. 1	<p>Introduction to SPED 503MME</p> <ul style="list-style-type: none"> • Course Syllabus & overview <p>Data Drives Instruction</p> <ul style="list-style-type: none"> • Review of major concepts covered in SPED 5XX-Assessment (UN 4.3, UN 5.1/5.2, UN 5.4, ESN 2.12, MMSN 5.1, 5.2, 5.6) 	
Wk. 2	<p>Universal Design for Learning (UDL 1.4, MMSN 1.4, ESN 3.3)</p> <ul style="list-style-type: none"> • What does research tell us about UDL? <p>Accommodations & Modifications</p> <ul style="list-style-type: none"> • What are accommodations and modifications? (UN 1.1, ESN 2.5, MMSN 2.1) • Legal ramifications <p>Grading Issues</p> <ul style="list-style-type: none"> • Diploma versus non-diploma track and implications for grading 	<p><u>Text</u></p> <ul style="list-style-type: none"> • Spencer, S. (2015). Chapter 3 (UDL) <p><u>Video</u></p> <ul style="list-style-type: none"> • The Myth of Average <p><u>Canvas</u></p> <ul style="list-style-type: none"> • Salend & Duhaney (2002). Grading students in inclusive settings
Wk. 3	<p>Data Driven Direct/Explicit Instruction</p> <ul style="list-style-type: none"> • How do I plan and deliver direct/explicit instruction? <p>6. “Model” (I do), “Prompt” (We Do), “Check” (You Do) lesson structure</p>	<p><u>Text</u></p> <ul style="list-style-type: none"> • Brain Rules: Introduction and Attention

<p>Wk. 4</p>	<p>Systematic Instruction (ESN 3.2)</p> <ul style="list-style-type: none"> • Types of prompting strategies <ul style="list-style-type: none"> ▪ Least to most/most to least ▪ Time delay <p>Embedded Instruction</p> <ul style="list-style-type: none"> • Identifying & teaching embedded skills within the context of the GED curriculum (MMSN 1.1, ESN 1.6) <p>Self-Directed Learning</p> <ul style="list-style-type: none"> • Strategies to promote student direct learning (ESN 1.11) 	<p><u>Website</u></p> <ul style="list-style-type: none"> • Evidence-based practices for students with disabilities Innovation Configuration (section on “How to Teach”) <p><u>Canvas</u></p> <ul style="list-style-type: none"> • Browder & Spooner (2014). Embedded instruction • Johnson et al. (2004). The efficacy of embedded instruction for students with developmental disabilities enrolled in general education classes • Embedded skills handout • Agran et al. (2000). Promoting transition goals and self-determination through self-directed learning: The self-determined learning model of instruction (ESN 1.4)
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<p>Wk. 5</p>	<p>Unit Collaborative Planning (UN 4.1,ESN 4.4, MMSN 4.4)</p> <ul style="list-style-type: none"> • Planning for the systematic integration of support in inclusive classrooms • Planning for data collection and grading • Planning for the integration of High Leverage Practices (HLPs) 	<p><u>Text</u></p> <ul style="list-style-type: none"> • Brain Rules: Short-term Memory AND Long-term Memory <p><u>Canvas</u></p> <ul style="list-style-type: none"> • Toews et al. (2020). Unit co-planning for academic and college and career readiness in inclusive secondary classrooms • Jackson et al. (2008). The dynamic relationship between context, curriculum, and student learning: A case for inclusive education as a research-based practice
<p>Wk. 6</p>	<p>Teaching Writing</p> <ul style="list-style-type: none"> • Expanded view of literacy (all learners are “literate”) (ESN 4.3) • Expanded view of writing (acknowledging all “forms” of writing) • Instructional strategies for learners across support needs (mild to extensive) • Adaptations and modifications to aid the writing process • Use of assistive technology to aid the writing process (UN4.4, ESN 1.7, ESN 1.8, MMSN 4.1) 	<p><u>Text</u></p> <ul style="list-style-type: none"> • Spencer, S. (2015). Chapters 1, 2 and 4 <p><u>Website</u></p> <ul style="list-style-type: none"> • High leverage practices <p><u>Canvas</u></p> <ul style="list-style-type: none"> • Pennington & Carpenter (2019). Teaching written expression to students with autism spectrum disorder and complex communication needs
<p>Wk. 7</p>	<p>Teaching Writing Continued</p> <ul style="list-style-type: none"> • Instructional strategies for learners across support needs (mild to extensive) • Adaptations and modifications to aid the writing process • Use of assistive technology to aid the writing process 	<p><u>Text</u></p> <ul style="list-style-type: none"> • Spencer, S. (2015). Chapters 5 and 7 <p><u>Website</u></p> <ul style="list-style-type: none"> • Learning without tears <p><u>Canvas</u></p> <ul style="list-style-type: none"> • Cannella-Maline et al. (2015). Access! Teaching writing skills to students with intellectual disabilities
<p>Wk. 8</p>	<p>Teaching Social Studies</p> <ul style="list-style-type: none"> • Instructional strategies for learners across support needs (mild to extensive) • Adaptations and modifications to aid the writing process • Use of assistive technology to aid the writing process 	<p><u>Text</u></p> <ul style="list-style-type: none"> • Brain Rules: Exploration and Vision <p><u>Canvas</u></p> <ul style="list-style-type: none"> • Wood et al. (2015). Teaching students with intellectual disability to use a self-questioning strategy to comprehend social studies text for an inclusive setting

Wk. 9	Teaching Social Studies Continued <ul style="list-style-type: none">• Instructional strategies for learners across support needs (mild to extensive)	<u>Canvas</u> <ul style="list-style-type: none">• Swanson et al. (2015). Improving reading comprehension and social studies knowledge
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	<ul style="list-style-type: none"> Adaptations and modifications to aid the writing process Class activity to practice identification of effective assistive technology to aid the writing process (UN 1.6, ESN 1.11, ESN 1.2, MMSN 1.2) 	among middle school students with disabilities
Wk. 10	<p>Implementation of Inclusive Social Studies and Writing Instruction</p> <ul style="list-style-type: none"> Wrap up of writing and social studies instructional content In-class practice creating instructional accommodations for writing and social studies (math UN 5.8, ESN 3.3, ESN 4.3, ESN 4.4) 	<p>Canvas</p> <ul style="list-style-type: none"> Lee et al. (2010). Impact of curriculum modifications on access to the general education curriculum for students with disabilities
Wk. 11	<p>Teaching Math:</p> <ul style="list-style-type: none"> Fundamental/embedded math skills Instructional strategies for learners across support needs (mild to extensive) (UN 4.3, u, MMSN 4.2 ESN 3.1) Adaptations and modifications to aid the writing process Use of assistive technology to aid the writing process 	<p>Websites</p> <ul style="list-style-type: none"> Math learning disabilities Concrete-representational-abstract sequence of instruction <p>Canvas</p> <ul style="list-style-type: none"> Browder & Spooner (2014). Beginning numeracy skills Math modification planning Math modification planning template <p>Project Due</p> <p>Assignment #2: Unit Planning for Social Studies (ESN 2.3, ESN 2.5, ESN 3.3, ESN 4.4, MMSN 4.4)</p>
Wk. 12	<p>Teaching Math Continued</p> <ul style="list-style-type: none"> Instructional strategies for learners across support needs (mild to extensive) The use of task-analysis to support instruction and independence Adaptations and modifications to aid the writing process Use of assistive technology to aid the writing process 	<p>Text</p> <p>Canvas</p> <ul style="list-style-type: none"> Göransson et al. (2015). A conceptual approach to teaching mathematics to students with intellectual disabilities Spooner et al. (2017). Promoting access to common core mathematics for students with severe disabilities through mathematical problem solving

<p>Wk. 13</p>	<p>Teaching Science</p> <ul style="list-style-type: none"> • Instructional strategies for learners across support needs (mild to extensive) • Adaptations and modifications to aid the writing process • Use of assistive technology to aid the writing process • Time to work on planning math task analysis instructional plan in-class(MMSN 3.1, ESN 3.1, ESN 3.2, ESN 1.7) 	<p><u>Website</u></p> <ul style="list-style-type: none"> • Active learning: A strategy for science sense making <p><u>Canvas</u></p> <ul style="list-style-type: none"> • Brigham et al. (2011). Science education and students with learning disabilities <p><u>Projects Due</u></p> <p>Assignment #3: Unit Planning for Math(MMSN 5.6, ESN 3.1, ESN 5.5, ESN 5.6)</p>
<p>Wk. 14</p>	<p>Teaching Science Continued</p>	<p><u>Text</u></p>

	<ul style="list-style-type: none"> • Instructional strategies for learners across support needs (mild to extensive) • Adaptations and modifications to aid the writing process • Use of assistive technology to aid the writing process 	<ul style="list-style-type: none"> • Spencer, S. (2015). Chapter 8 <p><u>Canvas</u></p> <ul style="list-style-type: none"> • Jimenez et al. (2009). An exploratory study of self-direct science concept learning by students with moderate intellectual disabilities
Wk. 15	Class presentations (assignment 4) (ESN 3.2, ESN 1.7)	<p><u>Assignments Due</u></p> <p>Assignment #4: Math TA Instructional Plan</p>
Wk. 16	Final Exam	

SPED 503MME Syllabus linking page

Instructions requested that only the “I” will be linked:

TPE1-Universal:

1.1-pg 7

1.4-pg 7

TPE1-MMSN:

1.1-pg 8

1.4-pg 7

TPE1-EXSN:

1.4-pg 8

1.7-pg 8

1.11-pg 8

TPE2- Universal:

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TPE2- MMSN:

2.1-pg 7

TPE2- EXSN:

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2.12-pg 7

TPE3- Universal:

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TPE3- MMSN:

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TPE3- EXSN:

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TPE4- Universal:

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TPE4- MMSN:

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TPE4- EXSN:

4.3-pg 9

4.4-pg 9

TPE5- Universal:

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TPE5- MMSN:

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TPE5- EXSN:

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TPE6- Universal:

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TPE6- MMSN:

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TPE6- EXSN:

