A. Course Description
This course addresses planning, managing, and collaboratively delivering educational plans and interventions for students with severe disabilities. It addresses academic, communication, behavioral, medical, and unique individual needs, K-12.

B. Pre-requisites:
Full PTEP Admission

C. Relationship of this Course to the Program Knowledge Base
The faculty of the School of Special Education shall facilitate the development of educators who are able to implement professional standards, advocate for children and youth with exceptionalities and their families, and adhere to the following beliefs and values:

- Children and youth with exceptionalities are part of a larger community of diverse learners;
- Children and youth with exceptionalities can learn when provided with effective and/or differentiated instruction, the adaptation of the learning environment, and culturally responsive pedagogy and curriculum;
- Children and youth with exceptionalities excel when they are held to high standards and expectations;
- The larger mission of education is best served when special educators collaborate with families, general educators, and related services professionals.
- Children and youth with exceptionalities develop lifelong attitudes and behaviors when responsibility, self-determination, and ownership of their education are expected.

D. Professional Standards Met
The knowledge base for receiving institutional recommendation for the Special Education (Generalist) license at the University of Northern Colorado requires competencies in the following program standards:

- Colorado Department of Education (CDE) Standards for Special Education Generalist (9.06)
- Council for Exceptional Children, Standards for Special Education Teachers
- Colorado Department of Education (CDE) Performance-based Standards for Colorado Teachers (5.01-5.08)
- Colorado Department of Education (CDE) Standards for Knowledge of Literacy (R-5.01)
E. Course Goals and Objectives

1. Identify program and service models from the past and present, and how the tenets of scientifically based practice have led us up to where we are today. This includes:
   a. Describing students with significant support needs, and understanding their experiences in school and community settings from a disability studies perspective
   b. Describing contemporary placement and instruction practices, including:
      1. Typical applications of the continuum of placements and LRE in today’s schools, and their relationship with social prejudice and discriminatory practices
      2. The long-term, deleterious effects of exclusion through self-contained placement and pullout
      3. The potential implications of response to intervention -- including how to balance universal, targeted, and intensive instructional processes -- for student learning in relation to literacy and other areas of instruction
   c. Identifying and describing best practices today, and the role of the special education teacher as an intervention specialist
   d. Identifying and describing the contribution of the parent in special education placement and instruction

2. Select grade- and age-appropriate academic content and adapt materials and activities as needed to ensure progress in the general education curriculum. This includes:
   a. Defining basic terminology (accommodations, modifications, embedding, infusion, units, lessons plans, activities)
   b. Impacting values, and vision setting activities
   c. Instructional familiarity with general education standards and curriculum, including
      1. Grade-level standards
      2. Typical content in selected grades
      3. Ways of deconstructing content & concepts for learners of different abilities
      4. Using RTI services to enhance instruction and learning
   d. Describing different levels of integration and immersion, including
      1. Physical, social, activity, content, and extended (e.g., homework)
      2. Same, multilevel, and alternative curriculum
   e. Demonstrating processes for unit, lesson, and activity design and their practical application, including
      1. Using differentiated lessons and universal design procedures
      2. Developing accommodations and modifications for nondifferentiated lessons
      3. Create a library of adaptations
   f. Developing goals and objectives in relation to general education curriculum, including
      1. Using a Colorado state standards matrix to deconstruct content standards and develop goals and objectives
      2. Using student interests and strengths as vehicles for greater learning and improved access to the general education curriculum
      3. Creating appropriate support procedures and objectives for critical nonacademic skills, including using restrooms, mealtime, self-care, following routines, and independent travel
   g. Employing the five essential pillars of comprehensive reading instruction when identifying individualized student needs with respect to literacy instruction
h. Designing adaptive equipment to promote participation, skill acquisition, and independence
i. Identifying and describing the potential contribution of the parent in goal selection and instructional decision-making; home-school communication approaches

3. Demonstrate skills for assessing students with significant support needs for IEP development, instruction, and data-based progress assessment. This includes using:
   a. Vision statements, based on person-centered planning procedures
   b. Content standards of the State of Colorado for all students
   c. The COACH (Giangreco et al., 2011)
   d. Typical person inventories, checklists, and other ecological assessment procedures
   e. Assessing progress with ecological, portfolio, and direct measurement approaches
   f. Interpreting and using alternate assessment data
   g. Evaluation of instruction and communicating results to others
   h. Grading students, using collaborative strategies and rubrics

4. Demonstrate skills for organizing and conducting evidence-based instruction, using as and when appropriate direct, naturalistic, and incidental strategies and interventions. This includes:
   a. Providing support in the classrooms: Guidelines for mixed ability instruction
   b. Naturalistic (embedded), incidental and direct instruction models
   c. Scientifically-based, useful, and ineffective methods of instruction in relation to curriculum domains associated with general curriculum and specialized curriculum needs
   d. Applications of multi-tiered models of instruction, and response to intervention
   e. Selecting appropriate reading texts and materials, including materials that use scientifically-proven methods and strategies for promoting the development of literacy skills, including but not limited to vocabulary acquisition, fluency, and text comprehension
   f. Using prompt hierarchies while avoiding their mis-use (e.g., prompt dependency)
   g. Providing learning incentives that are appropriate for age and class situations
   h. Coordinating instruction with the general education teacher (balancing in-class with pull-aside)
   i. Using specialized technologies, including auditory prompting, pictorial instruction, video-based instruction, self-monitoring, and peer mediation and peer tutoring supports
   j. Creating age-appropriate parallel and support instruction in same-ability classroom situations

5. Develop, implement, and evaluate specialized scientifically based literacy, language, and social communication interventions, with and without augmentation. This includes:
   a. Evidence-based versus ineffective methods of instruction in relation to reading and literacy; specialized interventions for students with significant support needs
   b. Identifying social and communication needs through appropriate assessment
   c. Using ecological tools and protocols to plan incidental and direct (embedded) social and communication facilitation activities
   d. Collaborating with speech therapists and general education teachers to assist students in comprehending and (as appropriate) expressing the sounds of English (phonemic and phonological awareness)
e. Capitalizing on, and using, relationships between listening, comprehension, and language comprehension, and between oral language proficiency and traditional skills of literacy, to promote literacy development and potential reading comprehension

f. Using augmentative and alternative communication devices, including
   1. Using “low tech” devices and PCS type systems
   2. Using “high tech” devices
   3. Selecting vocabulary, in collaboration with the student, parents, general education teachers, and others
   4. Creating natural situations and opportunities for use

6. Demonstrate skills for planning, scheduling, managing, and collaborating in the delivery of instruction. This includes:
   a. Negotiating the placement of students in general education classes, including
      1. Use existing schedules
      2. Consider homeroom options
      3. Facilitate student membership in the larger school community
      4. Use willing & key members of the general education community
      5. Negotiate placements and supports, and monitoring for success
   b. Creating schedules for general education participation and other services
   c. Scheduling, training, and supervising para-educators, volunteers, and peer helpers
   d. Working with general education teachers and related services personnel in the delivery of instruction
   e. Knowing what problems can arise with integrated delivery, and how to avoid or address them
   f. Training and supporting students be more autonomous in the school environment, including self-determination skills

7. Develop, implement, and evaluate solution-focused and problem-based behavior support plans. This includes:
   a. Identifying and understanding challenging behaviors through appropriate and function-based assessment
   b. Creating behavior support plans, in which responsibilities and expectations are appropriately distributed between teachers, administrators, disciplinarians, and the student
   c. Implementing and monitoring informal and formal behavior support efforts

8. Develop, implement, and evaluate physical development and medical management support plans. This includes:
   a. Working with related services to identify physical support needs
   b. Creating medical management plans, including self-management strategies
   c. Developing supports and interventions for physical development
   d. Using basic handling and positioning strategies for students with multiple disabilities, including
      1. Movement and stability facilitation
      2. Instruction for motor skill acquisition and compensatory strategies, including abuses and contraindications
      3. Precautions when handling and moving
9. Plan for school-to-adult transitions, then organizing, and conducting instruction in community environments, including
   a. Assessing transition needs
   b. Use community-based instruction in natural environments
   c. Planning for post-secondary options such as employment and continuing education

10. Understand the ethical and professional issues that are involved with working with students who have significant support needs.

F. Content of the Course
1. Program and service models past and present, and the tenets of scientifically based practice
   a. Who are we? A brief description of students who have significant support needs
   b. Changing models of services, and their implications for placement and instruction
   c. Best practices today, and the role of the special education teacher
   d. The role of the parent and other family members

2. Grade- and age-appropriate instructional content and adapting the curriculum
   a. Working with values and vision setting
   b. General education standards and curriculum
   c. Literacy, math, and content skill instruction across the curriculum: Useful and ineffective strategies
   d. An overview of levels of integration and immersion
   e. Models of unit, lesson, and activity design and adaptation, and practical applications;
   f. Developing goals and objectives in relation to state standards and general education curriculum
   g. Adaptive equipment in the support of learning
   h. Using existing RTI intervention processes to enhance instruction
   i. Parents as team members and their contribution to goal selection and instruction

3. Performing student assessments to develop goals and objectives, and to plan for and evaluate instruction
   a. Organizing and conducting person centered planning sessions and creating vision statements that can guide goal development processes
   b. Using content standards directly in goal development or as reference points for goal development
   c. Employing the COACH (Giangreco et al., 2011) for instructional planning
   d. Using typical person inventories, checklists, and other ecological assessment procedures
   e. Assessing student progress with ecological, portfolio, and direct measurement approaches
   f. Interpreting and using the CSAP-A
   g. Evaluating the results of instruction and communicating those results to others
   h. Grading students

4. Organizing and conducting evidence-based instruction using direct, naturalistic, and incidental strategies and interventions
   a. Providing support in the classrooms: Guidelines for mixed ability instruction
   b. Using incidental and direct instruction models
   c. Scientifically-based, useful, and ineffective methods of instruction in relation to general curriculum and access skills
d. Multi-tiered models of instruction, and response to intervention
e. Selecting appropriate reading texts and materials, and appropriately employing scientifically-proven methods for developing literacy skills, such as vocabulary, fluency, and text comprehension
f. Prompt hierarchies: Uses and misuses
g. Providing learning incentives: Uses and misuses
h. Coordinating instruction with the general education teacher (balancing in-class with pull-aside)
i. Using specialized technologies, including auditory prompting, pictorial instruction, video-based instruction, self-management and self-monitoring, and peer mediation and peer tutoring supports
j. Creating parallel and support instruction in same-ability classroom situations

5. Developing, implementing, and evaluating specialized language, social and communication interventions, with and without augmentation
   a. Identifying research-based methods of instruction in relation to reading and literacy, across the five pillars; contemporary methods for teaching reading in the field of significant support needs
   b. Using ecological tools and protocols to plan incidental and direct (embedded) social and communication facilitation activities
   c. Collaborating with speech therapists and general educators to assist students in the comprehension/expression of the sounds of English (phonemic and phonological awareness)
   d. Employing relationships between spoken language, listening, script comprehension, and language comprehension to promote early literacy development
   e. Using augmentative and alternative communication devices

6. Planning, managing, scheduling, and collaborating in the delivery of instruction
   a. Placing and supporting students in general education classes
   b. Creating schedules for general education participation and other services
   c. Scheduling and supervising para-educators, volunteers, and peer helpers
   d. Working with general education teachers and with related services personnel in the delivery of instruction
   e. Problems that can arise with integrated delivery, and how to avoid or address them
   f. Training students be autonomous in the school and self-determination

7. Developing, implementing, and evaluating solution-focused and problem-based behavior support plans
   a. Identifying and understanding challenging behaviors through appropriate assessment, including functional behavioral assessment
   b. Creating behavior support plans, including the assignment of expectations and responsibilities
   c. Implementing and monitoring informal and formal behavior support efforts

8. Developing, implementing, and evaluating physical development and medical management support plans
   a. Working with related services to identify physical support needs
   b. Creating medical management plans
c. Developing supports and interventions for physical development
d. Basic handling and positioning strategies for students with multiple disabilities

9. Planning transitions to adulthood, then organizing, and conducting instruction in community environments
   a. Assessing transition needs
   b. Community-based instruction in domains such as self-care and independent living
   c. Planning for post-secondary options such as employment and continuing education

10. Understanding the ethical and professional issues that are involved with working with students who have significant support needs.  (*Infused in lectures and practical examples within the foregoing nine units.*)

G. Course Requirements: *(guidelines are provided for each of these assignments in the “Course Projects and Rubrics” folder on Blackboard)*

*(Refer to the schedule for due dates)*

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class participation, unit assignments, and quizzes</td>
<td>450</td>
</tr>
<tr>
<td>Lesson Adaptation Project</td>
<td>100</td>
</tr>
<tr>
<td>Class Presentation Project and Participation</td>
<td>100</td>
</tr>
<tr>
<td>Work Sample</td>
<td>200</td>
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<tr>
<td>Final Examination</td>
<td>50</td>
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<td>TOTAL</td>
<td>900</td>
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Course Activities

Participation policy: This class is a face-to-face class, with some online access expectations. Attendance and participation are critical for benefiting and learning the course content. Hence, you are expected to fulfill unit requirements by fully attending the weekend classes, downloading from Blackboard materials and handouts as required, participating in discussions in class, contributing to group projects, reviewing online materials and readings, completing online and in-class unit assignments and quizzes, and responding to emails. Unit-specific work is due when a unit ends, unless otherwise indicated.

LESSON ADAPTATION PROJECT: Focusing on academics, students will complete a lesson accommodation and modification activity, for either the elementary- or the secondary-level. The content will include: An age-appropriate general education lesson, fully described; documented relationship with Colorado content standards; well-developed and detailed differentiation process for enhancing the learning of all students; specific accommodations and modifications for a student with significant support needs, including special materials; assessment processes that can be used to ascertain skill development, vocabulary acquisition, and/or content learning and comprehension; and, a simple rubric that can be used with the student who has significant support needs to assign a grade for the lesson.
WORK SAMPLE PROJECT: Students will develop and deliver within a general education or other classroom setting an age- and grade-appropriate lesson to a student who has significant support needs. A final paper will then be prepared which provides a detailed, comprehensive, and readable account of the teaching activity and resulting learning. This work will be your iWebFolio artifact for this course.

Note: Any teacher candidate who is seeking Initial Teacher Licensure in the Master Generalist program is reminded that an Hours Log must be maintained for field experiences as required in this course. The Hours Log must be signed by the hosting teacher in the designated field placement. The teacher candidate is responsible for maintaining the Hours Logs for each 600 level course until practicum. A copy of the form, which you should have received in EDSE 507, is provided in the work sample project folder at the online site for this course.

PRESENTATION PROJECT: Students will design and construct short, practitioner oriented presentations, and remaining students will participate in these and complete learning activities. Areas addressed include:

- Methods of Instruction (specialized practices): Daily schedules, pictorial instruction, video-based instruction
- Methods of Instruction (peer support processes and programs): Cooperative learning/small group instruction, peer-mediation/peer tutoring strategies
- Methods of Instruction (language, literacy, and AAC): Natural environment/milieu-based techniques, sight word vocabulary instruction (classroom-based), functional sight word instruction (community-based), emerging methods for reading textual materials, augmentative and alternative communication
- Planning and Managing Services: Co-teaching; paraprofessional support
- Behavior Support: Scripts & social stories; self-monitoring & self-management
- Medical Support: Developing medical support plans. chronic food refusal; epilepsy support; toilet training
- Transition Services: Methods for teaching self-care and/or other community living skills, pedestrian and transportation skills, recreation and leisure skills, supported employment methods; service learning instructional models

UNIT ASSIGNMENTS AND UNIT QUIZZES: The student will complete unit-specific assignments and quizzes addressing information needs of the special education generalist who is serving students with significant support needs.

FINAL EXAMINATION (online or download): The student will complete a professional self-study of teaching practices that he or she will adopt, use, and/or refine in relation to the roles of the intervention specialist, juxtaposed with the content and skill domains (e.g., scheduling educational experiences) that are the expertise areas of the special educator. There should be evidence that integration and the principle of normalization have been considered.

Policy on Originality of Products
You are encouraged to build on your own previous work from other classes and programs, and to integrate material and ideas that you have learned in other classes into this class, with appropriate referencing. But projects from other classes are not to be duplicated and turned in to fulfill EDSE 618 requirements, nor can you take work that you completed in another class and simply re-configure it, or enhance it, for this class. In other words, you are expected to do original work for each project and assignment that you complete in this class.
H. Grading Criteria

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>855 or more</td>
<td>95-100</td>
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<tr>
<td>A-</td>
<td>837-854</td>
<td>93-94</td>
</tr>
<tr>
<td>B+</td>
<td>819-853</td>
<td>91-92</td>
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<tr>
<td>B</td>
<td>792-818</td>
<td>88-90</td>
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<tr>
<td>B-</td>
<td>774-791</td>
<td>86-87</td>
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<tr>
<td>C+</td>
<td>756-773</td>
<td>84-85</td>
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<table>
<thead>
<tr>
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<th>Score</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>C</td>
<td>720-755</td>
<td>80-83</td>
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<tr>
<td>C-</td>
<td>702-719</td>
<td>78-79</td>
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<tr>
<td>D+</td>
<td>684-701</td>
<td>76-77</td>
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<tr>
<td>D</td>
<td>648-683</td>
<td>72-75</td>
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<tr>
<td>D-</td>
<td>630-647</td>
<td>70-71</td>
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<tr>
<td>F</td>
<td>646 or less</td>
<td>Less than 70</td>
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In general . . .

**A:** A final grade of A or A- means that the student has performed all or most unit assignments, projects, and other expectations at an advanced, exceptional, and or better than average level, and has done so in a timely manner. There have been no gaps of time or activity lapses in the contribution of the student to the life of the online community.

**B+ or B:** A final grade of B means that the student has turned in, and shown "good graduate work" for all quizzes, in-class assignments, required projects, and discussion board expectations. Moreover, there are minimal gaps of time or activity lapses in the contribution of the student to the life of the online community and in completion of assignments. He or she has also completed any make-up activities for poorly done work that have been recommended by the instructor.

**B-, C+, or C:** A final grade in the B- to C range means that the student has completed all or most course assignments and projects but has not always met criteria, and has not successfully attempted to re-do work. Grades such as these are assigned when a student (a) completes required projects but misses a significant amount of unit work; (b) turns in projects that are inadequate based on documented grading criteria; and/or (c) shows notable gaps of time or activity lapses in his or her contribution to the life of the online community (e.g., does not respond to discussion board exercises, or emails form the instructor) or in his/her completion of assignments. Grades in this range may place the student at risk for having a GPA that falls below 3.0, if his/her work is similar in other classes.

**C-, D+, D-, or F:** These grades are assigned when a student has not satisfactorily completed the course assignments. A grade of F, in particular, is assigned when the student loses a significant amount of points (a) through excessive nonparticipation, (b) by not completing unit assignments and work, and/or (c) by not completing projects. Along with risking academic probation, grades in this range typically mean that the student will need to complete the class over again before his/her practicum and before graduation.
I. Required Readings.

Text

Other Readings (provided online)


[A variety of unit-related packets of tools and readings will be made available each class]

J. Suggested Readings

[Bibliographies on a variety of evidence-based methods of instruction are provided on the course Blackboard site.]

K. Accommodations Statement

Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit www.unco.edu/dss as soon as possible to ensure that accommodations are implemented in a timely fashion.

L. Academic Honesty

Students are required to follow guidelines related to academic honesty as outlined in the student handbook, available at http://www.unco.edu/dos/docs/StudentHandbook.pdf. Also see guidance related to plagiarism at http://www.unco.edu/dos/student_plagiarism.html.

The Generalist faculty have also implemented the following policies with respect to originality of products: Policy on Originality of Products: You are encouraged to build upon your own previous work from other classes and programs, and to integrate material and ideas that you have learned in other classes into this class, with appropriate referencing. But projects from other classes are not to be duplicated and turned in to fulfill this course’s requirements, nor can you
take work that you completed in another class and simply re-configure it, or enhance it, for this class. You also cannot take a project done in this class by another student who took this class at an earlier date, or is in this class now, and submit it as your project with or without minor changes. In other words, you are expected to do original work for each project and assignment that you complete in this class. Failure to do so means that, at the very least, you will receive an automatic “F” on that assignment, and the instructor can take additional action if he/she feels that it is necessary.

M. Inclusivity Statement
The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and worldviews may be different from their own.

N. Liability Statement pertaining to field experiences:
UNC purchases insurance that provides liability coverage to teacher candidates (subject coverage limitations and deductibles of the applicable insurance policy) for claims made against the teacher candidate while s/he is acting in the course and scope of her/his responsibilities in field experience. Such coverage is subject to limitations and exclusions for, among other things, alleged intentional acts and other uncovered claims.

In addition, the teacher candidate, during her/his practice teaching in a school is deemed an employee of the school district for the purposes of workers’ compensation and liability insurance as provided for other school employees.

Personal Liability: It is each teacher candidate’s choice to determine if s/he wishes to purchase additional liability coverage. Several professional organizations, including but not limited to the Colorado Education Association, the Council for Exceptional Children, and the National Education Association, offer personal – professional liability insurance that can be purchased by the teacher candidate at her/his expense.