



EDMX 635 Section 1
Curriculum and Instruction for Students with Moderate/Severe Disabilities
CRN #20807
Wednesday Evenings, 5:00 – 8:50 p.m.
University Hall 440
Spring 2015

Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.

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By Appointment

School of Education Mission & Vision Statement
(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
 - Promote and foster social justice and educational equity
 - Advance innovative, student-centered practices
 - Inspire reflective teaching and learning
 - Conduct purposeful research
 - Serve the School, College, University, and Community
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Basic Tenets of our Conceptual Framework

- Student centered education
 - Research and theory specific to the program field inform practice
 - Connections and links between coursework and application
 - Strong engagement between faculty and candidates
 - Co-teaching clinical practice
 - Culturally responsive pedagogy and socially just outcomes
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COURSE DESCRIPTION

Focuses on developing knowledge and skill for effectively educating students identified with moderate and severe cognitive, communication, social/emotional, and physical/health challenges. Emphasis is on transdisciplinary teaming in IEP development and delivery and methods for procuring and managing resources to enable students with specialized health care, mobility, sensory, behavioral and communication needs to participate in school and community experiences.

CCTC Education Specialist Moderate/Severe Program Standards Addressed

M/M/S 3	M/S 1	M/S 2	M/S 3	M/S 4	M/S 5	M/S 6	M/S 7	M/S 8
K/A	K/A	K/A	K/A	K/A	K/A	K/A	K/A	K/A

Key:

M/M/S = Program Standard for both Mild/Moderate and Moderate/Severe Education Specialist

M/S = Moderate/Severe Education Specialist Standard

K = Competence at **knowledge** level

A = Competence at **application** level

M/M/S 3: Educating Diverse Learners

M/S 1: Learning Characteristics of Individuals with Moderate/Severe Disabilities

M/S 2: Communication Skills

M/S 3: Developing Social Interaction Skills and Facilitating Social Context

M/S 4: Assessment, Program Planning and Instruction

M/S 5: Movement, Mobility, Sensory and Specialized Health Care

M/S 6: Positive Behavioral Support

M/S 7: Transition and Transitional Planning

M/S 8: Augmentative and Alternative Communication

STUDENT LEARNING OUTCOMES

This course takes place in both virtual and face-to-face environments in which attendance is required. Both virtual and face-to-face experiences as well as readings and assignments guide candidates to accomplish the following student learning outcomes aligned with the Preliminary Moderate/Severe Education Specialist Standards and the Preliminary Education Specialist Moderate/Severe Teaching Performance Expectations.

Each candidate:

- 1) demonstrates knowledge of disability characteristics, and the educational and psychosocial implications of these characteristics for students identified with moderate/severe/profound mental retardation, physical health impairments, other health impairments, traumatic brain injury, deaf-blind, multiple disabilities, emotional disturbance, and autism spectrum disorders, while determining the implications of these characteristics for service delivery.
- 2) demonstrates the ability to collaborate with families and allied school and health personnel (e.g., nurses, physicians, communication specialists, teachers) as a member of a transdisciplinary team.
- 3) demonstrates the ability to collaborate with others to facilitate each student's ability to effectively communicate and increase the extent and variety of social interactions to achieve and expand meaningful social relationships across all settings.
- 4) demonstrates the ability to use assessment data from multiple sources (e.g., person-centered and family-centered planning and strengths based, functional/ecological assessment across classroom and non-classroom contexts) to develop effective programs and guide instruction leading to their students' meaningful participation in core, standards based curriculum, wellness curriculum, and progress toward IEP goals and objectives.
- 5) demonstrates the ability to assess students' verbal and non-verbal communication abilities and use assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create

and facilitate opportunities for interaction and 5) develop communication methods to demonstrate student academic knowledge.

- 6) demonstrates the ability to use alternative statewide assessments, formative assessments, and formal and informal assessment results to implement systematic, evidence based instructional strategies to teach skills within school, community and work settings.
- 7) demonstrates knowledge and skills to develop and implement IEPs and ITPs for students with moderate-severe disabilities inclusive of life skill curricula and instruction to promote:
 - a. personal care skills and address sexuality issues,
 - b. critical academics and language skills,
 - c. practical and purposeful nonverbal communication skills,
 - d. domestic and daily living skills,
 - e. community skills through community-based instruction,
 - f. employment skills and employment options,
 - g. integrated community recreation and leisure opportunities,
 - h. transition to adulthood and supports to promote quality life experiences as an adult, and
 - i. post-secondary education options.
- 8) demonstrates the ability to develop instructional plans responsive to the unique needs of the student and requirements of the core curriculum, and are implemented and adjusted systematically to promote maximum learning and academic achievement.
- 9) demonstrates the ability to develop and implement systematic, evidence based instructional strategies to teach skills within school, community and working settings, including assessment sources that integrate alternative statewide assessments, formative assessments, and formal and informal assessment results.
- 10) demonstrates knowledge of and ability to support the movement, mobility, sensory and specialized health care needs required for students to participate fully with dignity and maximum independence in classrooms, schools and the community.
- 11) demonstrates knowledge of appropriate and safe techniques, procedures, materials, educational technology, assistive technology, and other adaptive equipment.
- 12) demonstrates knowledge of federal, state, and local policies related to specialized health care in educational settings.
- 13) demonstrates the ability to consult and collaborate with designated staff and parents, to provide the appropriate, safe, and consistent support across all settings.
- 14) demonstrates understanding of the procedures required to procure services and how to access other professionals and agencies to acquire information regarding student's sensory, movement, mobility and specialized health care services.
- 15) demonstrates knowledge and skills to implement various positive behavioral change approaches (e.g., TEACCH, pivotal responses, discrete trial, floor time, social stories).
- 16) demonstrates knowledge and advocacy skills related to the various transitions experienced by students' moderate/severe disabilities, including those who are deaf-blind and/or those with additional disabilities, as they move from infancy to adulthood.
- 17) demonstrates understanding of mandated considerations for augmentative and alternative communication technology for students with moderate/severe disabilities, including students with physical/orthopedic disabilities, other health impairments, deaf/blind and multiple disabilities.
- 18) demonstrates knowledge and use of augmentative and alternative communication systems or devices and services to facilitate communication, improved academic performance, and skill development of students with moderate/severe disabilities, students with physical/orthopedic disabilities, other health impairments, deaf/blind and multiple disabilities.

Preliminary Education Specialist Standards

The course objectives, assignments, and assessments are aligned with the CCTC standards for the Preliminary Moderate/Severe Education Specialist Teaching credential and the Education Specialist Teaching Performance Expectations.

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for Preliminary Education Specialist Moderate/Severe Teaching credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students.

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Candidates successfully completing this program receive a credential with authorization to teach English learners. (*Approved by CCTC in SB 2042 Program Standards, August 02*)

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the SOE website: <http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

Note: Add-On candidates who already hold a valid basic teaching credential are not responsible for TPAs.

GENERAL CONSIDERATIONS

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

Students with Disabilities Requiring Reasonable Accommodations

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Graduate Writing Assessment Requirement

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's candidates. This requirement must be achieved prior to Advancement to Candidacy. A master's candidate will satisfy the graduate writing requirement by receiving a passing score on a written product as assessed with the GWAR rubric. Toward the goal of providing opportunity for graduate students in the School of Education to satisfy the writing requirement, papers in graduate classes are expected to adhere to writing and format style guidelines described in the sixth edition of the Publication Manual of the American Psychological Association (aka, APA Manual). This manual is a required across all graduate-level (600-level) courses.

CSUSM Academic Honesty Policy

"Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole."

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism:

As an educator, it is expected that each candidate will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

All work in this course must be the original work of the credential candidate. Scanning of student work via Turnitin™ software may be used to verify student authorship and accurate citation of copyrighted materials or thoughts, ideas, and/or work of others. The instructor may require that some assignments in the course be submitted using the built in Turnitin™ software feature. Students making unauthorized copies of copyrighted materials or microcomputer software will receive a failing grade.

Use of Technology

Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

COURSE REQUIREMENTS

Required Reading, Materials, and Expectations

Text:

Snell, M.E.. & Brown, F. (2011). *Instruction of students with severe disabilities* (7th ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Additional Selected Readings will be posted on Moodle

Additional Required Materials/Expectations:

Full text of the Education Specialist Teacher Performance Expectations, the CSUSM Clinical Practice Assessment Preliminary Education Specialist Moderate/Severe Teaching Performance Expectations form, and the Moderate/Severe Individualized Transition Development Plan form. All three documents are posted on the School of Education website in the Education Specialist Special Education Handbook for Education Specialists.

Person-First Language. "Person-first" language (e.g., "Student with Down syndrome" rather than "Down syndrome student") must be used throughout all written and oral assignments and discussions.

Cougar Courses Use and Class Preparation. Examine the course Cougar Courses website at least twice weekly for messages and newly posted materials and resources. Download materials needed for each class *prior* to class and bring to class all required resources.

Written Work. Word-process and keep and electronic copy of all written work. You will want these for your records and use as professional portfolio entries.

Timeliness. Complete and submit all assignments on the due dates for full credit. If you have extraordinary circumstances that impact completion of your assignments or have questions or concerns, please contact the instructor(s) immediately.

Participation. Participate actively in class discussions and group activities and demonstrate positive interpersonal skills with classmates, the instructors, and guests.

Peer Buddy. Select at least two class "buddies" ensure you receive handouts and information if you miss class.

Buddy's Name:	Phone:	e-mail:
Buddy's Name:	Phone:	e-mail:

TaskStream Enrollment and Postings

The School of Education uses TaskStream to manage candidates' TPE, clinical practice, signature assignment, and disposition assessments. Candidates must be enrolled in TaskStream throughout the Mild/Moderate and Moderate/Severe Education Specialist program(s). Enrollment fees are paid by going to www.taskstream.com and registering. Access the Prelim Mild/Mod & Mod/Sev Ed Spec Credential 2013 bucket by going to your home page, finding the Self-Enrollment area and clicking the *Enter Code* button. Then enter edspecialist as the program code. If this is the correct program, click the *Enroll* button. The Education Specialist program now will show up on your TaskStream home page when you log in. Be sure to remember your own exact enrollment name and password.

SCHEDULE/COURSE OUTLINE

Date	Class Description	Readings and Preparation	Assignments Due
1/21	Orientation to the Course Educating Students with Moderate/Severe Disabilities: Foundational Concepts and Practices <i>Introduction to Area of Expertise Project</i> <i>Introduction to Case Study</i>	Syllabus S&B Ch.1	Area of Expertise: Teams/Topics (in class)
1/28	Principles of Behavior Applied Behavior Analysis	CC Readings	
2/4	Functional Behavior Assessment Positive Behavior Support Plans Crisis Intervention & Planning	S&B Chs. 5,7	
2/11	Person-Centered Planning Common Core and Students with Moderate/Severe Disabilities ONLINE CLASS	CC Readings	WBI #1 Due
2/18	Using Assessment to Guide Instruction and Planning	S&B Ch. 3	WBI #2 Due
2/25	Curriculum and Instruction	S&B Chs. 4,6,13	WBI #3 Due
3/4	Autism Spectrum Disorder: Evidence-Based Practices	CC Readings	
3/11	Instructional Design and Strategies: Applied Behavior Analysis	CC Readings	
3/18	Instructional Design and Strategies: TEACCH	CC Readings	WBI #4 Due
3/25	Teaching Communication Skills	Ch. 13	
4/1	SPRING BREAK		
4/8	***No Formal Class*** Area of Expertise WORKNIGHT	S&B Chs. 8, 12	WBI #5 Due
4/15	Working with Para-educators Fostering Family-Professional Partnerships		
4/22	Professional Panel – Related Services and Other Supports	S&B, Ch. 2	
4/29	Area of Expertise Presentations		Area of Expertise Project Due
5/6	Area of Expertise Presentations Course Evaluations		Student and Family Case Study Due

GRADING SCALE

Grades are computed according to the following grading scale.

A = 93-100% A- = 90-92% B+ = 87-89% B = 83-86% B- = 80-82% C+ = 77-79%

Note: Any grade below a C+ results in class failure, as courses with a grade below a C+ cannot be applied toward a credential.

ASSIGNMENTS AND POINT DISTRIBUTION

Collaboration and Participation: (1 point per session)	16 points
Web-Based Instruction Activities Posted on Cougar Courses: (5 postings at 6 points each)	30 points
Area of Expertise Project:	24 points
Case Study:	30 points
Total Points:	100 points

Assignment Descriptions:

Collaboration/Participation: (16 points)

Purpose: The field of working with individuals with moderate and severe disabilities requires knowledge of many and varied resources, strategies, foundational concepts, and agencies. The purpose of face-to-face sessions is to provide participants with an opportunity to demonstrate understanding and application of essential concepts and practices in professional practice while interacting with others in a professional learning community.

Criteria for Grading Participation:

Participation points are assigned based upon the following criteria: a) collaborative cooperation in all class activities and group assignments; b) enthusiasm for the content and activities; c) respectful interaction with speakers, fellow students, and the instructor; d) patience and flexibility with the technology and materials. Cougar Courses postings or other assignments completed *during* class time will receive no credit.

Web-Based Instruction Activities posted on Cougar Courses: (30 points, 5 postings at 6 points each)

Web-Based Instruction Activities will be posted on Cougar Courses. Web-Based Instruction Activities are submitted via Cougar Courses by the due date.

Purpose: Candidates develop depth of understanding with regard to multiple dimensions of education and community participation of students with moderate and severe disabilities. All readings are completed with critical thought and reflection before the class period in which they are discussed.

Criteria for Evaluation: WBI Activities address all reading materials and are complete, thorough, well thought out and written, and submitted by the due date on the course schedule. All WBI Activities must be at least 3 double-spaced pages.

WBI #1 Person Centered Planning

Read the article: "Person-Centered Planning: Maps and Paths to the Future", by Howard Garner and Lisa Dietz. This brief article provides a very nice overview of the concepts of Person Centered Planning.

<http://www.ttac.odu.edu/articles/person.html>

Prompt: What are the key and most important aspects of this approach for individuals with moderate/severe disabilities? How does person centered planning differ from the traditional approaches used throughout the history of special education? Do you have a personal experience to share regarding planning meetings you have been in during your teaching?

Go to <http://www.capacityworks2.com/> and view the TED video “Beautiful Justice” presented by Beth Mount.

Prompt: What were some of your “new learnings/take-aways” from this presentation? How might this impact your job as an Education Specialist supporting students with Moderate/Severe Disabilities?

Self Determination Resources: The Learning Community <http://www.learningcommunity.us/home.html>

Begin by reading the overview for The Learning Community by selecting “About Us” and “Our work” on the top menu bar.

Prompt: Go to the “Reading Room” (also on the top menu bar) and select a category (e.g. Cultural Competence, helping People Move etc.) then select a resource or publication to read.

- a) Tell why you selected that resource or publication.
- b) Provide the full URL link to that resource.
- c) What did you learn from this material?

WBI #2: Common Core Standards, Alternate Assessments, and Students with Moderate/Severe Disabilities

It is an exciting time in education! New standards and new assessments! Review links/articles/resources provided in Cougar Courses under WBI #2. Describe “new learnings/take-away” on common core standards, alternate assessments, and students with moderate/severe disabilities.

WBI #3: Curriculum and Instruction

Read Ch. 6 and 13 in the Snell and Brown text. Respond to the prompts below based on your reading and experience. Do not take direct quotes from the text.

Summarize the 4-step model to develop individual adaptations for students with Moderate/Severe Disabilities in Ch. 6 of the Snell and Brown text (pp. 236-255). Are there aspects of this model that you are already using? What were some new learnings?

Imagine that you are the teacher of a first-grade student with multiple disabilities and complex communication needs. At the IEP meeting, you want to explain to the parents of the child and the rest of the team why you think that it is important to prioritize literacy and math learning for this student. What would you say? What examples might you give of how literacy and math instruction for this child might look? Use Snell and Brown Ch. 13 pp. 499-521).

WBI # 4: Autism Spectrum Disorder

View the films: “Autism is a World” and “Wretches and Jabberers” in the Film section in Cougar Courses. Compose a reflection (not a summary) about each film. Reflect on something you learned about individuals with ASD, specifically referring to what you saw that taught or reminded you of your learning.

WBI #5: Medically Fragile/Rare Disorders and Working with the School Nurse

Working with the School Nurse

Based on your reading of Ch. 8 in your Snell and Brown text, summarize the role of the school nurse in supporting students with chronic health problems. What are some classroom adaptations that may need to occur within your classroom or with the students you support?

Medically Fragile/Rare Disorders

Many of you may be working with children or will work with children in the future who have rare syndromes or diseases. These are often named after the person who has identified and defined the related set of conditions and characteristics. These conditions are the underlying etiology/causal factors impacting development and resulting in the disabilities of the learners.

Many parents and professionals become quite frustrated when unable to find adequate information to inform the assessment and instruction processes for the child.

Go to NORD: (National Organization for Rare Disorders) <http://www.rarediseases.org/> This site has a wealth of information on rare diseases including a search engine for "orphan drugs" and clinical trials. The major headings also include an index of rare diseases (found on the menu bar on the left of the page), a rare disease database, an organization data base and a subscriber data base of research articles and reports.

As an example of its uses, enter Fabry Disease into to the search engine. You will see the power of this site through this trial search. Research a syndrome in which you have some interest.

Summarize your impressions of using and exploring this web site in a full paragraph. Provide information on one site you linked to and provide the topic, and full URL for that web site from which you have derived your information.

Search for a rare syndrome you have been wondering about, or if you do not know of one, go to the "index of rare diseases" on the left menu bar, select one and study it. Provide a full paragraph synopsis about what you have learned; provide the full name of the syndrome/disease and the full URL for it (if different from the rare diseases site). You may provide information on symptoms, impact of this disorder, pharmacology, interventions, links to related web sites etc.

Remember, do not copy and paste large block of text from web sites; reflect in your own words while providing reference to the appropriate web site or sites. Post your work on the WBI #5 Forum so that everyone benefits from your research.

Area of Expertise Project: (24 points)

Purpose: The Area of Expertise Project provides the opportunity for a team of candidates to study and research in depth specific topics regarding the education and support of students with moderate/severe disabilities in K-12 settings. You are required to address each of the areas within your topic. Topics and teams will be assigned in class. Topics will include:

- Addressing Sensory/Movement/Motor Disabilities/Disorders
 - Key Concepts in Understanding Sensory and Motor Disability
 - Getting Help from Therapists and Other Specialists: Working as a Team
 - Proper Physical Management and Equipment
 - Sensory Supports and Strategies
- Specialized Health Care and Teaching Self-Care Skills
 - A Description of Specialized Health Care Procedures
 - Health and Safety Procedures
 - Collaborating with the School Nurse, Medical Professionals, Parents, and Paraeducators
 - Self-Care Teaching Considerations
 - Toileting
 - Eating and Mealtime
 - Dressing and Grooming

- Supporting Peer Relationships and Social Skills
 - A Description of Peer Relationships and Social Skills
 - Promoting Peer Interaction and Social Relationships
 - Evidence-Based Strategies for Supporting Relationships and Effective Communication Within Relationships
 - Addressing Relationships Within Educational Planning Efforts (increase the extent and variety of social interactions to achieve and expand meaningful social relationships across all settings)
- Teaching Academic Skills
 - Selecting Academic Skills for Instruction
 - Determining the Instructional Approach
 - Literacy Instruction
 - Math Instruction
 - Science Instruction
- Building Skills for Home and Community
 - Using Person-Centered Assessment and Planning
 - Coordinating Instruction with Families
 - Selecting Appropriate Instructional Settings
 - Community-Based Instruction
- Transitioning from School to Employment
 - Transition Planning
 - Teaching Employment Skills
 - Adult Outcomes and Meaningful Employment Outcomes
 - Family Roles in Transition
 - Interagency Collaboration

Criteria for Evaluation: Given the format provided, each team researches, writes, and presents about an assigned topic from the list above, with equitable distribution of responsibility in preparation and presentation of the project. The project will include: an annotated bibliography of literature, websites and materials; a summary report of researched literature, websites, and materials; a PowerPoint Presentation to be presented to the class; a 2-page Tip Sheet to be shared with the class that includes agencies and other resources; and a meta-evaluation of their own and teammates participation in the project. Grading Rubric will be provided.

Area of Expertise Teams and Topics:

Teams will be created during the first or second class meeting and topics will be assigned to groups by the instructor. Topics will not be repeated across groups to provide candidates with an expansion of content areas of importance to students with moderate/severe disabilities. Teams are encouraged to use the required text (Snell & Brown, 2011) as a springboard for exploration. Additional out of class meetings with team members are necessary.

Annotations and Resources: (5 points)

This section of the report will present a review of literature, web-sites, and materials and other resources that pertain to your topic. Each member is responsible for one article or book, one web-site, and one curricular, instructional, or assessment resource. When reviewing curricular, instructional or assessment resources please include: the name and type of resource, publisher/agency and address, description of the resource, and a critique of the resources. Annotations of articles or books should include the full reference in APA Style 6th Ed., a summary of the article/book, and your critique/response. Please make sure your individual name is on your annotations to receive full credit. Organize this section so that colleagues can review the material you have assembled quickly and find them efficiently. Provide evidence of each item reviewed either right after the annotation or in an appendix.

Summary Report: (5 points)

This section will summarize your research finding in a 4-6 page narrative. Be sure to reference all your sources, and include the reference list at the end of the report. Please note that this should not be an amalgamation of annotations, but a narrative. Include a section of need for further research and/or material development. The report must be in APA Style 6th Edition.

Class Presentation: (5 points)

Each Area of Expertise Project is presented as a team presentation in class. Your total presentation should be 20-30 min. in length. Each member of your team must take part in the presentation. Presentations must include a detailed description of your topic and its application in a K-12 setting for students with moderate/severe disabilities. Please remember that you are presenting to teachers, therefore your presentation should be *practical and applicable*. Presentations should include: General description; Description of population with these differences; Collaboration with Related Services (SLP, OT, PT, APE, AT, etc.); Collaboration with Student, Family, and other Professionals; Description and application of specific strategies, curricular and instructional materials, assessment strategies, agencies and other resources; Implications for inclusive settings. Please submit your presentation in handout form within your Area of Expertise binder.

Area of Expertise Teacher Tip Sheet: (5 points)

Create a 2-page (1 page front and back) tip sheet for all members of the class. Distill the information you have learned into the "most important facts" tips sheet for teaching and using this body of information. Please be sure to include useful references, resources, and agencies. Make copies to distribute to every class member during your presentation.

Meta-Evaluation (4 points):

Each team member completes a meta-evaluation of their own and teammates participation in the project. Evaluations must be submitted via Cougar Courses dropbox.

Student and Family Case Study: (30 points)

In order to provide personalized instruction and supports to students with moderate/severe disabilities and their families, candidates must demonstrate their ability to access and assess the strengths and needs of their students and families. This assignment will require students to prepare a case study in which they will access and assess the needs of both the student and family. Based on this assessment, candidates will be required to write individualized education plan goals, plan instructional strategies/supports, and develop methods for data collection. In addition, candidate will describe supports for the family to access community resources and supports and prepare for an upcoming transition. In order to complete this assignment, candidates must receive signed permission from parents to observe and interview teachers, family members and the student. Pseudonyms will be used to protect confidentiality.

Case Study Components:

Part 1. Assessment Procedures: (6 points) This section should describe the types of assessment procedures used in this case study. Please indicate the date, time, and duration of the assessment procedure. Possible assessment procedures might include (but are not limited to): observation of student and/or family (school, home, community); interviews (student, teachers, family members, etc.); records review (IEP's present and past, assessments, assessment reports, authentic assessment, teacher/therapist data, medical reports/evaluations, etc.); formal and information assessment procedures done with classroom teacher.

Part 2. Description of Student and Family: (6 points) This section should describe the strengths and areas of need of the student and family. Your report should highlights both strengths and needs in the following areas:

- Description of Current Educational Program/Services and Family Life
- Strengths, Talents, Interests, Passions
- Learning Characteristics
- Communication Skills (Verbal and Nonverbal, AT and AAC if applicable)
- Movement, Mobility, Sensory, and Specialized Health Care
- Social Interaction Skills, Relationships, Belonging
- Emotional/Behavioral
- Self-Care
- Other Characteristics Associated with the Special Education Eligibility Category

Part 3. Instructional Strategies and Supports/ IEP Goals: (6 points) This section should describe 3-5 annual IEP goals (with objectives) related to the current needs of the student/family. IEP goals should be developed based on your assessments of the student/family. Goals must include Common Core Standards. For each IEP goal, describe personalized supports and instructional strategies that might be used to assist the student/family in meeting these goals and develop a plan for data collection.

Part 4. Family, Community, and Transitional Supports: (6 points) This section should describe supports for the family to access the resources and supports within their community. In addition, this section should describe supports for preparing for an upcoming transition for this student/family (elementary to middle school; middle school to high school; high school to adult program; other family transition; etc.).

Professional Presentation of Work: (6 points) Complete report is detailed, thorough, and professionally presented. Case study is free of spelling and grammar errors. APA style is used when appropriate.



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Components	No Submission (0 points)	Does Not Meet Expectations <i>(Requires significant more understanding, instruction, and/or experience)</i> (1 point)	Approaching Expectations <i>(Demonstrates understanding but requires additional coaching or clarification)</i> (2 points)	Meets Expectations <i>(Meets the expectations as stated in component)</i> (3 points)	Exceeds Expectations <i>(Understands and/or performs beyond stated expectations)</i> (4 points)	Points Earned
Part 1. Assessment Procedures	<p>No assignment submitted.</p> <p>Assignment submitted after agreed upon due date.</p>	<p>Limited description of the assessment procedure.</p> <p>Limited assessment procedures.</p> <p>Inappropriate assessments used.</p>	<p>Description of the assessment procedures.</p> <p>Assessment procedures are not exhaustive.</p> <p>Assessment procedures are appropriate.</p>	<p>Thorough description of assessment procedures consistent with expectations of novice teachers.</p> <p>Includes a variety of data collection methods: interviews, observations, records review, formal or information assessments.</p>	<p>Professionally detailed description of assessment procedures consistent with expectations of novice teachers.</p> <p>Includes a variety of data collection methods: interviews, observations, records review, formal or information assessments.</p>	

Components	No Submission (0 points)	Does Not Meet Expectations <i>(Requires significant more understanding, instruction, and/or experience)</i> (1 point)	Approaching Expectations <i>(Demonstrates understanding but requires additional coaching or clarification)</i> (2 points)	Meets Expectations <i>(Meets the expectations as stated in component)</i> (3 points)	Exceeds Expectations <i>(Understands and/or performs beyond stated expectations)</i> (4 points)	Points Earned
Part 2. Description	<p>No assignment submitted.</p> <p>Assignment submitted after agreed upon due date.</p>	<p>Limited description of student/family.</p> <p>Does not include information in each section.</p> <p>Description is deficit based and/or does not use person-first language.</p>	<p>Description of student/family.</p> <p>Description focused too heavily on deficits or is not based on assessment.</p> <p>Includes information in most sections.</p>	<p>Thorough description of the student/family consistent with expectations of novice teachers.</p> <p>Highlights both strengths and needs.</p> <p>Includes information in each section.</p> <p>Uses person-first language consistently.</p>	<p>Professionally detailed description of the student/family consistent with expectations of experienced teachers.</p> <p>Highlights both strengths and needs.</p> <p>Includes information in each section.</p> <p>Uses person-first language consistently.</p>	

Components	No Submission (0 points)	Does Not Meet Expectations <i>(Requires significant more understanding, instruction, and/or experience)</i> (1 point)	Approaching Expectations <i>(Demonstrates understanding but requires additional coaching or clarification)</i> (2 points)	Meets Expectations <i>(Meets the expectations as stated in component)</i> (3 points)	Exceeds Expectations <i>(Understands and/or performs beyond stated expectations)</i> (4 points)	Points Earned
Part 3. IEP Goal/Instructional Strategies	No assignment submitted. Assignment submitted after agreed upon due date.	Incomplete goals. Limited description of instructional and data collection strategies.	Poorly written goals. Goals/Instruction are not based on student/family strengths and needs. Limited description of instructional and data collection strategies.	Measurable and appropriate goals, personalized instructional strategies and supports, and data collection methods consistent with expectations of novice teachers.	Professionally detailed, measurable and appropriate goals, personalized instructional strategies and supports, and data collection methods consistent with expectations of experienced teachers.	
Part 4. Family, Community, and Transitional Supports	No assignment submitted. Assignment submitted after agreed upon due date.	Limited supports/resources for families to access community and prepare for transitions.	Some supports/resources for families to access community and prepare for transitions.	Thorough supports/resources for families to access community and prepare for transitions.	Extensive supports/resources for families to access community and prepare for transitions.	
Professional Presentation of Material	No assignment submitted. Assignment submitted after agreed upon due date.	Complete report is not well written. Includes multiple grammar/spelling errors.	Complete report is mostly well written with minimal grammar/spelling errors.	Complete report is well written and free of grammar/spelling errors. APA style is used.	Complete report is detailed, thorough, and professional presented. APA style is used.	
Total Points Earned for Case Study (TASKSTREAM)						/15

Components	No Submission (0 points)	Does Not Meet Expectations <i>(Requires significant more understanding, instruction, and/or experience)</i> (1 point)	Approaching Expectations <i>(Demonstrates understanding but requires additional coaching or clarification)</i> (2 points)	Meets Expectations <i>(Meets the expectations as stated in component)</i> (3 points)	Exceeds Expectations <i>(Understands and/or performs beyond stated expectations)</i> (4 points)	Points Earned
Course Assignment Grade= Total Point Earned _____ x 2 =						/30
Comments:						



California State University
SAN MARCOS

RELEASE OF LIABILITY, PROMISE NOT TO SUE, ASSUMPTION OF RISK AND AGREEMENT TO PAY CLAIMS

Activity: Student and Family Case Study – Moderate/Severe Disabilities

Activity Date(s) and Time(s): _____ Spring 2015 _____

Activity Location(s): _____

In consideration for being allowed to participate in this Activity, on behalf of myself and my next of kin, heirs and representatives, I **release from all liability and promise not to sue** the State of California, the Trustees of The California State University, California State University San Marcos and their employees, officers, directors, volunteers and agents (collectively "University") from any and all claims, **including claims of the University's negligence**, resulting in any physical or psychological injury (including paralysis and death), illness, damages, or economic or emotional loss I may suffer because of my participation in this Activity, including travel to, from and during the Activity.

I am voluntarily participating in this Activity. I am aware of the risks associated with traveling to/from and participating in this Activity, which include but are not limited to physical or psychological injury, pain, suffering, illness, disfigurement, temporary or permanent disability (including paralysis), economic or emotional loss, and/or death. I understand that these injuries or outcomes may arise from my own or other's actions, inaction, or negligence; conditions related to travel; or the condition of the Activity location(s). **Nonetheless, I assume all related risks, both known or unknown to me, of my participation in this Activity, including travel to, from and during the Activity.**

I agree to **hold** the University **harmless** from any and all claims, including attorney's fees or damage to my personal property, that may occur as a result of my participation in this Activity, including travel to, from and during the Activity. If the University incurs any of these types of expenses, I agree to reimburse the University. If I need medical treatment, I agree to be financially responsible for any costs incurred as a result of such treatment. I am aware and understand that I should carry my own health insurance.

I am 18 years or older. **I understand the legal consequences of signing this document, including (a) releasing the University from all liability, (b) promising not to sue the University, (c) and assuming all risks of participating in this Activity, including travel to, from and during the Activity.**

I understand that this document is written to be as broad and inclusive as legally permitted by the State of California. I agree that if any portion is held invalid or unenforceable, I will continue to be bound by the remaining terms.

I have read this document, and I am signing it freely. No other representations concerning the legal effect of this document have been made to me.

Participant Signature: _____

Participant Name (print): _____ Date: _____

Emergency Contact (print): _____ Phone: _____

If Participant is under 18 years of age:

I am the parent or legal guardian of the Participant. **I understand the legal consequences of signing this document, including (a) releasing the University from all liability on my and the Participant's behalf, (b) promising not to sue on my and the Participant's behalf, (c) and assuming all risks of the Participant's participation in this Activity, including travel to, from and during the Activity.** I allow Participant to participate in this Activity. I understand that I am responsible for the obligations and acts of Participant as described in this document. I agree to be bound by the terms of this document.

I have read this two-page document, and I am signing it freely. No other representations concerning the legal effect of this document have been made to me.

Signature of Minor Participant's Parent/Guardian

Date

Name of Minor Participant's Parent/Guardian (print)

Phone

Minor Participant's Name (print)