

SPED 5510
Curriculum Development
For Students with Severe Disabilities

Fall Semester – Year 2

Credits: 3

Instructor: Cindy Myers

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Email: cindy.myers@slc.k12.ut.us

Texts: David Westling & Lise Fox, *Teaching Students with Severe Disabilities*, Prentice-Hall Publishing, 2009.

June E. Downing, *Teaching Literacy to Students with Significant Disabilities*, Corwin Press, 2005

Additional readings will be distributed in class during the semester.

Course Overview:

This course provides an in-depth view of researched based strategies for teaching students with severe disabilities reading, math, language arts, and problem solving skills. We will explore literacy and it's relation to communication using a range of low-to-high technology alternative communication systems. We will examine the development of written instructional plans for delivering discrete trial and direct instruction lessons, and instructional procedures and strategies that represent current best practices in special education. The selection and development of functional goals that enable individuals with disabilities to have meaningful outcomes in the areas of communication, self-help and daily living, leisure, recreation, social skills, and community participation will be addressed. Self-determination, transition, and adult issues will be considered in the context of designing appropriate IEP goals and written instructional programs.

Characteristics of specific disabilities and their educational implications will be studied as well as issues of cultural, linguistic, and gender differences in designing educational experiences for exceptional learners and in collaborating with families. This will provide prospective teachers with a framework to evaluate published curriculum, or to design their own curriculum to meet the needs of learners with severe disabilities.

| Standards | OBJECTIVES | EVALUATION |
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| Standard 7- | 1. Scope & sequence of general & | Scope & Sequence |

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| <p>Instructional Planning CC7K2 CC7S7 CC7S8</p> <p>CC7S2</p> <p>CC7S9</p> <p>CC7S10 CC7S3</p> <p>CC7S6</p> <p>CC7S11</p> <p>CC7S1</p> <p>CC7S14</p> <p>CC7K1</p> <p>CC7S13</p> | <p>specialized curricula</p> <ol style="list-style-type: none"> 2. Integrate affective, social, and life skills with academic curricula. 3. Develop & select instructional content, resources & strategies that respond to cultural, linguistic, and gender differences. 4. Develop & implement comprehensive, longitudinal individualized programs in collaboration with team members. 5. Incorporate & implement instructional & assistive technology into the educational program. 6. Prepare lesson plans. 7. Involve the individual and family in setting instructional goals & monitoring progress. 8. Sequence, implement, & evaluate individualized learning objectives. 9. Prepare and organize materials to implement daily lesson plans. 10. Identify & prioritize areas of the general curriculum & accommodations for individuals with exceptional learning needs. 11. Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions. 12. Theories & research that form the basis of curriculum development & instructional practice. 13. Make responsive adjustments to instruction based on continual observations. | <p>Assignment Written Instructional Programs Study Guides Exams</p> <p>Written Instructional Programs</p> <p>AugCom Books Written Instructional Programs</p> <p>Written Instructional Programs IEPs</p> <p>General Case Programming Assignment Study Guides IEPs</p> <p>IEPs Written Instructional Programs Study Guides Exam</p> <p>Data Collection Problem Analysis Worksheet Hypothesis Statement</p> |
| <p>Standard 2: Development & Characteristics of Learners CC2K2 CC2K3</p> | <ol style="list-style-type: none"> 1. Educational implications of characteristics of various exceptionalities 2. Characteristics and effects of the cultural & environmental milieu of the individual ELN & the family 3. Similarities & differences of individuals with & w/o ELN. | <p>Reading Assignments Guest Lecture Study Guides Exams</p> |

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| CC2K5 | 4. Similarities & differences of individuals among individuals with ELN. | |
| CC2K6 | 5. Effects of various medications on individuals with exceptional learning needs. | |
| Standard 3: Individual Learning Differences: CC3K1 CC3K5 CC3K2 | <ol style="list-style-type: none"> 1. Effects an exceptional condition can have on an individual's life. 2. Differing ways of learning of individuals with ELN including those from culturally diverse backgrounds & strategies for addressing these differences 3. Impact of learners' academic & social attitudes, interests, and values on instruction & career development. | <p>Study Guides Exams Reading Assignments Study Guides Written Instructional Programs</p> <p>Study Guides IEPs</p> |
| Standard 4: Instructional Strategies CC4:S4 CC4S3 | <ol style="list-style-type: none"> 1. Use strategies to facilitate maintenance and generalization of skills across learning environments. 2. Select, adapt, and use instructional strategies and materials according to characteristics of the individual with ELN. | <p>General Case Programming Assignment Written Instructional Programs IEPs</p> <p>Written Instructional Programs</p> |
| CC4S1 | 3. Use strategies to facilitate integration into various settings | Written Instructional Programs |
| CC4S5 | 4. Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem. | Written Instructional Programs |
| Standard 5: Learning Environments & Social Interactions CC5S6 K1 S4 S9 K4 | <ol style="list-style-type: none"> 1. Use performance data and information from all stakeholders to make or suggest modifications in learning environments 2. Demands of learning environments. 3. Design learning environments that encourage active participation in individual and group activities 4. Create an environment that encourages self-advocacy & increased independence 5. Teacher attitudes and behaviors that influence behavior of individuals with exceptional | <p>IEPs</p> <p>Class Lecture Guest Lecture Study Guides Written Instructional Programs Daily Schedule</p> <p>Self-Improvement Plan Study Guides Reading Assignments</p> |