Institution

**Curriculum for Students with Moderate and Severe Disabilities**

Course #

Semester 20XX

**Instructor:**

**Department:**

**Office:**

**Phone:**

**Email Address:**

**Office Hours:**

**Course Description:** *Curriculum for Students with Moderate and Severe Disabilities* provides in depth coverage for planning access to general curriculum content for students who are working towards alternate achievement of state standards and for selecting any additional functional curricular priorities to promote student functioning in current and future environments.

**Course Objectives:**  Students will be able to-

1. Describe how to make Common Core State Standards (CCSS) accessible to all students and provide instruction that aligns with these standards for students with moderate and severe disabilities.
2. Plan a comprehensive language arts program that promotes communication, literacy, independent reading to the extent possible, and comprehension of text that is appropriate to the students’ age and grade.
3. Develop plans to promote learning in mathematics and science.
4. Identify and teach priorities that go beyond the CCSS including self care, social skills, daily living skills, community access, and job skills.
5. Develop a standards-based IEP that addresses both the CCSS with the priority of alternate achievement AND incorporates student’s individual life priorities.

**State Educator Certification Standards Addressed**

*Add your state standards*

**Required Readings**

**Websites**

Universal Design for Learning: www.udlcenter.org

IRIS Center: <http://iris.peabody.vanderbilt.edu/>

<http://mast.ecu.edu>

[www.autisminternetmodules.org](http://www.autisminternetmodules.org)

**Additional Materials Required:**

Sample published curricula. For examples

 www.attainmentcompany.com

**University Statements**

*Add applicable policies for your institution.*

* **Diversity**
* **Disability Accommodations**
* **Student Confidentiality**

**Assignments**

1. **Readings**

The readings assigned for each class must be completed before class. You are expected to discuss the main ideas of each reading, how you could apply the information to teaching in your discipline, and questions/comments you may have.

1. **Lesson Plans (5)**

Develop three lesson plans that provide a sequence of instruction for a unit from a general education curricular resource (e.g., textbook; on line text) for a student with moderate and severe disabilities. The plans should build on any universal design for learning in the original general education plans, but indicate the specific adaptations and accommodations your student will need. The plans must link to specific Common Core State Standards, but also incorporate IEP objectives.

Develop two lesson plans to provide instruction for skills that go beyond the CCSS, but are functional priorities for this students. For example, these may focus on community access skills like purchasing or social skills like starting a conversation or self advocacy. Where possible, incorporate generalization of academic skills.

1. **Classroom Activities**

During class you are expected to participate in activities that will enhance your understanding how to create and adapt curriculum for students with moderate and severe disabilities. Many of these will be cooperative learning experiences since curricular planning is preferably a team endeavor.

1. **Peer Reviews (2)**

You will be asked to present short lessons to your peers. Your peers will review your lessons based on a rubric to be discussed in class. You will provide your peers with specific and useful feedback on their lessons.

*(Note: If your university is using edTPA, peers may apply these rubrics during these peer reviews).*

1. **Field Applications**

This course requires 10 hours per week in a field placement with students with moderate and severe disabilities. In this field placement, you will adapt and implement lesson plans in collaboration with your cooperating teacher(s). You are required to submit adaptations of two academic and one nonacademic plan that you prepared and taught. Include a description of the student(s) for whom the plans were adapted and a copy of the original lesson plans (e.g., from teacher or teacher’s guide).

1. **Midterm and Final Examination**

The examinations provide you an opportunity to apply all that you have learned through a combination of case studies,

**Evaluation**

Students can earn up to 615 points.

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| Lesson Plans | 250 points: 5 @ 50 points each |
| Classroom Activities­ | 60 points: 14 @ 5 points each |
| Peer Reviews | 40 points: 2 @ 20 points each |
| Field Applications | 150 points: 3 @ 50 points each |
| Examinations | 200 points: 2 @ 100 points each |
| TOTAL | 700 points |

*Add your institution’s grading scale*

Tentative Calendar

*Dates/assignments may be modified based on class needs.*

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| Week | Topic | Assignment Due |
| 1 | Access to General Curriculum |  |
| 2 | Early Literacy |  |
| 3 | Beginning Reading: Phonics and Comprehension |  |
| 4 | Grade-aligned English and Language Arts |  |
| 5 | Early Numeracy |  |
| 6 | Grade-aligned Mathematics |  |
| 7 | Science | 3 Academic Lesson Plans |
| 8 | Social Studies | Peer Review of Lesson Plan |
| 9 | Midterm Exam | Field Experience Adapted Plans |
| 10 | Communication |  |
| 11 | Social Skills |  |
| 12 | Self-determination Skills |  |
| 13 | Daily Living and Self Care |  |
| 14 | Community and Job Skills | 2 Nonacademic Lesson Plans |
| 15 | Standards-based IEPs | Peer Review of Lesson Plan |
| Exam Week | Final Exam | Field Experience Nonacademic Plans |

**Planning Guide for Course Instructor**

**SESSION ONE: Access to General Curriculum**

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| Objectives | Students will be able to:1. Define access and learning in the general curriculum
2. Discuss Jackson, Ryndak, and Wehmeyer’s (2009) three components of inclusion
3. Write an objective that aligns to a Common Core State Standard for a student with severe disability
4. Describe need for balance between standards-based instruction and functional life skills.
 |
| Overview | In this session students get a broad overview of general curriculum, Common Core State Standards, and learn how a CCSS can apply to a student with severe disabilities.  |
| NOTE: | **A PowerPoint has been provided for this session.** |
| Readings\*Suggested for student readings; others are for background reading for instructor | \*Ayres, K. M., Lowery, K. A., Douglas, K. H., & Sievers, C. (2011). I can identify Saturn but I can’t brush my teeth: What happens when the curricular focus for students with severe disabilities shifts. *Education and Training in Autism and Developmental Disabilities*, 46, 11-21.Ayres, K. M., Lowery, A., Douglas, K. H., & Sievers, C. (2012). The question remains: What happens when the curricular focus for students with severe disabilities shifts. Rejoinder to Courtade et al. (2012). *Education and Training in Autism and Developmental Disabilities*, *47*, 14-22.Browder, D.M., & Spooner, F. (2014). More content, more learning, more inclusion. In Browder, D.M., & Spooner, F. *More language arts, math, and science for students with severe disabilities.* Baltimore, Md: Paul H. Brookes.Clayton, J., Burdge, M., Denham, A., Kleinert, H. L., & Kearns, J. (2006). A four-step process for accessing the general curriculum for students with significant cognitive disabilities. *Teaching Exceptional Children*, *38*(5), 20-27.\*Courtade, G., Spooner, F., Browder, D.M., & Jimenez, B. (2012). Seven reasons to teach promote standards-based instruction for students with severe disabilities. *Education and Training in Autism and Developmental Disabilities, 47, 3-13.*Hunt, P., McDonnell, J., & Crockett, M. A. (2012). Reconciling an ecological curricular framework focusing on quality of life outcomes with the development and instruction of standards-based academic goals. *Research & Practice For Persons With Severe Disabilities, 37*(3), 139-152.\*Jackson, L. B., Ryndak, D. L., & Wehmeyer, M. L. (2008-2009). The dynamic relationship between context, curriculum, and student learning: A case for inclusive education as a research-based practice. *Research and Practice for Persons with Severe Disabilities*, *33-34*, 175-195.  |
| In Class Activities | -Have students go to the CCSS website (www.ccss.org), locate a standard, and then write an objective for what a student with severe disabilities might do. -Have students work in small groups using a Venn diagram showing reasons for teaching functional skills, academic skills, and both together.  |
| Extended Learning  | -Have students locate their state’s website on alternate assessment and locate any information on how the Common Core has been translated for students taking the alternate assessment (e.g., extensions or priorities given for what standards to teach). |
| Field Applications | -Plan a weekly teaching schedule showing when academic and functional life skills will be taught.  |

**SESSION TWO: Early Literacy**

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| Objectives | Students will be able to:1. Describe early literacy strategies like concept of word and print awareness
2. Identify the components of reading
3. Teach a story-based lesson
4. Implement early reading curriculum for students with severe disabilities
 |
| Overview | In this session, students learn about the stages and components of reading. Given a task analysis, students will learn how to adapt books and teach a story-based lesson. Students will also learn how to implement curricula for teaching early reading and phonics skills to students with severe disabilities. |
| Readings\*Suggested for student readings; others are for background reading for instructor | \*Browder, D. M., Ahlgrim-Delzell, L., Flowers, C., & Baker, J. N. (2012). An evaluation of a multicomponent early literacy program for students with severe developmental disabilities. *Remedial and Special Education*, *33*, 237-246.\*Browder, D. M., Gibbs, S., Ahlgrim-Delzell, L., Courtade, G. R., Mraz, M., & Flowers, C. (2009). Literacy for students with severe developmental disabilities: What should we teach and what should we hope to achieve? *Remedial and Special Education*, *30*, 269-282.Browder, D. M., Trela, K., & Jimenez, B. A. (2007). Training teachers to follow a task analysis to engage middle school students with moderate and severe developmental disabilities in grade-appropriate literature. *Focus on Autism and Other Developmental Disabilities*, *22*, 206-219.Katims, D. S. (2000). Literacy instruction for people with mental retardation: Historical highlight**s** and contemporary analysis. *Education and Training in Mental Retardation and Developmental Disabilities, 35,* 3-15.Kliewer, C. (1998). Citizenship in the literate community: An ethnography of children with Down syndrome and the written word. *Exceptional Children*, *64*, 167-180.Light, J., & McNaughton, D. (1993). Literacy and augmentative and alternative communication (AAC): The expectations and priorities of parents and teachers. *Topics in Language Disorders*, *13*, 33-46. |
| In Class Activities | - PowerPoint presentation on major components of early reading and implementation of Early Literacy Skills Builder using systematic instruction- Small group / partner discussion: What are some challenges we face when teaching literacy to students with severe disabilities?- After learning the steps for teaching adapting text and teaching story-based lessons, students practice steps using books provided by the teacher. Teachers can also use materials from Building with Stories or Pathways to Literacy, if available- View and discuss videos of Early Literacy Skills Builder from Attainment Company’s Web site; discuss videos- In groups of three, practice teaching an early reading skill from the literacy program (one teacher, one student, one observes for fidelity; students switch roles for each skill until all have been taught) |
| Extended Learning  | Using excerpts of the curriculum from the Attainment Web site, students can practice the implementation of skills they did not practice in class. |
| Field Applications | If materials are available in a field-based classroom, students can teach one lesson from each program to one student (or a small group). If materials are not available, students can use systematic instruction to teach early reading skills using teacher-made materials. |
| Websites, podcasts of interest | <http://www.attainmentcompany.com/elsb> - “videos” tab contains several example videos of teachers implementing literacy. See videos for “Story-Based Lessons” and “Pathways to Literacy”<http://mast.ecu.edu/modules/ssid_sbl/> - additional information about story based lessons<http://www.cehd.umn.edu/nceo/Teleconferences/tele17/Elementary%20ELA%20story-based%20Lesson.pdf> - task analysis for story-based lesson (elementary)<http://www.cehd.umn.edu/nceo/Teleconferences/tele17/High%20School%20ELA%20story-based%20Lesson.pdf> - task analysis for story-based lesson (secondary)<http://iris.peabody.vanderbilt.edu/module/bs/> - additional resource for adapting text |

**SESSION THREE: Beginning Reading: Phonics and Comprehension**

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| Objectives | Students will be able to:1. Teach the skills and systematic instruction embedded in a phonics curriculum2. Teach comprehension to students with severe disabilities3. Write adapted text and comprehension questions |
| Overview | In this session, students learn the rationale for teaching phonics, strategies for teaching phonics using systematic instruction (based on the Early Reading Skills Builder curriculum), strategies for teaching various levels of comprehension, and guidelines for adapting chapter books and writing comprehension question.  |
| Readings\*Suggested for student readings; others are for background reading for instructor | \*Ahlgrim-Delzell, L., Browder, D. M., & Wood, L. (in press). Effects of systematic instruction and an augmentative communication device on phonics skills acquisition for students with moderate intellectual disability who are nonverbal. *Education and Training in Autism and Developmental Disabilities.*Al Otaiba, S., & Hosp, M. K. (2004). Providing effective literacy instruction to students with Down syndrome. *TEACHING Exceptional Children*, *36*(4), 28-35. \*Allor, J. H., Mathes, P. G., Roberts, J. K., Jones, F. G., & Champlin, T. M. (2010). Teaching students with moderate intellectual disabilities to read: An experimental examination of a comprehensive reading intervention. *Education and Training in Autism and Developmental Disabilities*, *45*, 3-22.Browder, D. M., Hudson, M.E., & Wood, L. (2013). Teaching  students with moderate intellectual disability who are emergent readers to comprehend text. *Exceptionality*, 38, 17-29*.*Browder, D. M., Wakeman, S. Y., Spooner, F., Ahlgrim-Delzell, L., & Algozzine, B. (2006). Research on reading instruction for individuals with significant cognitive disabilities. *Exceptional Children*, *72*, 392-408. \*Hudson, M. E., Browder, D. M., & Jimenez, B. (in press). Effects of a peer-delivered system of least prompts intervention and adapted science read-alouds on listening comprehension for participants with moderate intellectual disability. *Education and Training in Autism and Developmental Disabilities*.Lemons, C. L., Mrachko, A. A., Kostewicz, D. E., Paterra, M. F. (2012). Effectiveness of decoding and phonological awareness interventions for children with Down syndrome. *Exceptional Children*, *79*, 67-90. |
| In Class Activities | * PowerPoint presentations on teaching phonics using assistive technology and promoting comprehension.
* Students take turns teaching phonics skills using an iPad and systematic instruction
* Students adapt one chapter from a chapter book (e.g., Sign of the Beaver), using guidelines discussed in class
* Students write two comprehension questions of varying complexity (i.e., levels of Bloom’s Taxonomy) for their adapted chapter
* Rotating roles in groups of threes (one teacher, one student, one fidelity observer), students practice teaching comprehension of their questions using a modified system of least prompts
 |
| Extended Learning  | In small groups, students can work out side of class to adapt chapter books and write corresponding comprehension questions; completed books can be shared across the class |
| Field Applications | Students can teach their adapted chapter books in the field using guidelines for promoting comprehension and the modified system of least prompts |
| Websites, podcasts of interest | <http://www.attainmentcompany.com/ersb-early-reading-skills-builder> - “videos” tab has an example of a teacher implementing the ERSB curriculum (phonics)  |

SESSION FOUR: Grade Aligned English Language Arts (Including Writing)

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| Objectives | Students will be able to: 1. Locate and adapt Common Core State Standards in English and Language Arts
2. Create a CCSS-aligned literacy/writing lesson for a student with severe disabilities
3. Incorporate elements from the CCSS into adapted text and materials
 |
| Overview | This session will focus on aligning curricular literacy and writing instruction with the CCSS in English, language arts, and reading. Students will learn where and how to find CCSS-recommended, grade level text, as well as how to adapt that text to include CCSS target objectives. Teaching strategies, and data collection will also be covered.  |
| Readings\*Suggested for student readings; others are for background reading for instructor | Bethune, K. S., & Wood, C. L. (2013). Effects of wh-question graphic organizers on  reading comprehension skills of students with autism spectrum disorders.  Education and Training in Autism and Developmental Disabilities, 48, 236-244.Browder, D. M., Hudson, M.E., & Wood, L. (2013). Teaching students with moderate intellectual disability who are emergent readers to comprehend text. Exceptionality, 38, 17-29. Browder, D. M., Trela, K., & Jimenez, B. A. (2007). Training teachers to follow a task analysis to engage middle school students with moderate and severe developmental disabilities in grade-appropriate literature. Focus on Autism and Other Developmental Disabilities, 22, 206-219.Brown, L., Branston, M. B., Hamre-Nietupski, S., Pumpian, I., Certo, N., & Gruenewald, L. (1979). A strategy for developing chronological-age appropriate and functional curricular content for severely handicapped adolescents and young adults. Journal of Special Education, 13, 81-90.Hudson, M. E., Browder, D. M., & Wood, L. (in press). Review of experimental research on academic learning by students with moderate and severe intellectual disability in general education. Research and Practice for Persons with Severe Disabilities.Hudson, M. E., & Test, D. W. (2011). Evaluating the evidence base for using shared story reading to promote literacy for students with extensive support needs. Research and Practice for Persons with Severe Disabilities, 36, 34-45.Mims, P., Hudson, M., & Browder, D. (2012). Using read alouds of grade-level biographies and systematic prompting promote comprehension for students with moderate and severe developmental disabilities. Focus on Autism and Developmental Disabilities 27, 67-80.Pennington, R. C., & Delano, M. E. (2012). Writing instruction for students with autism spectrum disorders: A review of literature. Focus on Autism and Other Developmental Disabilities, 27(3), 158–167. Shurr, J., & Taber-Doughty, T. (2012). Increasing comprehension for middle school students with moderate intellectual disability on age-appropriate texts. Education and Training in Autism and Developmental Disabilities, 47(3), 359-372. |
| In Class Activities | * Powerpoint presentations on ELA strands of CCSS, where to find the standards and texts, and how to teach CCSS objectives using systematic instruction.
* When given case studies that include age, disability, and characteristics, students will locate 1-2 CCSS that are grade-appropriate for their student on the CCSS website.
* Students will then use general curriculum resources, if available, and CCSS Appendix B (also on the CCSS website) to select appropriate books to teach.
* Students will adapt the exemplar for the text they selected from Appendix B for the student in their case study.
* Students will analyze their adapted text to ensure it contains the targeted information from the CCSS they selected, and add it in if necessary.
* Students will then take turns uploading their adapted text to the Lexile Analyzer ([www.lexile.com/analyzer](http://www.lexile.com/analyzer)) to determine reading level, and adjust the text as needed.
* Students will write one question targeting each CCSS they selected. They will describe which form of systematic instruction they will use to teach the content, and describe the target response of the student in their case study.
* In small groups, students will share their case study, adapted text, questions, and targeted responses, and determine if their lesson can be used for the case study students of others in their group.
* As a group, students will analyze each other’s lesson and materials to determine which, if any, essential understandings and skills need to be taught prior to or concurrently with the standards-based lesson.
 |
| Extended Learning  | Outside of class, students can continue to flush out their standards based lesson, ensuring it contains essential understandings, vocabulary, comprehension, the CCSS objectives, writing activities, generalization activities, data collection instruments, and opportunities for meaningful inclusion. Completed lesson plans can be shared between students in the class. |
| Field Applications | Students can use these lesson plans in the field to promote general curriculum access and exposure to the CCSS while preparing learners for the alternate assessment. |
| Websites, podcasts of interest | <http://www.corestandards.org/the-standards>List of CCSS by content area, strand, and grade band.[http://www.corestandards.org/assets/Appendix\_B.pdf‎](http://www.corestandards.org/assets/Appendix_B.pdf)List of recommended texts by grade level, with exemplars or excerpts of each title. <http://exchange.smarttech.com/>Free website (requires registration) where teachers create and share interactive whiteboard files. There are many common-core aligned lessons archived here. <https://itunes.apple.com/us/app/id527216211?mt=8>Knomia Teach is a free iPad app that allows teachers to break down lessons into slides and create interactive video lessons. <https://itunes.apple.com/us/app/clicker-sentences/id575603433?mt=8> Clicker Sentences is an iPad app that is emerging, in preliminary research, as an effective strategy for teaching writing skills to students with significant disabilities.  |

**SESSION FIVE: Early Numeracy**

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| Objectives | Students will be able to: 1. Describe the components of early numeracy
2. Demonstrate how students acquire an understanding of numeracy
3. Use graphic organizers and multiple exemplars to teach numeracy concepts
 |
| Overview | This class helps students understand the foundations of numeracy on which later mathematics learning builds. Although typically learned in pre-K to 1st grade, students with severe disabilities may continue to build this understanding while learning grade-aligned skills in later years.  |
| Readings\*Suggested for student readings; others are for background reading for instructor | Akmanoglu, N., & Batu, S. (2004). Teaching pointing to numerals to individuals with autism using simultaneous prompting. *Education and Training in Developmental Disabilities*, *39*, 326-336.Browder, D. M., Jimenez, B. A., Spooner, F., Saunders, A., Hudson, M., & Bethune, K. S. (2012). Early numeracy instruction for students with moderate and severe developmental disabilities. *Research and Practice for Persons with Severe Disabilities*, *37*, 1-13. \*Clements, D. H. (1999). Subitizing: What is it? Why teach it? *Teaching Children Mathematics*, *5*(7), 400-405.Fletcher, D., Boon, R. T., & Cihak, D. F. (2010). Effects of the TOUCHMATH program compared to a number line strategy to teach addition facts to middle school students with moderate intellectual disabilities. *Education and Training in Autism and Developmental Disabilities*, *45*, 449-458.\*Gersten, R., & Chard, D. (1999). Number sense: Rethinking arithmetic instruction for students with mathematical disabilities. *The Journal of Special Education*, *33*, 18-28.Jimenez, B. A., Browder, D. M., & Saunders, A. (2013). *Early numeracy*. Verona, WI: Attainment Company. \*Skibo, H., Mims, P., & Spooner, F. (2011). Teaching number identification to students with severe disabilities using response cards. *Education and Training in Autism and Developmental Disabilities*, *46*, 124-133. |
| In Class Activities | -PowerPoint on early numeracy. While describing concepts, have students work with manipulatives.-Using manipulatives, have students create sets. -Discuss games and songs used for them to learn to rote count.-Demonstrate the concept of subitizing by showing them sets and having them identify number without counting (can use dominos).-Show how to combine sets to teach addition (grouping) and take items away to subtract.-Jimenez et al. (2013) curriculum comes with video clips of students with severe disabilities engaged in early numeracy. |
| Extended Learning  | -Create a graphic organizer to use in teaching students to add or subtract.-Compare Touch Math with Early Numeracy Skills Builder Curriculum. What numeracy skills does each address? |
| Field Applications | -Develop a math lesson in which students will be taught to recognize numbers and count sets. Use a theme and make manipulatives related to the theme (e.g., bugs on a leaf). |
| Websites, podcasts of interest | http://foundationsfornumeracy.cllrnet.ca/index.php/Early\_Years\_Video\_List |

**SESSION SIX: Grade Aligned Mathematics**

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| Objectives | Students will be able to: 1. Locate and adapt Common Core State Standards in Mathematics
2. Develop a grade-aligned math lesson for a student with severe disabilities who may still be developing numeracy skills
3. Write a math story to use for realistic word problems
 |
| Overview | This session covers the primary strands of mathematics found in the Common Core State Standards. The session covers operations and algebraic thinking, numbers and base ten, data analysis and measurement, geometry, and mathematical practices. While reviewing content, the instructor helps students determine how to create access for the student with severe disabilities in each content area.  |
| Readings\*Suggested for student readings; others are for background reading for instructor | Browder, D. M., Jimenez, B., & Trela, K. (2012). Grade-aligned math instruction for secondary students with moderate intellectual disability. *Education and training in autism and developmental disabilities*, *47*(3), 373-388.Browder, D., Spooner, F., & Trela, K. (2011). Mathematics. In D. M. Browder and F. Spooner (Eds.). *Teaching students with moderate and severe disabilities.* NY: Guilford Press.\*Jimenez, B. A., Browder, D. M., & Courtade, G. R. (2008). Teaching an algebraic equation to high school students with moderate developmental disabilities. *Education and Training in Developmental Disabilities*, *43*, 266-274.Harniss, M. K., Carnine, D. W., Silbert, J., & Dixon, R., (2010). Effective strategies for teaching mathematics. In M. Coyne, E. Kameenui, & D. Carnine (Eds.), *Effective strategies that accommodate* *diverse learners (4th ed.).* Columbus, OH: MerrillRockwell, S. B., Griffin, C. C., & Jones, H. A. (2011). Schema-based strategy instruction in mathematics and the word problem-solving performance of a student with autism. *Focus on Autism and Other Developmental Disabilities*, *26*, 87–95.\*Saunders, A., Bethune, K., Spooner, F., & Browder, D. (2013). Solving the common core equation: Teaching mathematics ccss to students with moderate and severe disabilities. *TEACHING Exceptional Children*, *45*, 24–33. |
| In Class Activities | -PowerPoint on the strands of mathematical content in the CCSS in mathematics with embedded activities as follows:-For data analysis, have students work in small groups to adapt graphs provided from textbooks or websites for students with more severe disabilities-In geometry, have students develop graphic organizers for a standard-In numbers and base ten, write a task analysis for a schema to follow for solving a word problem with grouping (addition). Discuss how students could do larger numbers and algebraic equations using a similar strategy.-Discuss assistive technology that can simplify the mathematical demands of some standards. |
| Extended Learning  | -Given a CCSS, describe options for using assistive technology that would make the standard accessible to students with severe disabilities.  |
| Field Applications | -Plan to coteach a general education mathematics lesson. Identify what CCSS will be addressed and read how the standard is taught in the student’s textbook or on line resource. Then plan how to adapt materials and response options so a student with severe disabilities can fully participate in the lesson. Also write the objective for this student’s learning outcome. |
| Websites, podcasts of interest | - <https://www.teachingchannel.org/videos/common-core-state-standards-for-math>-Also [www.attainmentcompany.com](http://www.attainmentcompany.com) has videos of students with severe disabilities doing grade aligned mathematics. See *Teaching to Standards Mathematics.* |

**SESSION SEVEN: Science**

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| Objectives | Students will be able to:1. Describe National Science Standards2. Develop and teach an inquiry-based science lesson |
| Overview | In this lesson, students will learn about the learning progressions in the Next Generation Science Standards. Students will also learn the components for teaching inquiry-based science lessons, including the development of “Wonder Stories,” and the application of the Early Science curriculum.  |
| Readings\*Suggested for student readings; others are for background reading for instructor | Courtade, G., Spooner, F., & Browder, D. (2007). Review of Studies with Students with Significant Cognitive Disabilities Which Link to Science Standards. *Research and Practice for Persons with Severe Disabilities, 32,* 43-49.\*Jimenez, B., Browder, D., Spooner, F., & DiBiase, W. (2012). Inclusive inquiry science using peer-mediated embedded instruction for students with moderate intellectual disability. *Exceptional Children*, *78*, 301-317. Knight, V. F., Smith, B. R., Spooner, F., & Browder, D. M. (2012). Using explicit instruction to teach science descriptors to students with autism spectrum disorders. *Journal of Autism and Developmental Disorders*, *42*, 378-389.\*Smith, B. R., Spooner, F., Jimenez, B., & Browder, D. M. (2013). Using an early science curriculum to teach science vocabulary and concepts to students with severe developmental disabilities. *Education and Treatment of Children*, *36*, 1-31. doi: 10.1353/etc.2013.0002Smith, B. R., Spooner, F., & Wood, C. L. (2013). Using embedded computer-assisted explicit instruction to teach science to students with autism spectrum disorder. *Research in Autism Spectrum Disorders*, *7*, 433-443. doi: 10.1016/j.rasd. 2012.10.01010  |
| In Class Activities | - PowerPoint on the Next Generation Science Standards and teaching using inquiry with embedded activities as follows:- In pairs, after viewing the video clip from Teaching to Standards Science (Attainment Company), students discuss how this instruction is similar and different to ELA or math lessons- After learning the steps for teaching an inquiry science lesson, the instructor guides students to develop a lesson about rain, including: (a) a story, (b) a concept statement, (c) core vocabulary, (d) a hands-on experiment, and (e) real life applications- After developing the lesson as a group, students work independently or in pairs to create an inquiry lesson based on a Next Generation Science Standard |
| Extended Learning  | Create an additional inquiry lesson using a different grade band and topic than those used in class. Start with the Next Generation Science Standards and include the same five components from the in-class activities. |
| Field Applications | Teach one of the inquiry science lessons created in or out of class to a student with a severe disability. Record data and write a brief reflection describing what worked well and suggestions for the future.  |
| Websites, podcasts of interest | <http://www.attainmentcompany.com/teaching-standards-science> - video example to use for in-class activity[www.nextgenscience.org](http://www.nextgenerationscience.org/) - Web site for Next Generation Science Standards – Learning Progressions are in Appendix EThe following videos demonstrate the components of the Early Science Curriculum:<http://youtu.be/bsp6qh3f56w><http://youtu.be/_MPbDB5i4hs><http://youtu.be/Z8ejx9YrzFc> |

**SESSION EIGHT: Social Studies**

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| Objectives | Students will be able to:1. Provide an overview of social studies content
2. Apply read-aloud strategies to informational text
3. Select and use graphic organizers
 |
| Overview | In this session, students will learn about the five disciplinary standards in social studies (i.e., history, geography, civics & government, economics, psychology). Students will also learn strategies for teaching comprehension of informational content including the use of graphic organizers. |
| Readings\*Suggested for student readings; others are for background reading for instructor | Berkeley, S., Marshak, L., Mastropieri, M. A., & Scruggs, T. E. (2011). Improving student comprehension of social studies text: A self-questioning strategy for inclusive middle school classes. *Remedial and Special Education*, *32*, 105-113. doi:10.1177/0741932510361261\*Okolo, C. M., Englert, C. S., Bouck, E. C., & Heutsche, A. M. (2011). Web-based history learning environments: Helping all students learn and like history. *Intervention in School and Clinic*, *43*, 3-11.\*Schenning, H., Knight, V., & Spooner, F. (2013). Effects of Structured inquiry and graphic organizers on social studies comprehension by students with autism spectrum disorders. *Research In Autism Spectrum Disorders*, *7*, 526-540.\*Zakas, T., Browder, D. M., Ahlgrim-Delzell, L., & Heafner, T. (2013). Teaching social studies content to students with autism using a graphic organizer intervention. *Research In Autism Spectrum Disorders*, *7*(9), 1075-1086. doi:10.1016/j.rasd. 2013.06.001 |
| In Class Activities | - PowerPoint presentation on the five disciplinary standards of social studies, strategies for promoting comprehension of expository or informational content, and incorporating graphic organizers into instruction. Embedded student activities include:- Students search the Internet for graphic organizers that would work for teaching a social studies topic. After identifying a graphic organizer, students decide which topic they could teach using this graphic organizer- Divided into five small groups, the class is given a topic (e.g., colonization of North America). Each small group must design a lesson that addresses a different social studies standard to teach the same topic. For instance, one group can teach a lesson about the economics of colonization, and another group can design a lesson from the historical perspective. Students incorporate elements learned in class, including selecting and adapting text, identifying vocabulary and key figures, identifying or creating graphic organizers, creating activities, and promoting generalization through personally relevant activities. Groups share completed lessons with each other, resulting in a complete unit. |
| Extended Learning  | Given another social studies topic, students work independently outside of class to create lessons across standards that can be shared with the class. Each student is assigned one lesson for one standard.  |
| Field Applications | Students will select a social studies lesson to teach a small group (2-4) of students with severe disabilities. Students will prepare all materials, including graphic organizers, vocabulary, materials for activities, and adapted text (if needed). Students will collect data on lesson objectives and write a brief reflection.  |
| Websites, podcasts of interest | <http://www.socialstudies.org/toolkit> |

**SESSION NINE: Midterm Exam**

**SESSION TEN: Communication**

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| --- | --- |
| Objectives | Students will be able to:1. Identify and describe:* Components of communication
* Intentionality of communication
* Types of communication

2. Describe methods for promoting communication during academic activities and everyday routines |
| Overview | In this session, students learn about the components of communication, including the function of communication. Additionally, students learn how to identify a mode of communication, develop communication goals, and promote communication, including symbolic, nonsymbolic, and AAC.  |
| Readings\*Suggested for student readings; others are for background reading for instructor | Calculator, S. N., & Black, T. (2009). Validation of an inventory of best practices in the provision of augmentative and alternative communication services to students with severe disabilities in general education classrooms. *American Journal of Speech-Language Pathology*, *18*, 329-342.Cascella, P. W., Trief, E., & Bruce, S. M. (2012). Parent and teacher ratings of communication among children with severe disabilities and visual impairment/blindness. *Communication Disorders Quarterly*, *33*, 249-251.\*Drager, K., Postal, V., Carrolus, L., Castellano, M., Gagliano, C., & Glynn, J. (2006). The effect of aided language modeling on symbol comprehension and production in 2 preschoolers with autism. *American Journal of Speech-Language Pathology*, *15*, 112-125. \*Dyches, T. T. (1999). Effects of switch training on the communication of children with autism and severe disabilities. *Focus on Autism and Other Developmental Disabilities*, *13*, 151-162.Hourcade, J., Pilotte, T. E., West, E., & Parette, P. (2004). A history of augmentative and alternative communication for individuals with severe and profound disabilities. *Focus on Autism and Other Developmental Disabilities*, *19*, 235-244.Hughes, C., Golas, M., Cosgriff, J., Brigham, N., Edwards, C., & Cashen, K. (2011). Effects of a social skills intervention among high school students with intellectual disabilities and autism and their general education peers. *Research and Practice for Persons with Severe Disabilities*, *36*, 46-61. \*Marckel, J. M., Neef, N. A., & Ferreri, S. J. (2006). A preliminary analysis of teaching improvisation with the Picture Exchange Communication System to children with autism. Journal of Applied Behavior Analysis, 39, 109-115.Preis, J. (2006). The effect of picture communication symbols on the verbal comprehension of commands by young children with autism. *Focus on Autism and Other Developmental Disabilities*, *21*, 194-210. Snell, M. E., Brady, N., McLean, L., Ogletree, B. T., Siegel, E., Sylvester, L., …& Sevcik, R. (2010). Twenty years of communication intervention research with individuals who have severe intellectual and developmental disabilities. *American Journal on Intellectual and Developmental Disabilities*, *115*, 364-380.  |
| In Class Activities | - As a class, discuss the link between learned helplessness and communication- Watch the MAST module video clip and identify the form, content, and function of the student’s communication in the clip- Identify the following as form, content, or function:* Vocabulary from *Holes*
* Pointing
* Eye gazing
* Science concept
* Expressing frustration
* Math facts
* Showing the correct answer

- Given case studies, students identify communication barriers, develop communication goals, and identify strategies for promoting communication |
| Extended Learning  | - Practice developing functional and academic communication goals using additional case studies outside of class. |
| Field Applications | - Collaborate with the classroom teachers, conduct an ecological inventory, and observe a student with communication needs. Identify communication skills needed for school and community.  |
| Websites, podcasts of interest | <http://youtu.be/WTW9la6_mEY> - video clip from the movie “My Left Foot” demonstrating a child communicate by writing with his foot<http://mast.ecu.edu/modules/udl_sac/introduction/> - video clip from MAST modules to use for in-class activity<http://www.asha.org/NJC/bill_of_rights.htm> - Communication Bill of Rights from ASHA Web site<http://www.attainmentcompany.com/assistive-technology>- examples of AAC from Attainment Company<http://www.mayer-johnson.com/category/communication-accessories> - examples of AAC from Mayer Johnson<http://youtu.be/ZP48lxnNdHM> - example of PECS training |

**SESSION ELEVEN: Social Skills**

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| Objectives | Students will be able to:1. Describe the importance of communication skills for social skill competence
2. Describe the role of ecological inventories for determining social skill needs and cultivating an environment that promotes social growth
3. Identify priority social skills found in research
 |
| Overview | In this session, students will learn about the relationship between communication and social skills. Students learn how to cultivate the environment and teach research-based strategies in order to promote social skill acquisition. |
| Readings\*Suggested for student readings; others are for background reading for instructor | Arthur-Kelly, M., Sigafoos, J., Green, V., Mathisen, B., & Arthur-Kelly, R. (2009). Issues in the use of visual supports to promote communication to individuals with autism spectrum disorder. *Disability and Rehabilitation*, *31*, 1474-1486.Barry, L. M., & Burlew, S. B. (2004). Using social stories to teach choice and play skills to children with autism. *Focus on Autism and Other Developmental Disabilities*, *19*, 45-51.\*Hughes, C., Golas, M., Cosgriff, J., Brigham, N., Edwards, C., & Cashen, K. (2011). Effects of a social skills intervention among high school students with intellectual disabilities and autism and their general education peers. *Research and Practice for Persons with Severe Disabilities*, *36*, 46-61.Preis, J. (2006). The effect of picture communication symbols on the verbal comprehension of commands by young children with autism. *Focus On Autism and Other Developmental Disabilities*, *21*, 194-210. Spooner, F., Browder, D., & Knight, V.(2011). Chapter twelve: Social skills and positive behavior support. In D. Browder & F. Spooner (Eds.), *Teaching students with moderate and severe* *disabilities*. New York, NY: The Guilford Press. |
| In Class Activities | -PowerPoint about the importance of communication, ecological assessments, and research-based strategies for promoting social skills.- In pairs, turn and discuss possible barriers for forming social skills for students with moderate and severe disabilities- In a small group, plan an ecological assessment for determining the social needs of a student with a moderate and severe disability in his or her school environment. What questions would you need to answer? What contexts would you need to observe?- With a partner, discuss the impact of cultural differences on social skill instruction. - In a group, create a list of social skills you might teach an elementary aged student. Provide specific examples of research-based strategies you could use to teach these skills. Repeat this activity for a student in middle or high school. |
| Extended Learning  | Write a case study of a study for a student with social needs. Based on the information in the case study, write a full lesson plan for teaching a social skill to your student. Include research-based strategies and a description of the assessment.  |
| Field Applications | Observe a student in the field. Observe communication ability and needs, and observe any barriers in the environment. Write a plan for how to address this student’s needs by writing a clear social skill objective, describing how (if applicable) communication training may address this need, describe how the environment might be altered to promote social interactions, and select and describe a research-based intervention for teaching the social skills. Implement the plan across three different sessions. |
| Websites, podcasts of interest | <http://www.autismspeaks.org/treatment/prt.php> - Autism Speaks: Pivotal Response Training<http://www.autisminternetmodules.org/mod_intro.php?mod_id=91> - Autism Internet Modules: Overview of Social Skills Functioning and Programming <http://www.ncset.org/publications/viewdesc.asp?id=1749> - National Center on Secondary Education and Transition: Social Skill Training for Secondary Students |

**SESSION TWELVE: Self Determination Skills (including self-directed IEPs)**

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| Objectives | Students will be able to:1. Define self-determination, and identify strategies for self-management, goal setting, and choice making
2. Discuss knowledge of person-centered planning strategies and self-directed learning,
3. Create a plan to accommodate student-directed IEPs using evidence-based strategies
4. Describe transition planning and its impact on college and career readiness.
 |
| Overview | In this session, participants will receive an introduction to self-determination and learn how to incorporate self-determined information into educational and transition planning for students with significant cognitive disabilities. |
| Readings\*Suggested for student readings; others are for background reading for instructor | \*Agran, M., Storey, K., & Krupp, M. (2010). Choosing and choice making are not the same: Asking “what do you want for lunch?” is not self-determination. *Journal of Vocational Rehabilitation, 33*, 77-88.Agran, M., Wehmeyer, M., Cavin, M., & Palmer, S. (2010). Promoting active engagement in the general education classroom and access to the general education curriculum for students with cognitive disabilities. *Education and Training in Autism and Developmental Disabilities*, *45*(2), 163-174.Browder, D.M., & Courtade, G. (2011). *Aligning IEPs to common core standards forstudents with moderate and severe disabilities.* Verona, WI: IEP Resources Attainment Company. (See chapter on self-determination).Test, D. W., Fowler, C. H., Richter, S. M., White, J., Mazzotti, V., Walker, A. R., … Kortering, L. (2009). Evidence-based practices in secondary transition. *Career Development for Exceptional Individuals*, *32*(2), 115–128. \*Test, D. W., Mason, C., Hughes, C., Konrad, M., Neale, M., & Wood, W. M. (2004). Student involvement in individualized education program meetings. *Exceptional Children*, *70*, 391–412.Test, D. & Neale, M. (2004). Using the self advocacy strategy to increase middle graders’ IEP participation. *Journal of Behavioral Education, 13,* 135-145.Wehmeyer, M. L. (2005). Self-determination and individuals with severe disabilities: Re-examining meanings and misinterpretations. *Research and Practice for Persons with Severe Disabilities*, *30*(3), 113-120.  |
| In Class Activities | * Powerpoint presentations on components of self-determination (self-management, self-instruction, choicemaking, decisionmaking, problem solving, self-advocacy)
* Students break into groups and brainstorm some of the choices students could make in their school day.

- Have students create a short resource to support students with significant cognitive disabilities as they lead their IEP meetings (e.g. [www.littlebirdtales.com](http://www.littlebirdtales.com), Voki + Powerpoint, etc). |
| Extended Learning  | Using their state’s alternate assessment website, have students choose a standard and describe how they would teach the content incorporating self determination. |
| Field Applications | Have students select a learner with a significant cognitive disability and create a plan so the learner can be involved in their IEP process, including transition planning, goal setting, interest inventory, etc. using <https://www.calcareercenter.org/Uploads/Links/>tknlyouth.org%20Transition%20Tool%20Kit%20Education.pdf Conduct a mock IEP meeting using technology and other strategies as necessary to facilitate student leadership.  |
| Websites, podcasts of interest | <http://www.youtube.com/watch?v=OxrB463y3aU>A student uses a computer program to make a video about his IEP meetings. <https://www.youtube.com/watch?v=dLBDtRygE3Y#t=172>A student uses Powerpoint to lead his IEP meeting. <http://www.attainmentcompany.com/everybodys-working-dvd>A student has input on her career choices, and a plan is put in place to give her experience in that field.<http://www.imdetermined.org/modules/module_four/>This is a module for student IEP involvement. It contains videos, checklists, and other planning resources. <http://www.ncld.org/students-disabilities/iep-504-plan/student-led-iep-meetings-technology-puts-teens-drivers-seat>Covers steps of student IEP involvement, with an emphasis on assistive technology.<http://www.youtube.com/watch?v=Ofc1s1ylKyk>A student gets accepted to Clemson’s LIFE program for students with disabilities.  |

SESSION THIRTEEN: Daily Living and Self Care Skills

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| Objectives | Students will be able to:1. Identify ways to effectively plan for personal and daily living skill instruction that are culturally relevant and self-determined
2. Identify when to teach personal and daily living skills in a typical daily routine
3. Plan for partial participation and nonintrusive support through use of technology
 |
| Overview | In this session, students will examine the historical support of teaching daily living and self care skills. They will learn and practice planning for systematic instruction in the areas of food, dressing, grooming, toileting, housekeeping, laundry, sexuality, and exercise. Use of ecological assessments, partial participation, and non-intrusive supports will also be covered. |
| Readings\*Suggested for student readings; others are for background reading for instructor | Ayres, K., Mechling, L., & Sansosti, F. J. (2013). The use of mobile technologies to assist with life skills/dependence of students with moderate/severe intellectual disability and/or autism spectrum disorders: Considerations for the future of school psychology. *Psychology In The Schools*, *50*(3), 259-271.Bouck, E. C. (2010). Reports of life skills training for students with intellectual disabilities in and out of school. Journal of Intellectual Disability Research, 54,1093-1103. Cannella-Malone, H. I., Fleming, C., Chung, Y.-C., Wheeler, G. M., Basbagill, A. R., & Singh, A. H. (2011). Teaching daily living skills to seven individuals with severe intellectual disabilities: A comparison of video prompting to video modeling. *Journal of Positive Behavior Interventions*, 13(3), 144–153.Collins, B. C., Karl, J., Riggs, L., Galloway, C. C., & Hager, K. D. (2010). Teaching core content with real-life applications to secondary students with moderate and severe disabilities. *Teaching Exceptional Children*, *43*, 52-59.Kagohara, D. M., Sigafoos, J., Achmadi, D., van der Meer, L., O’Reilly, M. F., & Lancioni, G. E. (2011). Teaching students with developmental disabilities to operate an iPod Touch® to listen to music. *Research in Developmental Disabilities*, *32*(6), 2987–2992. Lancioni, G. E., & O’Reilly, M. F. (2002). Teaching food preparation skills to people with intellectual disabilities: A literature overview. *Journal of Applied Research in Intellectual Disabilities*, *15*(3), 236–253.Mechling, L. C., Gast, D. L., & Langone, J. (2002). Computer-based video instruction to teach persons with moderate intellectual disabilities to read grocery aisle signs and locate items. *Journal of Special Education*, *35*, 224.Van Laarhoven, T. V., & Van Laarhoven-Myers, T. (2006). Comparison of three video-based instructional procedures for teaching daily living skills to persons with developmental disabilities. *Education and Training in Developmental Disabilities*, *41*, 365-381. |
| In Class Activities | * Powerpoint presentation on person-centered daily skill instruction, including domains of instruction and how to apply systematic instruction.
* Students will create a daily schedule showing when to teach daily living skills. Students will also determine if technology can be used to increase independence.
 |
| Extended Learning  | Students will create materials for student self-instruction. For example, if the task analysis outlines the steps of washing hands, visual instructions can be made using MS Word, Google Image, or any pictorial software. Video modeling is an option, as well as a written checklist. Have students list ways to make household materials accessible by adapting them for students. Some examples are cookbooks, calendars, address books, and phone books. |
| Field Applications | Working with a family, determine and prioritize daily living and personal skills that are most important for their student. Use ecological inventories, allow for self-determination of student, and be culturally responsive. Determine how the skill can be taught. |
| Websites, podcasts of interest | <http://teachinglearnerswithmultipleneeds.blogspot.com/2013/03/life-skills-apps-for-ios.html?m=1>A collection of apps for daily living and self-care skills. <http://www.nsttac.org/content/student-development-0>Public domain lesson plans based on intervention research.<http://www.integratingstandards.org/dcd/html/hlskills.html>Resource with skill inventories, lesson plans, and assessment tools.<https://www.youtube.com/watch?v=ik7N8br0Iw4>A brief video of self-care skill training, using fading, shaping, and schedules of reinforcement. <https://do2learn.com/picturecards/DailyLivingSkills/index.htm>Free printable daily living skill sequences and picture cards. <http://faqautism.com/category/daily-living-skills/>Blog with practical suggestions for daily living skill problem-shooting.  |

SESSION FOURTEEN: Community and Job Skills

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| Objectives | Students will be able to:1. Identify what to teach in the following domains: transportation, consumer skills, employment, and leisure.
2. Effectively plan for both community-referenced and community-based instruction through community mapping
3. Describe what is needed in a transition plan
 |
| Overview | During this session, students will learn how to map a student’s community to identify priorities and resources for teaching community and job skills. Four domains of community skills will be covered. Students will learn the differences between community-referenced and community –based instruction, and when to use each one. Students will also learn how to prepare individuals for vocational success. |
| Readings\*Suggested for student readings; others are for background reading for instructor | Bambara, L. M., Koger, F., & Bartholomew, A. (2011). Building skills for home and community. In M. E. Snell & F. Brown (Eds.), Instruction of students with severe disabilities (7th ed., pp. 529-569). Upper Saddle River, NJ: Pearson Publishing.Bates, P., Cuvo, T., Miner, C., & Korabek, C. (2001). Simulated and community-based instruction involving persons with mild and moderate mental retardation. Research in Developmental Disabilities, 22, 95–115.Lattimore, L. P., Parsons, M. B., & Reid, D. H. (2006). Enhancing job-site training of supported workers with autism: A reemphasis on simulation. *Journal of Applied Behavior Analysis*, *39*(1), 91–102. Mechling, L. C., & Ortega-Hurndon, F. (2007). Computer-based video instruction to teach young adults with moderate intellectual disabilities to perform multiple step job tasks in a generalized setting. *Education and Training in Developmental Disabilities*, *42*(1), 24–37.Reid, D. H., Parsons, M. B., Towery, D., Lattimore, L. P., Green, C. W., & Brackett, L. (2007). Identifying work preferences among supported workers with severe disabilities: Efficiency and accuracy of a preference-assessment protocol. *Behavioral Interventions*, *22*(4), 279–296. Steed, S. E., & Lutzker, J. R. (1997). Using picture prompts to teach an adult with developmental disabilities to independently complete vocational tasks. *Journal of Developmental and Physical Disabilities*, *9*(2), 117–133. Van Laarhoven, T., Johnson, J. W., Van Laarhoven-Myers, T., Grider, K. L., & Grider, K. M. (2009). The effectiveness of using a video iPod as a prompting device in employment settings. *Journal of Behavioral Education*, *18*(2), 119–141.Test, D. W., Aspel, N. P., & Everson, J. M. (2006). *Transition methods for youth with disabilities*. Columbus, OH: Merrill Prentice Hall.West, E. A., & Patton, H. A. (2010). Positive behavior support and supported employment for adults with severe disability. *Journal of Intellectual and Developmental Disability*, *35*, 104–111.  |
| In Class Activities | -PowerPoint on community-referenced and community-based instruction and vocational training-In groups, have students brainstorm local employers and jobs they offer. Have students discuss skills specific to those jobs can be taught in both community-referenced and community-based circumstances. -Have students identify their favorite leisure activities, and what drew them to those activities. Next, have students make a plan so that someone with disabilities can participate in those leisure activities. |
| Extended Learning  | For community-referenced instruction, have students make materials to support students with disabilities in a classroom simulation of a community or job skill (e.g. working a cash register, ordering a meal.)For community-based instruction, have students create a map of resources in their local community (see Test et al., 2006 for more information). |
| Field Applications | Work with a student to determine what their vocational interests may be, and introduce student to different jobs that cater to those interests. Create an employment plan based on the selected job that includes task analyses of essential skills. Determine which self-management, social, or academic skills are needed to perform the job, and plan for any communication barriers. |
| Websites, podcasts of interest | <http://www.ispectrum.eu>Free web-based video game that improves work-based social interaction skills of students with disabilities. <http://www.nsttac.org/content/employment-skills>Public domain lesson plans based on intervention research.<http://www.youthhood.org/index.asp>This website, a component of the National Center on Secondary Education and Transition, allows students with disabilities to explore life after high school, including employment and independent living. <http://specialedpost.com/2014/01/28/special-ed-students-gain-vocational-skills-running-a-business/>Self-contained classroom runs a business. <http://www.paulabliss.com/vocational.htm>Classroom resources. |

**SESSION FIFTEEN: Putting it All Together: Standards-based IEPs**

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| Objectives | 1. Identify the legal components of an IEP
2. Develop an IEP that is standards-based
3. Use team planning to set priorities for both daily living and academic skills in the IEP
4. Develop a schedule to show when IEP skills will be targeted
 |
| Overview | Students synthesize the content on what to teach by learning strategies for developing an IEP with a planning team. The session includes information on effective teaming, the components of an IEP, and how to create a standards-based IEP for students with severe disabilities. Information is also provided on how to involve the student in the IEP planning and meeting process.  |
| Readings\*Suggested for student readings; others are for background reading for instructor | Bateman, B. D., & Linden, M. A. (2006). *Better IEPs: How to develop*  *legally correct and educationally useful programs* (4th ed.). Verona,  WI: Attainment Company.\*Browder, D.M., Spooner, F., & Jimenez, B. (2011). Standards-based individualized education plans and progress monitoring. In D.M. Browder & F.Spooner (Eds.). *Teaching students with moderate and severe disabilities.* NY: Guilford Press. pp. 42-91.Browder, D.M., & Courtade, G. (2011). *Aligning IEPs to common core standards for students with moderate and severe disabilities.* Verona, WI: IEP Resources Attainment Company.\*Hunt, P., Soto, G., Maier, J., & Doering, K. (2003). Collaborative teaming to support students at risk and students with severe disabilities in general education classrooms. *Exceptional Children*, *69*, 315–332.Lignugaris/Kraft, B., Marchand-Martella, N., & Martella, R. C. (2001). Writing better goals and short-term objectives or benchmarks. *TEACHING Exceptional Children*, *34*(1), 52-58.\*Wood, W. M., Karvonen, M., Test, D. W., Browder, D., & Algozzine, B. (2004). Promoting student self-determination skills in IEP planning. *TEACHING Exceptional Children*, *36*(3), 8-16. |
| In Class Activities | -PowerPoint overview of standards-based IEPs. Embedded activities include:-The class is divided into mock IEP teams and given student case studies; members of the team are given different roles (e.g., parent; the student). Together they generate some IEP objectives.At the end of the exercise, they consider how the student’s self determination was honored, how parental participation was encourages, and what other priorities were used. They also report back on how the content was balanced. (The groups may only generate a few objectives; students finish this for extended learning.) |
| Extended Learning  | -Using the case studies and objectives begun in class, students complete an entire standards-based IEP. |
| Field Applications | -Help a student with severe disabilities prepare to be an active participant in an IEP meeting.-Review school systems guidelines for IEP development and compare them with the guidelines provided in class. If there are differences, describe how you would reconcile these as a teacher.  |
| Websites, podcasts of interest | http://www.nasdse.org/Portals/0/SevenStepProcesstoCreatingStandards-basedIEPs.pdf |