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EDSP 556.01: Introduction to Methods for Low Incidence Disabilities

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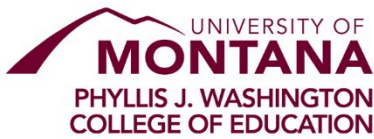
EDSP 456 & 556: Instructional Methods for Learners with Low Incidence Disabilities
8/29/22 – 12/16/22 | 3 credits | F2F & Distance| Education |CRN 71711 | 73367
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Appointments: By arrangement
Content Developer: Morgen Alwell, PhD

Welcome to EDSP 456/ C&I 556!

This course explores instructional methods for students who face extensive challenges to learning, including students who have moderate to severe intellectual disabilities, vision loss, hearing loss, and/or dual sensory impairments (i.e., deaf-blindness). Some course attention will be also focused on teaching children and youth with physical and multiple disabilities, and autism spectrum disorders. "What to teach" is predicated on access to inclusive environments and general education common core learning standards, as well as unique considerations for each learner based on his or her abilities and needs. Current life quality and post-school goals and outcomes inform "what to teach". "How to teach" these students will focus on components of *systematic instruction*, including task analysis, prompting systems, error correction, reinforcement, data collection, and data analysis, along with alignment with content standards. Participants will apply these strategies in an instructional context.

Please note: This course requires an additional 30-hour fieldwork experience.

Covid 19 Information

As UM returns to primarily face-to-face classes, we anticipate most students will attend classes in person. If you need a COVID-related accommodation in order to attend class, email the Office of Disability Equity at ODE@umontana.edu. ODE will work with you and your advisor on a case-by-case basis. Please refer to the Provost's webpage for additional COVID-related resources for mental health, academic support, and updates. You may also visit the Curry Health webpage for symptom and health information related to COVID.

Land Acknowledgement

The University of Montana acknowledges that we are in the aboriginal territories of the Salish and Kalispel people. We honor the path they have always shown us in caring for this place for the generations to come.

Course Catalogue Description

A fingerprint-based background check is required for the field experience portion of this course. Those formally admitted to the Teacher Education Program have met this requirement. Other background checks such as those completed for employers, military, etc. may not be substituted. Since processing by the Montana Department of Justice can take from six to eight weeks, students

are strongly advised to initiate a background check as soon as possible. For more information, contact the PJWCOE's Office of Field Experiences at 406-243-5387.

Course Format

This is primarily a face-face class, with an online supplement in Moodle. There may be an occasional online-only session; you will be notified in advance when this is the case.

Required Text

Brown, F., McDonnell, J., & Snell, M. (2020). *Instruction of students with severe disabilities* (9th ed.). Upper Saddle River, NJ: Pearson. [You may purchase the 8th edition instead, a loose-leaf and/or e-text edition, but you are responsible for updates.]

Electronic readings and media will be made available on the course website.

Course Objectives

Unit One: Foundations/Characteristics of Learners with Low Incidence Disabilities
1. Describe general characteristics of learners with low incidence disabilities and the impact of various disabling conditions on teaching and learning.
2. Use disability classifications and terms that are appropriate and current (with person-first language).
3. Identify and describe intellectual disabilities, common etiologies, and related impacts on learning.
4. Identify and describe the function of the eye and the ear, common vision and hearing impairments, and the concomitant impact of dual sensory impairments.
5. Identify and access resources on several physical disabilities that are caused by neuromotor impairments (cerebral palsy, spina bifida, and traumatic brain injury), degenerative diseases (muscular dystrophy), and/or orthopedic and musculoskeletal disorders.
6. Describe secondary or associated conditions that frequently accompany some physical disabilities.

Unit Two: Systematic Instruction for Learners with Low Incidence Disabilities
1. Describe and demonstrate instructional strategies for moderating the effects of various low incidence disabilities in teaching and social interactions, particularly in these instructional domains: academic skills, communication and/or social skills, sensory skills, motor skills, self-help/ self-care skills, and/or recreation skills.
2. Explain *what to teach* in these domain areas based on access and support for engagement in inclusive educational environments, common core curricula, and the criterion of ultimate functioning.
3. Define and apply components of systematic instruction.
4. Describe and utilize ecological inventory and discrepancy analysis tools to assess what to teach a particular child or adolescent with a low incidence disability in domain areas in #8, above.
5. Design and implement instruction in one or more of these domain areas based on assessment data for a particular child or adolescent with a low incidence disability.
6. Design a data collection system and monitor student performance, making appropriate instructional changes as needed.
7. Learn to write specific and appropriate goals and objectives for students' individualized education programs (IEPs) in these domain areas: academic skills, communication and/or social skills, sensory skills, motor skills, self-help/ self-care skills, and/or recreation skills.

Unit Three: Evidence-based Practices for Learners with Low Incidence Disabilities
1. Explore research-based learning strategies for teaching basic skills to students with LI disabilities.
2. Explicitly teach a basic skill to a student using an evidence-based strategy.
3. Summarize research studies validating the instructional strategy selected/implanted for individual student(s).

Course Expectations

Class Attendance & Participation
In general, you are expected to attend each class session, and complete all assigned readings and assignments *prior* to the class session. Please notify me if you must miss a class in advance of the class session, if at all possible. Whether or not your absence is considered "excused" is up to my discretion. Unexcused absences will result in the lowering of your grade. You are responsible for course content during your absence - please contact another student in the class for assistance with missed content before contacting me.

A note on participation: please silence your cell phones during class (if you must make or receive a call, please leave the classroom). Also refrain from reading any other materials during class; your active attention during presentations and participation in small and large group discussions and activities is both expected and greatly appreciated! If you are using a laptop or tablet, please remain on topic.

Please recycle any items that can be recycled- bins are located at the east end of the first floor.

Independent Knowledge & Access to:
Sufficient internet speed/bandwidth, Word processing, PDF converter, Flipgrid, Video Recording (e.g., phone, computer), screen recording (e.g., screencast-o-matic, computer's internal camera), PPT voice over, Zoom, upload to YouTube, Loom, Moodle, and TedTalk. When facing difficulty using technology, contact IT Help (406) 243-4357.

Late assignments
Work submitted late will result in the reduction of 2 points *per day* the assignment is late. Students are encouraged to turn assignments in on time.

Technology Expectations
Students will be required to have the ability to access Moodle. Please refer to the following document for basic system requirements: Basic Minimum System Requirements for Moodle. Students must be able to access technology to complete assignments such as printing and scanning devices as well as word processing programs. Students can download the Microsoft Office Suite through the University.

Academic Honesty
Students are expected to adhere to academic conduct policies of the University of Montana as explained in Article IV of your University of Montana Student Conduct Code: "Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. Academic misconduct is defined as all forms of academic dishonesty, including but not limited to: (1) plagiarism, (2) misconduct during an examination or academic exercise, (3) unauthorized possession of examination or other course materials, (4) tampering with course materials, (5) submitting false information, (6) submitting work previously presented in another

course, (7) improperly influencing conduct, (8) substituting, or arranging substitution, for another student during an examination or other academic exercise, (9) facilitating academic dishonesty, and (10) Altering transcripts, grades, examinations, or other academically related documents."

Plagiarism/Academic Conduct/Student Code of Conduct
Plagiarism is further defined in the University of Montana's Student Conduct Code as "Representing another person's words, ideas, data, or materials as one's own." Students must acknowledge the work of others using appropriate referencing procedures as described in the APA Manual. Students may be penalized for plagiarism under academic misconduct policies, which may include disciplinary sanctions, suspension, or expulsion.

Submission of work taken directly from another source (e.g., lesson plan copied from a book, the Internet, or material developed by another student) will be considered plagiarism and grounds for no credit on the assignment unless properly credited. Students are encouraged to use a variety of resources in obtaining ideas and illustrations that will help complete assignments. See the APA Guide (7th edition) for the correct method to cite other authors' work. Another useful resource I strongly recommend is The Purdue OWL.

Disability Modifications
The Equal Opportunity and Affirmative Action Office and the Office for Disability Equity (ODE) support the University of Montana in assuring equal access to instruction through collaboration between students with disabilities, instructors, and ODE. If you have a disability that adversely affects your academic performance, and you have not already registered with ODE, please contact ODE in the Lommasson Center 154, 406.243.2243, or ode@umontana.edu . I will work with you and ODE to provide an appropriate modification. Read&Write literacy support software is available to students.

Diversity Statement
Your experience in this class is important to me. I welcome individuals of all backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, races, national origins, religious affiliations, sexual orientations, ages, abilities, and other visible and nonvisible differences. Please know that I will gladly honor your request to address you by an alternate name or gender pronoun. All members of this class are expected to contribute to a welcoming, respectful, and inclusive environment for every other member of this class.

Person-first language
When referring to persons with disabilities, it is most respectful to use "person-first language". That means that we emphasize the person before the disability. For example, we would say, "a child with autism" not "an autistic child", or she "uses a wheelchair", not she is "wheelchair- bound". If you have questions or need to review the criteria for using respectful, person-first language, see p. 59, APA [7th ed.] Publication Manual.

Class Assignment Descriptions

Iris Modules 1 & 2
Module 1, choose one: Accommodations to the physical environment, setting up a classroom for students with visual disabilities OR Instructional Accommodations, Making the learning environment accessible to students with visual disabilities (due 9/19), and Module 2: Autism Spectrum Disorders (due 10/12). You should work through the entire modules, but only turn in your responses to these sections: Initial Thoughts, and Assessment questions. (Here is a link to a short video to show you how to navigate an Iris module if you are new to them.) [2 x 20 points,

total 40]

Teaching Activities
See course calendar for more information. All students: teaching activity on 9/19; Grad students: additional teaching activity TBA. Worth 10 points each.

AT Iris Module
All students: If you have not taken a *course* in Assistive Technology, you will complete the [IRIS module on Assistive Technology](). (Here is a [link to a short video to show you how]() to navigate an Iris module if you are new to them.) You should work through the entire module, but only turn in your responses to these sections: Initial Thoughts, and Assessment questions.
You may do this on your own at any point in the semester; your responses are due at the first class session in December (the 7th). [20 points]

Goals and Objectives
We will study writing effective goals and objectives in class, and you will have a take home assignment to write a series of appropriate goals and objectives for a particular child. You will write goals for *each area in which the child needs specialized supports*. For each goal, you will write at least two objectives. The objectives need to be both observable and measurable. When applicable, they should include baseline information. Each objective also needs to specify a mastery criterion that makes sense for that skill. Goals and objectives should be written in plain language (without jargon) and organized by domain. [20 points]

Final Presentation
You will select one instructional program with student performance data (collected over 10 sessions minimum) to present to the class. You will make a PowerPoint or Prezi presentation (or another format) with at least 4 slides: 1.) Positive student profile; 2.) Brief assessment data and rationale for skill selected; 3.) Instructional program with data sheet; and 4.) Graph of student performance. Please also reflect on the instruction—what went well; what needs adjustment; next steps. [10 points]

Field-work Assignment Descriptions

Attendance log
Students are to keep a log that includes the date and the start and stop times of each site visit or practicum session. Although the log is ongoing and must be kept up to date, it does not need to be turned in until the end of the course.

Projects 1-6
These are described in detail on the course website, and we will review these in class; a brief description follows.

Project 1: Ecological Inventory & Discrepancy Analysis:
Briefly, you will use an ecological inventory strategy to identify important skills to teach a learner with low incidence disabilities in one or more current environments for this child. [35 pts]

Project 2: Student Profile/ Skill Selection:
You will pull together information about your student's learning preferences and characteristics, and evaluate the functionality of the skill(s) you are targeting for instruction. [15 pts]

Project 3: Systematic Instructional Program Proposal [x 1, U/ x 2, G]:
You will design in detail (and implement instruction on) one or two instructional programs targeting two specific skills for one child. This will include specific instructional procedures, task analyses, data collection sheets, and graphs. [60 or 120 pts]

Project 4: Peer Review of Instructional Program:
You will evaluate one of your peer's Project 3 proposals in detail. [15 pts]

Project 5: Annotated Bibliography of Evidence-Based Practices:
For one of the instructional programs/ interventions that you have designed, you will conduct and report on a mini-literature review of the evidence supporting the use of this instructional strategy. Undergraduate students report on two studies [20 points], graduate students on five [40 points], with the additional requirement of presenting one of these studies in class [10 pts].

Project 6: Report of Systematic Instructional Program [x1]:
You will write a formal report on the implementation and follow up of one of your instructional programs, and prepare your final presentation on this program. <u>Grad students</u>: For the second program, you will turn in your program with student performance data and graph, and comment briefly on how things went, as well as recommended next steps. [35 pts] + [15 pts]

Summary of Assignments and Associated Weighting for Class Assignments

Activity	Points
Attendance & Participation	75
(15 class sessions x 5 points/session)	
Quiz on Low Incidence Disabilities	20
Blind/low vision Iris Module	20
Teaching activity	10 (G+10)
ASD Iris Module	20
AT Iris Module	20
Writing Goals & Objectives	20
Final Presentation	10

U [EDSP 456] 170 without AT Module**; 190** with AT module
G [C&I 556] 180

Summary of Assignments and Associated Weighting for Field-Work Assignments

Activity Points

Project 1: Ecological Inventory & Discrepancy Analysis	**35**
Project 2: Student Profile/ Skill Selection	**15**
Project 3: Systematic Instructional Program Proposal [1 or 2]	**60 (U) or 120 (G)**
Project 4: Peer Review of Instructional Program	**15**
Project 5: Annotated List of Evidence-Based Practices & research presentation	**20 (U) or 40 (G) & 10 (G)**
Project 6: Report of Systematic Instructional Program [1 or 2]	**35 (U/G) + 15 (G) [50]**

180 (U)	285 (G)
+175 (or 195)	+185
355 (375 w/ AT module)	470

Grading Policy

EDSP 456 students may earn up to 375 points; EDSP 556 students may earn up to 470 points. Letter grades are earned as follows:

Grading*:

A	=	94 - 100	B	=	83 – 86	C	=	73 - 76	D	=	63 - 66
A-	=	90 - 93	B-	=	80 – 82	C-	=	70 - 72	D-	=	60.0 – 62
B+	=	87 - 89	C+	=	77 -79	D+	=	67 - 69	F	=	0 – 59.9

*Percentage will be determined by dividing total points earned by total possible and multiplying by 100; grades round from the tenth position using standard practices of 0 – 4 rounds down and 5 – 9 rounds up with the exception of "F".

Calendar

This course relies on the 2022-2023 Academic Calendar. Please see the following table for an overview of course sessions, topics, and deadlines.

EDSP 456/556 Tentative Class Calendar is subject to change as needed.

Unit	Date 2022	Topic and Readings	Notes
01	9/1	Introduction and Course Overview	
02	9/8	Intellectual + Multiple Disabilities	
03	9/15	Low Vision/ Blindness	Guest: Morgen Alwell
04	9/22	Review Vision Impairment; Intro. Teaching | Hearing Loss	
05	9/29	Hearing and hearing loss	
06	10/6	Dual Sensory Disabilities - Deafblindness	Guest: Morgen Alwell
07	10/13	Teaching Skills	
08	10/20	**REMOTE LEARNING DAY** Teaching new skills	

Unit	Date 2022	Topic and Readings	Notes
08	10/27	Teaching, Data Collection, Graphing, Generalization| Physical Disabilities	**Project 1 Due** **Project 2 Due**
09	11/3	Managing Physical Disabilities (at Mon-Tech with Molly Kimmel, O.T.| Director)	Class will be hosted at MonTECH **Project 3 Due**
10	11/10	Instructional Programs and Communication Skills	**Project 4 Due**
11	11/17	Workshop Instructional Plans, Communication Instruction	
	11/24	**NO CLASS** - Thanksgiving	
12	12/1	Teaching Communication Skills	
13	12/8	Comm. Wrap Up, Jeopardy, Resources Standards-Based Instruction	**Project 5 Due**
	12/15	Final Presentations	**Project 6 Due**

Student Resources
Please see the course Moodle shell for a list of campus resources available to help students be successful across UM courses. UM provides a wide range of supports for tutoring, financial, and personal development. The UM Diversity Center has a comprehensive list of resources on its webpage.

Place of Course in Program
Conceptual Framework for Learning Community and Diversity
As part of the School of Speech, Language, Hearing, and Occupational Sciences, this course will provide students with a learning community that a) integrates ideas, b) encourages cooperative endeavors, and c) respects diversity and individual worth. *The goals of the learning community will be demonstrated through the following course-specific experiences:*

1. Participating in classroom discussion and small group work;

2. Conducting assessments and describing language abilities of children with language impairments regardless of etiology;

3. Developing treatments to promote language learning in a contextualized and systems framework.

Mission of the Phyllis J. Washington College of Education:
The Phyllis J. Washington College of Education shapes professional practices that contribute to the development of human potential. We are individuals in a community of lifelong learners, guided by respect for knowledge, human dignity and ethical behavior. To advance the physical, emotional and intellectual health of a diverse society, we work together producing and disseminating knowledge as we educate learners.