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Integrating Backward Design Principles for Course Curriculum Planning

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**California State University, San Bernardino
College of Education**

Course No. and Title : ESPE6662: Methods for Students with M/S Disabilities I
Year/Quarter : Fall 2020
Time/Days/Location : Online – Hybrid
Course Website : <http://blackboard.csusb.edu>
Instructor : Dr. Sang Nam
Office Hours : Zoom on every Tuesday, other times appointment only
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COE Vision and Mission

COE Vision Statement

To be the premier provider of teachers, counselors, and educational leaders.

COE Mission Statement

Through compassion and collegiality, we are committed to inspire students and serve our communities.

COE Core Beliefs and Conceptual framework at <https://coe.csusb.edu/mission-statement>

CTC Standards Addressed by the Course

The following CCTC Standards are addressed through this course. While other standards are covered in part as well, the major emphasis is on these standards.

Moderate/Severe Standards

- Standard 1: Learning Characteristics
- Standard 2: Communication Skills
- Standard 3: Social Interactions and Facilitating Social Context
- Standard 4: Assessment, Planning, and Instruction
- Standard 6: Positive Behavior Support

Catalogue Description

Characteristics of students with moderate to severe disabilities and their implications for education; assessments for positive behavior support, instructional planning and progress monitoring; evidence based instructional strategies for communication, social skills, and the core curriculum. Formerly ESPE 651. Prerequisites: ESPE 610 and 611. (4 units)

Course Goals/Objectives

As a result of instruction and learning in this course, candidates will have generalized knowledge and skill base of the following:

Knowledge

1. Candidates will demonstrate knowledge of disability characteristics, and the educational implications of these characteristics for students with moderate/severe disabilities.
(M/S S1; IEP Essentials)

Skills

2. Candidates will demonstrate the ability to utilize functional/ecological assessment to identify unique learning needs and priorities promoting life quality of students. (M/S S4; IEP Essentials)
3. Candidates will demonstrate the ability to develop person-centered, family centered IEP and evaluate progress toward IEP goals and objectives. (M/S S4; IEP Essentials)
4. Candidates will demonstrate knowledge of instructional strategies to promote receptive and expressive, non-symbolic communication skills of students with moderate/severe disabilities. (M/S S2; Evidence-based Instructional Strategy)
5. Candidates will demonstrate the ability to implement strategies, techniques, and technology for the development of communication skills, which promote choice making, independence and self-advocacy in a variety of educational environments. (M/S S2; Evidence-based Instructional Strategy)
6. Candidates will demonstrate the ability to facilitate social interactions and social context for desirable social behavior in a variety of educational settings. (M/S S3; Evidence-based Instructional Strategy)

Disposition

7. Candidates will demonstrate competence in managing environments with positive behavioral supports where interventions are positive, proactive, and respectful of students. (M/S S6 – IEP Essentials)

Course Requirements:

Attendance and Participation

This class is seen as a learning community where every member of the community builds a communal learning together. For a full credit, the candidates should actively participate in the classroom discussions/activities. Instructor will judge the extent and level of class participation from their attendance and participation in class discussions/activities.

At the completion of the course, the instructor will assign a grade based on the following ratings: “Full participation,” “Fair participation,” or “Minimal.” Behaviors that receive each rating are described below.

Full participation (9-10): Active and frequent contributions to the understanding of topic. Questions and comments that are relevant to the topic, greatly clarify issues/topics being discussed, and stimulate a line of relevant discussion. Listening is also required.

Fair participation (6-8): Active and frequent contributions to the understanding of topic. Topic relevant questions and comments, but ones that do not necessarily clarify issues/topics being discussed, and do not necessarily stimulate a line of relevant discussion. Listening is also required.

Minimal (0-5): Repetitious comments, over generalizations, wandering from the topic, evidence of lack of preparation, monopolizing the discussion, and/or lack of, absence, no participation in the discussion.

Learning Activities

Learning Activities are conducted as classroom activities or self-directed assignments. There will be as many activities as necessary to achieve the objectives of the course will be introduced. The individual activities are introduced in the class/online

module.

Evidence-Based Practice

Individual candidates are going to make an oral presentation on an evidence-based instructional strategy that studies have shown to be effective for children with moderate/severe disabilities. Candidates need to write a proposal to make the presentation. See the attachment for the detailed instructions.

Individualized Education Program (IEP) Essentials

Candidates are going to write essential parts of IEP based on a case study involving a child with moderate/severe disabilities. Candidates are to conduct an informal evaluation process to generate IEP essentials such as Present Level of Education Performance (PLOP) statements and IEP goals and objectives for a child with M/S disabilities. A separate document of assignment instructions will be provided in the class.

Exam

An online exam will be arranged to evaluate acquisition of basic knowledge of the course content. The exam will be given on your reading of the assigned chapters, articles, and lecture notes. The exam will be made of multiple choice and short-answer questions. To take the exam on the day, go to Exam of the course website.

Course Evaluation Plan

The course evaluation is based on your performance on the following areas.

Area	Points
Attendance and Participation	10
Learning Activities	30
Evidence-based Practice Proposal	10
Evidence-based Practice Presentation	10
IEP Essentials	20
Exam	20
Total	100

The final letter grades will be based on the following point ranges. Grading results of individual assignments will be posted in the Gradebook of Blackboard.

Range	Grade	Range	Grade
95-100	A	77-79	C+
90-94	A-	73-76	C
87-89	B+	70-72	C-
83-86	B	65-69	D
80-82	B-	64 and below	F

Course Policies

All members of the class must maintain a respectful demeanor all the time. It is candidates' responsibility to attend the classes scheduled and participate in discussions and activities and not to miss any important announcements be made in class. Candidates are expected to read the chapters covered in class prior to the class session.

All submissions of candidates' work to Assignments section must be word-processed and submitted as a doc (MS Words) or rtf (rich text) format. Candidates also allowed submitting their work in person when there are technical breakdowns.

Late submission of any assignments will lower points. The final assignment will not be accepted after the published due date.

The instructor assumes that all students enrolled in the course have university-level reading comprehension, oral language, computer skills, and written language skills. Candidates should see the instructor, the Learning Skills Center on campus, or Office of Services to Students with Disabilities if they need special assistance. All assignments are expected to be written professionally.

Incomplete (I)

A grade of I (Incomplete) may be assigned to a student who have completed most parts of required course work has been completed (80%) with satisfactory progress, but cannot complete a last portion of the course work due to unforeseen, but fully justified reasons. It is the responsibility of the student to bring pertinent information to the instructor, reach agreement on the means by which the remaining course requirements will be satisfied, and complete Incomplete Grade Form. The decision of approval for Incomplete Grade Form is solely up to the instructor. An Incomplete grade cannot be given because the student is failing the course, nor can it be assigned to provide an opportunity for the student to redo work previously completed.

Academic Conduct/Plagiarism Policy

Honesty in our academic work is vital, and we should not cheat, nor to tolerate cheating, nor to plagiarize the work of others. Plagiarism is considered a serious act of academic misconduct and may result in a student receiving an "F" in the course and being suspended from the University. Plagiarism is the act of presenting the ideas and writings of another as one's own. Cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating includes but is not limited to:

- Submitting work previously graded in another course unless this has been approved by the course instructor.
- Submitting work simultaneously presented in two courses, unless this has been approved by both course instructors.

Technology Requirements

This course is a web enhanced course supplemented by Blackboard tools such as online exam, online submission, and web-based activities. Candidates should have computer skills and a fast Internet access to view instructional materials, conduct tasks/assignments, grades, and for other class activities. For minimum computer hardware and software requirements, see the

information at <http://blackboard.csusb.edu>. If you have questions regarding campus computer facilities or experience technical problems with Blackboard, please contact Student Technology Support Center (located in PL-1108) at (909) 537-3395 for help.

Commitment to Diversity

In keeping with the university's Commitment to Diversity, the faculty of the College of Education fully support the Americans with Disabilities Act (ADA). Faculty will provide reasonable accommodation to any student with a disability who is registered with the Office of Services to Students with Disabilities and who needs and requests accommodation. If you are in need of an accommodation for a disability in order to participate in this class, please let me know ASAP and also contact Services to Students with Disabilities at UH-183, (909)537-5238.

Class Schedule

Module/Date/format	Topic	Required Reading (see the next page for the links)	Assignment Due
#1 8/24-8/30	- Course Requirements - Foundational Concepts	- Module 1	Activity 1 (Due by 8/30)
2 8/31-9/6	- IEP Process and Components	- Module 2 - A Guide to IEP - Seven Step Process	Activity 2 (Due by 9/6)
3 9/14-9/20	- Developing a Long-term vision - MAP	- Module 3 Developing a Long-Term Vision (Meadan et al. 2010)	EBP Presentation Topic (Due by 9/20)
4 9/21-9/27	- Person-Centered Planning	- Module 4 - Person-Centered Planning (Wells, 2012)	RAISD Survey
5 9/28-10/4	- Motivational Characteristics	- Module 5	
6 10/5-10/11	- Ecological Inventories	- Module 6	EBP Proposal (Due by 10/11)
7 10/12-10/18	- Instructional Supports I	- Module 7 - Evidence-based Practices for Students with Severe Disabilities (Browder et al, 2014, pp. 11-32).	Activity 3 (Due by 10/18)
8 10/19-10/25	- Progress Monitoring	- Module 8	EBP Slide show by 10/25
9 10/26-11/1	- Precision Teaching	- Module 9	
10 11/2-11/8	Functional Communication Skills	- Module 10 - Acquisition of Picture Exchange-based vs. Signed Mands (Nam, 2016)	Activity 4 (Due by 11/8)
11 11/9-11/15	PRT	- Module 11	
12 11/16-11/22	PBS Strategies	- Module 12	Activity 5 (Due by 11/22)

13 11/23-11/29	Inclusion Strategies	- Module 13 - Evidence-based Practices for Students with Severe Disabilities (Browder et al, 2014, pp. 35-49).	IEP Essentials (Due by 11/29)
14 11/30-12/6	Social Skills Instruction	- Module 14	
15 12/9	Exam		Exam on 12/9

Required Reading

Module	Link and Source
#1	<ul style="list-style-type: none"> - Module 1 - Meadan, H. et al. (2010). Developing a Long-Term Vision: A Road Map for Student's Futures. <i>Teaching Exceptional Children</i>, 43(2), 8-15. (This article is available through our Pfau Library). - US Department of Education. A Guide to IEP. Retrieved from US Department of Education: http://www2.ed.gov/parents/needs/speced/iepguide/index.html - US Office of Special Education Program (2007). A Seven-Step Process to Creating Standards-based IEPs. Retrieved from Resources on IEP in California Dept. of Education Website: http://www.cde.ca.gov/sp/se/sr/iepresources.asp
#2	- Module 2
#3	<ul style="list-style-type: none"> - Module 3 - Browder, D. M., Wood, L., Thompson, J., & Ribuffo, C. (2014). "How to teach" and "What to teach" section (pp. 11-32) of <i>Evidence-based practices for students with severe disabilities</i> (Document No. IC-3). Available at http://cedar.education.ufl.edu/tools/innovation-configurations/
#4	<ul style="list-style-type: none"> - Module 4 - Wells, J.C. (2012). Person-Centered Planning. <i>Teaching Exceptional Children</i>, 44(3), 32-40.
#5	- Module 5
#6	<ul style="list-style-type: none"> - Module 6 - Nam, S. & Hwang, Y. (2016). Acquisition of Picture Exchange-Based vs. Signed Mands and Implications to Teach Functional Communication Skills to Children with Autism. <i>The Journal of Special Education Apprenticeship</i>, 5(2), 1-16. available at https://files.eric.ed.gov/fulltext/EJ1127740.pdf
#7	<ul style="list-style-type: none"> - Module 7 - Pivotal Response Training (PRT) in Autism Internet Modules [Available] at www.autisminternetmodules.org You will need to create an account to log in. Once you log in, search for Dashboard/Autism in the Classroom/Pivotal Response Training (PRT)
#8	- Module 8
#9	<ul style="list-style-type: none"> - Module 9 - Browder, D. M., Wood, L., Thompson, J., & Ribuffo, C. (2014). "How to support" section (pp. 35-49) of <i>Evidence-based practices for students with severe disabilities</i> (Document No. IC-3). Available at http://cedar.education.ufl.edu/tools/innovation-configurations/
#10	- Module 10

Evidence-Based Practice (EBP) Topic/Proposal/Presentation

Candidates are required to review a couple of professional article(s) that advocates an evidence-based instructional strategy to promote communication, social, and academic skills of children with moderate/severe disabilities or young children with developmental disabilities. A good topic is narrowly defined and specific. It is recommended to use a database like EBSCO available through Pfau Library to have access to scholarly journal articles (full-text). Particularly, the two journals, Teaching Exceptional Children and TEC Plus are helpful to identify scholarly articles on a topic of your choice.

While many instructional (or assessment) strategies exist, strategies that researchers have shown to be effective are called evidence-based practices. Some broad topics of instructional strategies to be used to promote communication, social, and academic skills are but not limited to Direct Instruction, Functional Communication Training (FCT), peer-mediated instruction, peer tutoring, PALS, mnemonics, graphic organizers, Enhanced Milieu Teaching, Pivotal Response Treatment, TEACCH, visual supports, social stories, choice making, home-to-school notes, stimulus-response prompting, systematic instruction, etc. In addition, review recommended topics in Evidence-based practices for students with severe disabilities (Browder, 2014).

EBP Presentation Topic

Browder, D. M., Wood, L., Thompson, J., & Ribuffo, C. (2014). Evidence-Based Practices for Students with Severe Disabilities (Document No. IC-3). Available at <http://cedar.education.ufl.edu/tools/innovation-configurations/>

First, read “How to teach” and “What to teach” (pp. 11-32) of “Evidence-Based Practices for Students with Severe Disabilities” by Browder et al (2014). This paper will give you an overview on evidence-based practices (EBPs) for students with severe disabilities.

Second, conduct a preliminary study over a couple of strategies you are interested in and narrow down to one that may work best for your instruction and your children’s learning. It is recommended to use databases available through Pfau Library to have access to scholarly journal articles (full-text).

Finally, develop your presentation topic and post it to EBP Topic/Discussion/Bb. Your presentation topic must include (a) the name of a particular instructional strategy, (b) the main function (purpose) of the strategy, and (c) a target population. Some examples are:

- Choice making strategies to promote positive social development for students with severe disabilities.
- Peer mediated instruction for students with (a disability category) to promote social skills.
- Using eye-gaze to identify reinforcers for students with severe disabilities.
- Functional Communication Training in the classroom for students with severe disabilities.
- Using home to school notes to improve functional communication skills for students with severe disabilities.
- i-Pad-based intervention for students with (disability category) – to promote communication skills.

- Graphic organizers for students having difficulty organizing information in inclusive classrooms.
- Social stories for children with disabilities to increase self-managed coping skills.
- PRT for children with ASD to promote question asking behaviors.

Review topics posted by other classmates to avoid choosing the same topic. It is recommended to explore a new instructional strategy for you to study. It is a learn-and-teach mode, so it does not require your experience on the strategy you will choose. Post your topic to Discussions/Bb by the due date noted in the class schedule.

Presentation Proposal

Once you choose a presentation topic, you will need to develop a formal proposal including the following information. Submit the formal proposal including the following components to Blackboard/Discussion by the due date noted in the class schedule.

Presentation Topic

It may include the name of a particular instructional strategy, the main function (purpose), and a target population.

Instructional Problem (about 150 words)

Describe a particular instructional problem or issue the strategy is relevant. You can identify problem statements from the source articles and integrate them into your writing. A professional research article usually starts with a problem statement or conflicts to suggest a solution for the problem. The problem statement can be referenced by a news report, research findings, or statistics.

Research findings (about 150 words)

Describe current research findings and evidence on the effectiveness or limitations of the strategy.

Benefits of the strategy (about 150 words)

Describe important benefits of the strategy relating to characteristics of your student identified with moderate/severe disabilities.

Procedures (about 300 words)

Describe the main features and procedures (steps) of the strategy involved in implementing it in the classroom.

References

List the source articles including authors, title of article, and publication info by adhering APA formats.

Presentation

Once your proposal is approved by the instructor, you can prepare the oral presentation. Prepare a 10 minutes in-class presentation on the strategy/method you have studied. Your presentation includes the instructional problems, main features of the strategy, procedures, benefits, research findings, demonstration of the skills involved, and a conclusion. You may conduct a lesson, or demonstrate a particular concept or technique. Allow opportunities for your classmates to ask questions.

FCT

Mancil, G.R. (2010). Functional Communication Training in the Classroom: A Guide for Success. *Preventing School Failure*, 54(4), 238-246.

Tiger, J.H., Hanley, G.P., & Bruzek, J. (2008). Functional Communication Training: A Review and Practical Guide. *Behavioral Analysis in Practice*, 1, 16-23.

Home to school notebook

Hall, T. E., Wolfe, P. S., & Bollig, A. A. (2003). The Home-to-School Notebook: An Effective Communication Strategy for Students With Severe Disabilities. *Teaching Exceptional Children*, 36(2), 68–73.

Choice making

Shevin, M. & Klein, N. K. (2004). The importance of choice-making skills for students with severe disabilities. *Research and Practice for Persons with Severe Disabilities*, 29(3), 161-168.

Bambara, L.M. (2004). Fostering choice-making skills: we've come a long way but still have a long way to go. *Research & Practice for Persons with Severe Disabilities*, 29(3), 169- 171.

Sigafoos, J. & Dempsey, R. (1992). Assessing choice making among children with multiple disabilities. *Journal of Applied Behavior Analysis*, 25(3), 747-755.

Stafford, A.M. (2005). Choice making: a strategy for students with severe disabilities. *Teaching Exceptional Children*, 37(6), 12-17.

Priming

Kim, S., & Brodhead, M. (2015). Priming is an effective way to promote social interaction between children with autism and their typically developing peers in inclusive settings. *Evidence-Based Communication Assessment and Intervention*, 9(4), 134-139.

Koegel, L. K., & Lazebnik, C. (2004). *Overcoming autism: Finding the Answers, Strategies, and Hope That Can Transform a Child's Life*. Penguin Books, NY: NY.

Koegel, Lynn Kern, Koegel, Robert L, Frea, William, & Green-Hopkins, Israel. (2003). Priming as a Method of Coordinating Educational Services for Students With Autism. *Language, Speech, and Hearing Services in Schools*, 34(3), 228-235.

High-P

Chambers, C. (2006). High-Probability Request Strategies: Practical Guidelines. *Young Exceptional Children*, 9(2), 20-28.

Davis, Carol Ann, Reichle, Joe E., & Southard, Kristin L. (2000). High-Probability Requests and a Preferred Item as a Distractor: Increasing Successful Transitions in Children with Behavior Problems. *Education and Treatment of Children*, 23(4), 423-40.

Lee, D.L. (2006). Facilitating Transitions Between and Within Academic Tasks: An Application of Behavior Momentum. *Remedial & Special Education*, 27 (5), 312-317.

Lee, D.L., Belfiore, P.J., Budin, S.G. (2008). Riding the Wave. *Teaching Exceptional Journal*, 40 (3), 65-70.

Growth Mindset

Tara C. Moore Partin et al (2010). Using teacher praise and opportunities to respond to promote appropriate student behavior. *Preventing school failure*. 54(3), 172-178.

Dweck, C.S. (2014). The power of believing that you can improve. (Video)