

## Official Syllabus

DISCIPLINE: EDSP

COURSE: 466

### 1. Catalog Entry

EDSP 466: Teaching Students With Individualized Adapted Curriculum

(3) Three hours lecture.

Prerequisites: EDSP 464

Study of curriculum, methods, techniques and materials used in the education of students who have disabilities that require individualized planning to design curriculum goals appropriate to their needs. Most typically, these students have intermittent, limited, or extensive support needs. Educational planning and program content for primary, intermediate and secondary levels is addressed

### 2. Detailed Description of Content of Course

This course is designed to prepare prospective teachers of students with mental retardation and other significant needs for support with the skills necessary to plan and implement educational programs for children and youth.

#### Course Topical Outline

1. The referral, assessment, and IEP processes.
2. Ecological assessment of participation in classroom home, and community environments
3. Use of assessment information, parent input, and student input to develop IEPs
4. Educational service delivery models
5. Classroom organization and management
6. Curriculum models and curriculum components
7. Daily and long-term lesson and instructional program planning
8. Selecting, developing, and adapting materials for students with significant needs for support
9. Data collection and analysis
10. Strategies to teach social skills and self-management skills
11. Strategies to develop and implement positive behavioral supports
12. Working with other teachers, resource and ancillary personnel, and parents, in and outside the school setting
13. Transition planning and preparation

### 3. Detailed Description of Conduct of Course

Lecture, discussions, demonstrations, videotapes, simulations, presentations by students, guest speakers, videos, collaborative small group problem-solving activities

#### 4. **Goals and Objectives of the Course**

Upon successful completion of this course, students will:

1. Demonstrate knowledge of educational service models for students with significant needs for support and give the rationale for their use
2. Describe major curricular models and demonstrate knowledge of how to determine appropriate curricular approaches for individual students, including curriculum for the development of motor, cognitive, academic, social, language, affective, career, and functional life skills.
3. Demonstrate knowledge of strategies to organize various instructional environments to facilitate student learning and classroom management
4. Demonstrate functional and systematic observation techniques for purposes of planning for students with significant support needs, including development of appropriate instructional sequences to facilitate the acquisition, mastery, maintenance, and generalization of identified goals and objectives in academic, functional, life skills, and embedded skills areas.
5. Demonstrate skills in applying information obtained from assessment and observation in writing lesson plans, thematic units, and IEPs.
6. State desired outcomes in the form of behavioral objectives and plan activities using said behavioral and performance objectives.
7. Demonstrate mastery of the principles of learning by using them to teach specific objectives to students with and without significant support needs.
8. Develop and monitor IEPs to meet identified learner needs and interests.
9. Demonstrate ability to use task analysis in order to assess student performance level and plan for instruction.
10. Develop appropriate instructional sequences to facilitate the acquisition, mastery, maintenance, and generalization of identified goals and objectives in academic (including reading, writing, and math), functional, and embedded skills (including motor, social, and language/communication) areas while matching learner needs with instructional environment.
11. Design, select, adapt, implement, and evaluate the effectiveness of a variety of instructional approaches and methods/activities and related services relative to their appropriateness in achieving instructional objectives in functional academic, community-living, and embedded skills areas
12. Describe strategies to organize various instructional environments to facilitate student learning and classroom management, including physical development
13. Measure pupil progress which results from educational intervention and modify instructional strategies based on that progress. (Modifications include rate of instruction, mode of presentation, mode of response, and sequence of activities.
14. Effectively structure instructional time regarding the amount of work to be covered, amount of repetition necessary, and length of time a student or students can attend.
15. Develop or adapt instructional units and lesson plans in order to meet the unique needs of learners with significant support needs in the regular education setting
16. Conduct ecological assessment(s) in order to determine skills necessary for success within a given environment. Use this information in planning IEP development.
17. Demonstrate ability to adapt and modify existing assessment tools and methods to accommodate unique student needs, including alternate assessment/portfolio assessment.
18. Demonstrate knowledge of planning for student transitions both within the school environment as well as from school to post-school environments.

19. Apply knowledge of functional assessment and positive behavior support strategies to plan behavioral intervention(s).
20. Select and evaluate strategies to teach social and self-regulation skills and to develop positive peer relationships.
21. Describe strategies for working with families and with resource and ancillary personnel within and outside of the school setting.
22. Demonstrate ability to evaluate supports needed for integration into various program placements.
23. Develop and/or select instructional content, materials, resources, and strategies that are responsive to cultural, linguistic, and gender differences
24. Demonstrate knowledge of how to locate, select, and implement use of specialized materials, orthopedic devices, assistive and augmentative communication systems, and assistive technology.

#### 5. **Assessment Measures**

Written examinations  
 Ecological assessment and task analyses  
 IEP  
 Development of a unit and lesson plans  
 Article critiques

#### 6. **Other Course Information**

#### 7. **Review and Approval**

<u>Date</u>	<u>Action</u>	<u>Reviewed by</u>
4/25/94	Modified	Nancy Eiss
4/01/95	Minor modification	Faculty Retreat
4/01/98	Reviewed/recommended for revision	Rachel Janney
4/8/99	Revised	Rachel Janney
4/02/02	Revised	Andrea Babkie
11/14/02	Change course title	Rachel Janney