Design or Modification of Curriculum Materials and General Education Classroom Environments for Students with Moderate Disabilities PRDV 73924

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Course Description

Focus for this seminar will be on reaching all learners and applying concepts to instructional methodology to address the needs of diverse learners, including ELL students, and students with behavioral challenges. Students will apply current research and best practice to improve classroom instruction and learning for students with moderate disabilities Concepts will be discussed with regard to closing the achievement gap. This course helps participants develop strategies for effective schooling for students with disabilities and the instruction of students with diverse learning styles.

QUESTIONS

If you have general questions or need assistance, please post your comments to the Ask Deb discussion board of the course. Most likely, someone in the class has the same question. If the question is specific to your work, please email dmerriam@framingham.edu or phone 508-397-2859. Questions will be answered within 24 to 48 hours.

COMPUTER SKILLS

Participants are expected to have basic computer skills, know how to search the web, understand how to send an email and attach a file, and have basic file management skills. A fairly new computer connected to the internet works best with Blackboard and familiarity with the learning management tool is also advised. Mozilla Firefox is the preferred browser to use with Blackboard.

ACADEMIC HONESTY

All students enrolled in courses at Framingham State University must abide by the University Policy Regarding Academic Honesty, as published in the Framingham State University catalog and the RAM Student handbook. All forms of academic dishonesty, including cheating on exams and plagiarism, are serious offenses and are subject to scrutiny under due process. By logging into Blackboard, you agree to the university *Acceptable Use Policy* which also covers academic honesty.

To become more familiar with this policy click here.

TECHNOLOGY RESOURCES

You are encouraged to reference the link to **Atomic Learning** on Blackboard if you have a need to brush up on your technology skills or learn how to use a specific computer application. Atomic Learning self-paced tutorials are free to anyone enrolled in a course at the university. In addition, if you are new to **Blackboard** or online courses, may visit the FSU Blackboard support site or Blackboard Help Blackboard Help to view (2-4 minute) show me videos about how to submit an assignment, participate in discussion forums, and much more. **Blackboard support is also available 24-7 by calling 1-866-361-8970**.

BLACKBOARD MOBILE LEARN may be used to read discussion board posts or class material. It does not work as well for participating on the discussion boards or for submitting assignments. Download the app from the Blackboard login page.

ACCOMMODATIONS

Framingham State University offers equal opportunities to all qualified students, including those with disabilities and impairments. The University is committed to making reasonable accommodations as are necessary to ensure that its programs and activities do not discriminate, or have the effect of discriminating, on the basis of disability. Academic Support serves students with learning and psychiatric disabilities as well as students with visual, mobility and hearing impairments. For further information about this, please visit the website at https://www.framingham.edu/academics/center-for-academic-success-and-achievement/ or contact Ms. LaDonna Bridges, Director of Academic Support/Disability Services, in the Center for Academic Support and Achievement (CASA) at 508-626-4906 or lbridges@framingham.edu.

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Course Schedule and Objectives

This course overview provides a summary of the topics for each Unit. Detailed instruction is posted on Blackboard in the Threaded Discussion area of the course. You are expected to log into Blackboard often to review course material, participate on the Discussion Board and participate in Unit assignments.

Introductions	**Day 1**
Participant Introductions	
UNIT 1 Effective general education instructional methodology including Understanding by Design and 6 Facets of Understanding	**Unit 1**
OBJECTIVES:. 1. Identifying prerequisite skills, concepts, and vocabulary needed for the learning activities. 2. Planning lessons with clear objectives and relevant measurable outcomes.	
UNIT 2 Developing measureable outcomes	**Unit 2**
OBJECTIVES: 1. Drawing on content standards of the relevant curriculum frameworks to plan sequential units of study, individual lessons, and learning activities that make learning cumulative and advance students' level of content knowledge. 2. Drawing on results of formal and informal assessments as well as knowledge of human development to identify teaching strategies and learning activities appropriate to the specific discipline, age, level of English language proficiency, and range of cognitive levels being taught.	
UNIT 3 Motivation/Behavioral challenges	**Unit 3**
OBJECTIVES: 1. Skills necessary to ethically support students, families, school staff with regard to effective behavioral interventions. 2. Development of ongoing reflective practice with regard to /behavioral motivational strategies.	
UNIT 4 Diverse students and closing the achievement gap Adaptations, Accommodations, Modifications: Matching area of disability with intervention/adaptation	**Unit 4**
OBJECTIVES: 1. Identifying appropriate reading materials, other resources, and writing activities for promoting further learning by the full range of students within the classroom. 2. Using information in Individualized Education Programs (IEPs) to plan strategies for integrating students with disabilities into general education classrooms.	
Unit 5 Putting It All Together: What Do We Know? What Do We Still Need to Know? Curriculum PPT sharing **PowerPoint Posted in Unit 5 no later than the Day Before Class Closes**	**Unit 5**
OBJECTIVES: 1. Drawing on resources from colleagues, families, and the community to enhance learning. 2. Incorporating appropriate technology and media in lesson planning. 3. Using information in Individualized Education Programs (IEPs) to plan strategies for integrating students with disabilities into general education classrooms.	

Each Unit offers a website exploration and reading/watching a video. A discussion questions are posted in the threaded discussion area. Each participant responds to the question and additionally to two peers.

Grading: 100 points
80 pts. Reading, attendance/online participation (see rubric on course site) 5 units 16 points/unit
20 pts Completion PPT summarizing material gained from the course as well as outside resources

Reading

Childre, A., Sands, J., & Pope, S. Backward Design
http://schools.woboe.org/TeachLearn/ProfessionalDevelopment/Documents/Articles/Backward%20Design%20%20%20May-June%202009.pdf

Rafferty, L. A. (2010). Step-by-Step: Teaching Students to Self-Monitor. *Teaching Exceptional Children*, 43(2), 50-58
https://spedchat.wikispaces.com/file/view/Step+By+Step+Teachig+Students+to+Self+Monitor.pdf

Savage, R. (2006). Effective early reading instruction and inclusion: some reflections on mutual dependence. *International Journal of Inclusive Education*, 10(4/5), 347-361.
http://www.appstate.edu/~koppenhaverd/rcoe/5710/read/inclusion/savage06.pdf

Scott, J. L., & Teale, W. H. (2009). Effective Literacy Instruction for Urban Children: Voices From the Classroom. *Reading Teacher*, 63(4), 338-341
http://futurescholars.rutgers.edu/FutureScholars/Images/Effective%20Literacy%20Instruction%20for%20Urban%20Children.pdf

Synopsis of *Improving Comprehension* of *Expository Text*
http://centeroninstruction.org/files/Synopsis%20Improving%20Comprehension.pdf

Trussell, R. P. (2008). Classroom Universals to Prevent Problem Behaviors. *Intervention in School & Clinic*, 43(3), 179-185. http://elizabethgoff.wiki.westga.edu/file/view/Trussell+article

Williams, L., & Riccomini, P. J. (2006). Effective Instruction: An Inconspicuous Strategy for Dropout Prevention. *Remedial & Special Education*, 27(5), 301-311 http://66.147.244.181/~succetg9/wp-content/uploads/inconspicuousstrategy_bostriccomini20070511.pdf?phpMyAdmin=168c4a6ce7f3t76b9b6da

Websites:

All Kinds of Minds http://www.allkindsofminds.org/

National Dissemination Center for Children with Disabilities http://nichcy.org/schoolage/accommodations/

Bureau of Instructional Support and Community Services Florida Department of Education
http://www.fldoe.org/ese/pdf/ac-mod-parents.pdf

COURSE REQUIREMENTS

The course is designed as an active collaborative four Unit online learning experience. Participants are expected to log in frequently during the Unit, complete the assigned reading/viewing/exploration and respond to the prompt as well as to at least two classmates' entries. Course material is arranged in modules and should be viewed in the order listed. There is no text book to buy and no face to face meetings scheduled. All material is posted on the University eLearning platform – Blackboard. Students may expect to spend approximately three hours each Unit participating on the discussion board and reviewing course material.

COURSE EXPECTATIONS

Participation in all assignments and course discussions is required. If you anticipate being away during any part of this course, make plans to have access to a computer connected to the internet. The course is 5 units of discussion based on readings, DESE website resources, and additional resources - links provided within the course site.

myFramingham is the official site for your official academic history at Framingham State University, your official grades, and to register for courses/ request a transcript

Discussion Rubric

Students are expected to post a response for each threaded question and respond to at least 2 other students' posts for each unit.

Threaded Discussion activity will be awarded 0-16 points/unit for the following:

Quantity of Postings How many times did you post? Was it the minimum or did you post more often. Did you take over the forum by excessive posting?

Quality of Postings Were the posts relevant to the question and thoughtful or were they simply "Yes, I agree".

Quality of Interactive Discussion and Community Building Did you weave other postings into your own posting?

Understanding of the Reading Did you weave your understanding of the literature into your posting?

	Unsatisfactory 0	Satisfactory 8	Exemplary 16
Quality of Postings	Postings are not relevant to the question posted.	Postings reflect the reading but no information given to source of information.	Postings reflect the readings and information source is cited.
Quantity of Postings	Responds to the question posted and one of the following: Neglects to respond to any student postings or Dominates the thread with excessive postings	Responds to the question posted and responds to a couple of student postings.	Responds to the question posted and responds to 3 - 4 other students and responds throughout the units (not just at one time during the Unit).
Understanding of Readings	Responds to the question posted but does not mention material from the readings.	Responds to the question posted and makes reference to the readings.	Responds to the question posted and makes reference to the readings and provides links to other sources.
Interweaving other postings into discussion	Responds to question posted and to student posting but does not weave information into posting.	Responds to question posted and to student posting and weaves information into own posting.	Responds to question posted and to student posting and weaves information into own posting. Additionally, weaves information in from links to outside sources.

PPT Rubric

5 points	10 points	20 points
Addresses some, but not many areas addressed in class and is not in a format that can be shared with others	Addresses most areas addressed in class and is readily able to be shared with others	Addresses all areas addressed in class and is readily shared with others
Is presented in a somewhat confusing manner	Is presented well and with good clarity and with some graphics	Is presented with exceptional clarity and with appealing graphics
Includes some research based resources, but not in APA format	Includes some research based resources in APA format	Includes several research based resources in APA format