

Course Syllabus

Department of Counseling, Special Education, and Educational Psychology
College of Education, University of Texas at El Paso



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| I | Course Number | SPED 3340 (30575) |
| II | Title | Teaching Students with Low Incidence Disabilities |
| III | Credit Hours | 3 credit hours |
| IV | Semester | Summer 2024 |
| V | Course Dates/Times | June 11 th – July 9 th Tuesdays and Thursdays from 5:00pm-8:20pm |
| VI | Course Location/Modality | Quinn Hall 103 |
| VII | Instructor | Katherine Wellborn, M.Ed., CAS |
| VIII | Instructor Contact Information | kwellborn@utep.edu 915 820-3792 |
| IX | Required Field-Based Experience Hours | Three hours of field-based experience observing the instruction of students with low incidence disabilities in EC-12 public school settings are required . |
| X. | Office Hours | Tuesday 4:00 pm-5:00pm Thursday 4:00pm-5:00pm Or as needed. |
| XI. | Course Description | This course focuses on high leverage practices for effective instruction for students with low incidence disabilities, including strategies and interventions related to academic, behavioral, functional, and self-determination skills. Addresses techniques for planning, assessment, and instruction responsive to students' strengths and needs. Specific field-based experience may be required. |

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| XII. | Learning Outcomes | <ol style="list-style-type: none"> 1. <i>Knowledge:</i> Students will be able to identify the characteristics, strengths, and needs (including assistive technology) of students with low incidence disabilities, including autism, intellectual disabilities, visual/auditory/orthopedic impairments, traumatic brain injury, multiple disabilities, deaf-blindness. 2. <i>Planning:</i> Students will be able to plan meaningful and challenging instruction for students with low incidence disabilities in academics, functional, social, and transition skills (e.g., self-determination, vocational). 3. <i>Instruction:</i> Students will be able to select, adapt, and use a variety of general and specialized curricula, evidence-based instructional strategies, and high-leverage practices targeting the strengths and needs of students with low incidence disabilities. 4. <i>Field-based Experience and Reflection:</i> Students will observe three hours of instruction in public school settings, reflecting on the implementation of high-leverage practices for students with low incidence disabilities. |
| XIII. | Texas Education Agency (TEA) Pk-12 Special Education | <p>Focus Standards:</p> <p>IV: The special education teacher understands and applies knowledge of the characteristics and needs of individuals with disabilities</p> <p>VI: The special education teacher understands and applies knowledge of procedures for planning instruction and managing teaching and learning environments.</p> <p>Supporting Standards:</p> <p>VII: The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.</p> <p>VIII: The special education teacher understands assistive technology as defined by state and federal regulations.</p> <p>IX: The special education teacher understands and applies knowledge of transition issues and procedures across the lifespan.</p> <p>XI: The special education teacher promotes students' performance in English language arts and reading.</p> <p>XII: The special education teacher promotes students' performance in mathematics.</p> |

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| XIV. | Council for Exceptional Children (CEC) Initial Preparation Standards | <p>Focus Standards:</p> <p>3.0: Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p> <p>5.0: Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p> <p>Supporting Standards:</p> <p>1.0: Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</p> |
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XV. Course Results

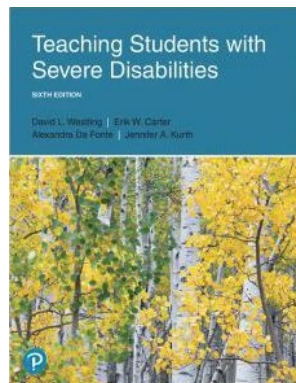
| Learning Outcome | Related Standard(s) | Assignments |
|--|--|---|
| 1. <i>Knowledge:</i> Students will be able to identify the characteristics, strengths, and needs (including assistive technology) of students with low incidence disabilities, including autism, intellectual disabilities, visual/auditory/orthopedic impairments, traumatic brain injury, multiple disabilities, deaf-blindness. | TEA IV, VIII CEC 1.0 | Online Modules Discussion Board |
| 2. <i>Planning:</i> Students will be able to plan meaningful and challenging instruction for students with low incidence disabilities in academics, functional, social, and transition skills (e.g., self-determination, vocational). | TEA VI, VII, IX, XI, XII CEC 1.0, 3.0 | Intervention Plan Discussion Board Online Modules |
| 3. <i>Instruction:</i> Students will be able to select, adapt, and use a variety of general and specialized curricula, evidence-based instructional strategies, and high-leverage practices targeting the strengths and needs of students with low incidence disabilities. | TEA VI, IX, XI, XII CEC 3.0, 5.0 | Intervention Plan Discussion Board Online Modules |

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| <p>4. <i>Field-based Experience: Field-based Experience and Reflection:</i> Students will observe three hours of instruction in public school settings, reflecting on the implementation of high-leverage practices for students with low incidence disabilities.</p> | <p>TEA IV, VI, X, XI, XII CEC 1.0, 3.0, 5.0</p> | <p>Field-based Experience Log and Reflection</p> |
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XVI. Course Materials

a. Required Textbook

Westling, D. L., Carter, E. W., Da Fonte, A., & Kurth, J. A. (2021). *Teaching students with severe disabilities* (6th ed.). Pearson.



XVII. Assignments & Rubrics

1. In-Class Participation (40 points, 5 points per class)
 - a. Attendance is required in this course. Students will participate in class discussions and activities based on the week's topic. Students can receive up to 5 points for each class.
2. Discussion Board (online; 40 points, 10 points per discussion)
 - a. Students will respond to four discussion questions on Blackboard throughout the semester, referring to the textbook readings for the week. Students must submit an original post and two response posts to classmates.
 - i. DQ 1
 - ii. DQ 2
 - iii. DQ 3
 - iv. DQ 4

3. Online Modules (online, 40 points; 10 points per module)
 - a. Students will complete four online modules throughout the semester and post evidence of completion to Blackboard.

***Module 1 (Due June 13, 2024, by 5:00pm)**

Use Instructional Strategies that Promote Successful Learning

<https://register.tealearn.com/browse/tea/network/tslat/courses/strategies-for-working-with-students-with-autism-in-the-general-education-setting-use-instructional-strategies-that-promote-successful-learning>

*** Module 2 (Due June 20, 2024, by 5:00pm)**

Borrow From the Special Educator's Toolbox

<https://spedsupport.tea.texas.gov/learning-library/strategies-working-students-autism-general-education-setting/borrow-special>

Module 3 (Due July 2, 2024, by 5:00pm)

Develop a Plan to Address Challenging Behavior

[Strategies for Working with Students with Autism in the General Education Setting: Develop a Plan to Address Challenging Behavior - TSLAT \(tealearn.com\)](#)

Module 4 (Due July 9, 2024, by 5:00pm)

Designing and Supporting Instruction (Significant Cognitive Disabilities)

<https://spedsupport.tea.texas.gov/learning-library/rubric-effective-practices-students-significant-cognitive-disabilities/designing>

4. Field-Based Experience Log and Reflection (40 points)
 - a. Students must complete three hours of field-based experience observing the instruction of students with low incidence disabilities in EC-12 public school settings. Students must complete the log and reflection questions provided on Blackboard.
5. Intervention Plan (160 points) Counts for Mid-Term and Final
 - a. Students must create a one-week (five day) intervention plan for a student with a low incidence disability in two areas. The intervention plan will address an academic AND a social or behavioral or functional need. The intervention plan must include a description of the student and their current strengths and needs (PLAAFP), measurable goal for each area, 5 learning objectives for each area with a description of each day's 30 minute one-on/one intervention/teaching, (must incorporate evidence-based practices/materials) and include progress monitoring assessment (e.g., reading fluency CBM, skill task analysis checklist, behavior observation tool). Plan will be presented on the FINAL day of class.
 - b. Plan will be taught, and examples will be provided.
6. Rubric for Intervention Plan:

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|---|-----|-----------|
| a. PLAAFP | 40 | 20/20 |
| b. Goals and Objectives | 40 | 20/20 |
| c. One-to-one Intervention/Teaching (Objectives, Evidence-Based Practices, Data Collection, Visuals) | 55 | 27.5/27.5 |
| d. Presentation | 25 | |
| e. Total Points | 160 | |

XVIII. Schedule

| Week (Dates) | Topic | Course Materials | Assignments/Exam |
|---|--|------------------|--|
| Day 1 June 11 th | Syllabus/Course Introduction | Ch. 2 | Ice-breaker Course Introduction/Requirements IN-PERSON CLASS |
| Day 2 June 13 th | Low Incidence Disabilities PLAAFP | Ch. 1 & 3 | Discussion Board 1 Posted by 5:00p.m. Online Module 1 Posted by 5:00p.m. IN-PERSON CLASS |
| Day 3 June 18 th | Generalization Visual Schedules Goal Writing | Ch. 4-6 | ON-LINE ZOOM |
| Day 4 June 20 th | Inclusion Evidence-Based Practices Intervention Plan | Ch. 7-9 | Discussion Board 2 Posted by 5:00p.m. Online Module 2 Posted by 5:00p.m. IN-PERSON CLASS |
| Day 5 June 25 th | Academic Skills Visual Organization | Ch. 10-12 | ON-LINE ZOOM |
| Day 6 June 27 th | Field Experience Observations | Ch. 13-15 | Field Experience Observations Done (Camp Ability or Classroom) Write Log and Reflections (bring hard copy/signed next class) Posted by 12:00p.m. NO CLASS |
| Day 7 July 2 nd | Behavior Supports Social Relationships Review | Ch. 16-17 | Discussion Board 3 Posted by 5:00p.m. Online Module 3 Posted by 5:00p.m. Field Experience Log & Reflection hard copy/signed due IN-PERSON CLASS |
| No Class July 4th Holiday-ENJOY!!!! | | | |
| Day 8 July 9 th | Final | | Intervention Plan Posted by 4:30 p.m. Final Presentations (5-8 minutes each) Discussion Board 4 Posted by 5:00p.m. Online Module 4 Posted by 5:00p.m. IN-PERSON CLASS |

XIX. Grading Scale

| Points | Percentage | Grade |
|---------|------------|-------|
| 295-320 | 92.1-100 | A |
| 270-294 | 84.3-91.8 | B |
| 245-269 | 76.5—76.2 | C |
| 220-244 | 68.7--69.5 | D |
| <220 | | F |

XX. Course Policies & University Resources

Academic Honesty: Academic honesty is necessary to receive the full benefit of this course. Plagiarism includes attempting to pass over someone else's words as your own (i.e., copying) or passing over someone's ideas as your own without proper reference or citation. Any materials deemed to be plagiarized will receive no credit. To read UTEP's policies, visit the Office of Student Conduct and Conflict Resolution's website on Academic Integrity and Scholastic Dishonesty at <https://www.utep.edu/student-affairs/osccr/student-conduct/academic-integrity.html>

Attendance/Participation: 5 points given for each class/participation. Only 2 excused absences allowed.

Center for Accommodations and Support Services: All individuals with disabilities have the right to equal access and opportunity in college courses and on campus. For accommodations or support services, contact the Center for Accommodations and Support Services (CASS) at (915) 747-5148. Evaluation services are also available. CASS is located in the Union East, Room 106. For more information and to access their Online Portal, visit their website at www.utep.edu/student-affairs/cass/

Counseling and Psychological Services: UTEP provides confidential counseling and psychological services (CAPS) related to critical situations, crisis counseling, personal counseling, career counseling, and consultation. To schedule services or ask questions, contact them at caps@utep.edu or (915) 747-5302 or visit their website at <https://www.utep.edu/student-affairs/counsel/counseling-services/>

Field-Based Experience: This course requires 3 hours of field-based experience. Students must document time spent observing with detailed notes and signatures from the UTEP instructor and cooperating teacher. Students must complete a written reflection, responding to the questions provided in the syllabus. Per TAC§228.35(b)(1), candidates seeking teacher certification must complete a minimum of 30 clock-hours of field-based experience prior to clinical student teaching or internship. The field-based experience for this course applies to these TAC requirements. However, all students must complete 3 hours field-based experience to meet requirements for this class, regardless of if they have already met the 30 hour requirements or if they do not plan on entering student teaching or internship.

Late or Missing Work: Missing=0. Late=1 point deduction for each day. After 3 days late=0.

Netiquette: Appropriate online etiquette or netiquette is required for this course to ensure a safe environment for all. Visit UTEP's Center for Instructional Design for more information, university guidelines, and information for online course netiquette at <https://www.utep.edu/extendeduniversity/cid/faculty-resources/bsa/netiquette.html>

Technology: A computer with internet connection, video, and audio capabilities is necessary for this course. Technology is available at the library if needed. Contact UTEP Technology if you need support with technology throughout the semester at <https://www.utep.edu/technologysupport/> Or contact the library at ask@utep.libanswers.com or call (915) 747-5643.

Tutoring/Writing Center: For tutoring or support, contact mlctutor@utep.edu or call (915) 747-6008 for tutoring or uwctutors@utep.edu for writing or call (915)747-5112. They are located in the library, Room 227. For more information or to schedule an appointment visit their website at <https://www.utep.edu/mlc/> or www.utep.edu/uwc

XXI. Appendix

Field-Based Experience and Reflection Form

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| Student Information | Student Name: | |
| | Email Address: | |
| | Student 800#: | |
| Course Information | Course # (e.g., SPED 3310): SPED 3340 Teaching Students with Low Incidence Disabilities | |
| | Course CRN: 30575 | |
| | Instructor Name: Katherine Wellborn, M.Ed., CAS | |
| Observation Location | District Name: | |
| | School Name: | |
| | Classroom #: El Paso Community College (Summer Program for MS/HS Students) | |
| Observation Notes | Teacher Says/Does (e.g., T asks S's if they are ready to read) | Students Say/Do (e.g., all S's give thumbs up) |
| Date: | | |
| Time Frame | | |
| Date: | | |
| Time Frame: | | |
| Date: | | |

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| Time Frame: | | |
| Post-Observation Reflection (write at least one paragraph per question): | | |
| 1. What were the learning objectives and how well did students meet them? | | |
| 2. Describe the teacher's instructional strategies and materials. | | |
| 3. Describe the learning environment and level of student engagement with the lesson. | | |
| 4. What connections did you make between the instruction you observed and what you learned in class? | | |
| UTEP Student (Print Name) | | |
| Signature | Date | |
| UTEP Instructor (Print Name) Katherine Wellborn | | |
| Signature: | Date: | |
| Public School Instructor (Print Name) | | |

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|-----------|------|
| Signature | Date |
|-----------|------|