

Course Syllabus

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



I.	Course Number	SPED 5371
II.	Title	Teaching Students with Low Incidence Disabilities
III.	Credits	3 credit hours
IV.	Semester/Dates	Fall 2022/August 22nd- December 1st
V.	Instructor	Sheryl L Wilcox, M.S. CCC-SLP
VI.	Contact Information	Phone: 915-217-4235 Email: slwilcox@utep.edu
VII.	Instructional Modality	Hybrid: Scheduled Mondays in person on campus and some zoom 5:00 pm to 7:50 pm
VIII.	Online Office Hours (Optional Activity Work Time)	Mondays 5:00 pm to 6:30 pm Sometimes on Wednesdays depending on the week (check your syllabus)
IX.	Course Description	This course focuses on the characteristics of students with low incidence disabilities, including assessment, program development, teaching methodology, and design of learning environments; focuses on inclusive strategies for educational and community settings.
X	Course Outcomes	<ol style="list-style-type: none"> 1. Students will describe the primary characteristics of students with low incidence disabilities and discuss the major etiologies and correlating conditions of those with low incidence disabilities. 2. Students will demonstrate knowledge of effective teaching methods for all major domain areas for serving individuals with low incidence disabilities in public school and community settings. 3. Students will describe appropriate assessment techniques for those with low incidence disabilities. 4. Students will be knowledgeable of appropriate curriculum content for individuals with low incidence disabilities in inclusive settings and be able to determine appropriate functional curriculum for this population. 5. Students will develop a plan for providing students with low incidence disabilities an appropriate educational program in inclusive settings.

<p>XI</p>	<p>Council for Exceptional Children (CEC)</p> <p>Advanced Preparation Standards</p>	<p>Standard 2.0: Special education specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.</p> <p>Standard 3.0: Special education specialists facilitate the continuous improvement of general and special education programs supports, and services at the classroom, school, and system levels for individuals with exceptionalities.</p> <p>Standard 5.0: Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices, and create positive and productive work environments.</p> <p>Supporting Standards</p> <p>Standard III: The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.</p> <p>Standard IV: The special education teacher understands and applies knowledge of the characteristics and needs of individuals with disabilities</p> <p>Standard V: The special education teacher understands formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions.</p> <p>Standard VI: The special education teacher understands and applies knowledge of procedures for planning instruction and managing teaching and learning environments.</p> <p>Standard X: The special education teacher promotes students' academic performance in content areas by facilitating their achievement in a variety of settings and situations.</p>
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XII. 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 a 0. 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>

Assignments: All assignments and discussion boards must be submitted to Blackboard by the assigned date/time.

Attendance: This is a hybrid course, with mostly in-person classes scheduled on Mondays and a few ZOOM meetings. Attendance is required and students are expected to log-on to Blackboard multiple times per week for

their assignments and discussion boards. The instructor will provide lectures and group work on Mondays from 5:00 pm to 7:50 throughout the semester. These are highly required.

COVID-19: Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit epstrong.org.

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 at (915)747-5148. Evaluation services are also available. They are located in the Union East, Room 106. For more information, visit their website at www.utep.edu/student-affairs/cass/

Counseling and Psychological Services: UTEP provides confidential counseling and psychological services 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/>

Netiquette: Given the online nature of this course, appropriate online etiquette or netiquette is required. In all course communications, office hours/lectures, and discussion posts, please feel free to express your personal views; however, you must do this in a way that ensures 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/bs/netiquette.html>

Technology: A computer with internet connection, video, and audio capabilities is necessary for this online course. Lectures and office hours are conducted on video-chat using Blackboard Collaborate. All assignments will require Microsoft Word or PowerPoint. For the Reflections, you have the option of creating an audio podcast or a vlog (video) post. 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

XIV. Grading Scale

Grade	Percent/Points
A	90-100
B	80-89.5
C	70-79.5
D	60-69.5
F	Below 59.5

XV. Lectures, Office Hours, and Participation

Class Meetings will be held on scheduled On Scheduled Mondays 5:00 pm to 7:50 pm. Scheduled Mondays or Wednesdays when there is not face to face class will be designated office hours from 5:00 pm to 6:30 pm. I will be checking for emails and messages in the evening hours for questions or concerns that come up before or after Mondays. During Schedule Class Meetings participation is required during open discussions and group activities. If you are not able to attend on a schedule Monday class meeting date, please reach out to me to let me know and I can get you resources to work on independently.

XVI. Course Schedule

Date	Lecture Topic	Readings/Videos	Assignment (Due Sundays)
Module 1: Characteristics of Students with LID			
<p>Objective: Students will describe the primary characteristics of students with low incidence disabilities and discuss the major etiologies and correlating conditions of those with low incidence disabilities.</p>			
8/22	<p>Introduction WELCOME CLASS MEETING</p> <p>Autism and Intellectual Disabilities</p>	<p>WELCOME to your First class. We will meet on Monday August 22nd at 5:00 pm to 7:50 pm for our first Welcome class where we will review the Course Syllabus. In Person Class meeting at Liberal Arts Building Room 206</p> <p>Welcome Class 1 Agenda:</p> <ul style="list-style-type: none"> - Welcome - Getting to know me activity (ARD introductions) - Review of SPED 5371 Course Syllabus - IDEA Disability Categories group activities <p>IDEA Disability Categories: https://www.youtube.com/watch?v=cFtg2xub10E&t=4s</p> <p>Project IDEAL resource to use during first class meeting: http://www.projectidealonline.org/v/specific-learning-disabilities/</p> <p>Preview What is next.</p> <p><u>Module 1 Discussion # 1 Watch all 4 videos provided in their entirety.</u> Describe which of the 4 videos on Autism that spoke to you the most. Tell us what and why impacted you from the video you choose to describe. Think about how you would describe this video and get someone else to want to watch the video of your choice. What would the learn from it? What would add to their knowledge about Autism? How would this impact that person working with a child with Autism? DUE: Sunday August 28, 2022 by 11:59 PM</p> <p>Focus on an introduction to Autism to start to build an understanding of such a diverse world with so many variables, varieties and constant changes. I want to guide you through the plethora of information out there to better build that foundation needed when working with children with Autism.</p> <p>Autism https://www.youtube.com/watch?v=6fy7qUlp8Ms Autism -5 minute video explanation https://www.youtube.com/watch?v=KmDGvquzn2k Girls point of view https://www.youtube.com/watch?v=1qPFAT4p8Lc Temple quick explanation https://www.youtube.com/watch?v=-9aliPAniig Mother describing differences between her children</p> <p><i>Discussion Board general instruction: You will be required to respond to the guiding questions and/or prompts regarding the videos, articles and information provided on that assigned Discussion Board. Your discussion board will be no less than 150 words and you will be asked to respond to 2 other discussions from your class peers and those replies must be no less than 50 words. As a precautionary measure please write your response and replies on a word document and copy paste to the discussion board. This will 'save' your important words in case something occurs with technology.</i></p> <p><u>Module 1 Assignment # 1</u> Utilizing the resource links provided, summarize what an Intellectual Disability (ID) is in your own words. Also include your own research with peer reviewed resources and reference them in your paper. Go to the your UTEP library as a resource. Choose an audience to write your description to: Families of a young child just diagnosed or a regular education teacher that is for the first time working with a</p>	<p>Blackboard Discussions 1 and Assignment 1</p> <p>SUNDAY 8/28/2022 11:59 pm</p>

		<p>child diagnosed with ID. Your paper must be 2 pages, 12 font and double spaced. You will also provide your audience with an infographic that summarizes your paper in order to provide either your family or new regular education teacher a visual for understanding and as a resource for their learning. You will upload your infographic along with your paper. You can take a snapshot of your infographic or save it in order to upload it in your assignment section.</p> <p>DUE: Sunday August 28, 2022 by 11:59 PM</p> <p><i>Infographic:</i> <i>A data-rich visualization of a story. A tool to educate and inform. A way to build brand awareness.</i> <i>an infographic is a data rich visualization of a story.</i> <i>The most common definition of <u>Infographic</u> describes it simply as a visual representation of information and data. By combining elements of text image, chart, diagram and, more recently, video, an infographic is an effective tool to present data and explain complex issues in a way that can quickly lead to insight and better understanding.</i> <i>There are several FREE places on the web that you can utilize to create your infographic, like Canva or Venngage. I am not recommending one or the other, just giving you a place to start.</i> <i>Due: Sunday August 28, 2022 by 11:59 PM</i></p> <p>Gaining an understanding of Intellectual Disabilities.</p> <p>Intellectual Disabilities: https://vimeo.com/345751971 https://www.cdc.gov/ncbddd/developmentaldisabilities/facts-about-intellectual-disability.html</p>	
<p>8/29</p>	<p>Additional Low Incidence Disabilities</p>	<p>CLASS 2 MEETING Monday August 29th at 5:00 pm to 7:50 pm In Person Class meeting at Liberal Arts Building Room 206</p> <p>Class 2 Agenda: Preview vocabulary Small Group work</p> <p>TX CAN Resources https://txcan.tea.texas.gov/resources</p> <p>Preview what is next!</p> <p>Module 1 Discussion #2 - Watch all videos provided in their entirety and choose one disability areas you have never been exposed to or worked with often and share with your classmates through the discussion board the following:</p> <ol style="list-style-type: none"> 1. Identify 3 detailed moments of learning from the video and resource in that area. Prompts to help you with your new learning ideas: I learned that...due to... I never knew that... and now think... or and now will... I now understand that ... because... 2. List 2 clarifying questions you have regarding this disability that you wish to research further and explain why you have this curiosity now. (You will be researching your two clarifying questions in the next assignment) <p>DUE: Sunday September 4, 2022 by 11:59 PM</p> <p>Traumatic Brain Injury TBI: https://txcan.tea.texas.gov/tbi Traumatic brain injury 101 on Vimeo</p> <p>Visual Impairment: https://vimeo.com/345760393</p> <p>Deaf or Hard of Hearing: https://vimeo.com/345731768</p> <p>Deaf Blindness: https://vimeo.com/345718279</p> <p><i>Discussion Board general instruction: You will be required to respond to the guiding questions and/or prompts regarding the videos, articles and information provided on that assigned Discussion Board. Your discussion</i></p>	<p>Blackboard Discussion #2 and assignments #2</p> <p>Sunday September 4, 2022 by 11:59 PM</p>

		<p>board will be no less than 150 words and you will be asked to respond to 2 other discussions from your class peers and those replies must be no less than 50 words. As a precautionary measure please write your response and replies on a word document and copy paste to the discussion board. This will 'save' your important words in case something occurs with technology.</p> <p>Module 1 Assignment # 2 - Research how you would begin to answer your 2 clarifying questions regarding the disability area that you are not familiar with from Discussion Board #2 and describe how you would find information to answer your questions. Take me through your journey of finding out more information that will satisfy your questions. Find your answers and include them in this assignment. Your paper must be 2 pages, 12 font and double spaced. Reference your peer reviewed resources as well. Utilize your UTEP Library as reference guide. They can assist you with finding your peer reviewed resources for this paper in order to find answers to your questions. Create an infographic to upload to this assignment in order to share with a family or new teacher for their learning.</p> <p><i>Infographic:</i> A data-rich visualization of a story. A tool to educate and inform. A way to build brand awareness. an infographic is a data rich visualization of a story. The most common definition of <i>Infographic</i> describes it simply as a visual representation of information and data. By combining elements of text image, chart, diagram and, more recently, video, an infographic is an effective tool to present data and explain complex issues in a way that can quickly lead to insight and better understanding. There are several FREE places on the web that you can utilize to create your infographic, like Canva or Venngage. I am not recommending one or the other, just giving you a place to start.</p> <p>DUE: Sunday September 4, 2022 by 11:59 PM</p>	
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Module 2: Evidence-Based Teaching Methods for Students with LID

Students will demonstrate knowledge of effective teaching methods for all major domain areas for serving individuals with low incidence disabilities in public school and community settings.

<p>9/5</p>		<p>NO CLASS MEETING THIS WEEK September 5, 2022 (Labor Day) I will be available during the office hours 5:00 pm to 6:30 pm for any questions or concerns you may have on Wednesday September 7th.</p> <p>Additional Resource to review on your own by utilizing note-taking. Rubric of Effective Practices: https://txcan.tea.texas.gov/sites/txcan.tea.texas.gov/files/2020-10/txcan_buildingafoundation_effectivepracticesrubric.pdf</p> <p>Module 2 Assignment # 3 Read the following article and watch the videos provided.</p> <p>Archer & Hughes (2011) Exploring the Foundations of Explicit Instruction https://explicitinstruction.org/download/sample-chapter.pdf</p> <p>Elementary: Small group Explicit Instruction: https://www.youtube.com/watch?v=UzMaLV1Dpk4</p> <p>Secondary: Content teaching https://www.youtube.com/watch?v=sb7NKnWlj6E</p> <p>Secondary: Routines https://www.youtube.com/watch?v=k6UZzVX5jHU</p> <p>In a 2 page paper (12 font, double spaced) respond to the following and think of your audience as new regular education teacher that is about to work with or include a student with low incidence needs and abilities.</p> <ol style="list-style-type: none"> (1) Define explicit instruction in your own words and how this will impact a classroom. (2) Describe 4 out of the 16 elements (FIGURE 1.1. Sixteen elements of explicit instruction) that work together to make instruction organized, transparent, and responsive to students' learning needs based on your opinion. (3) Watch the videos in their entirety and choose one to describe how this example optimizes instruction. (figure 1.4). (4) Summarize in your own words why Explicit teaching should be used when teaching students with low incidence needs. <p>DUE: Sunday September 11, 2022 by 11:59 PM</p>	<p>Blackboard Assignment #3</p> <p>Sunday September 11, 2022 by 11:59 PM</p>
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<p>9/12</p>	<p>LID</p> <p>Person First Language vs Identity First</p> <p>Explicit Instruction</p> <p>UDL</p>	<p>CLASS 3 MEETING Monday September 12, 2022 5:00 Pm to 7:50 Pm In Person Class meeting at Liberal Arts Building Room 206</p> <p>Class 3 Agenda</p> <p>Review previous assignment work</p> <p>Small Group Work 1: Person First Language vs Identity first</p> <p>http://www.inclusioncollaborative.org/docs/Person-First-Language-Article_Kathie_Snow.pdf</p> <p>https://educationonline.ku.edu/community/person-first-vs-identity-first-language</p> <p>https://autisticadvocacy.org/about-asan/identity-first-language/</p> <p>http://www.arc-resources.org/index.php/resources</p> <p>Small Group Work 2: UDL Project: https://www.theudlproject.com/udl-tools---all-grades.html</p> <p>Fidelity of use of UDL</p> <p>https://txcan.tea.texas.gov/document-library/fidelity-checklist-and-reflection-tool-universal-design-learning-udl?topic=Inclusion,%20Instruction&course=391</p> <p>UDL Lesson Plan https://txcan.tea.texas.gov/document-library/udl-lesson-plan-form-template?topic=Inclusion,%20Instruction&course=391</p> <p>Preview what is next.</p> <p>Module 2 Assignment #4 The purpose of this assignment is to take what you understand of Direct Instruction according to the article provided especially on pages 1-8 and then 'teaching' it to your desired audience. This shows your learning by teaching. By creating your infographic to accompany your response to your audience of choice you are providing them a visual resource they can refer to quickly to remind them about the content you explained to them.</p> <p>Write a 2 page paper (12 font double spaced) that you would provide to your chosen audience. Utilizing the following Executive Summary provided and focusing mainly on pages 1-8, describe Direct Instruction and it's benefits to either audience 1) family with a student with Low Incidence or 2) a new teacher in Special Education that is starting to teach in a classroom for students with low incidence.</p> <p>If you are choosing a family with a student with low incidence, your description should provide the family with an understanding of what an instructional day would look like for their child because Direct Instruction is provided or you are providing the family some Direct Instruction 'strategies' that could be used at home to further learning, current home needs and/or self help skills. (Example of Instructional Organization that your classroom uses daily: "In our classroom we this hand signal so that everyone 'waits' before answering questions in whole group." Then describe how this benefits their child and your classroom instruction. Or Example of what a family can do at home when introducing a new morning routine "Using <i>small steps and then checking for understanding</i> after each step will help your child know what to expect in order to follow their new morning routine at home." Then describe how their student responds to this strategy in class and now would benefit from using this at home because they have shown a positive response to this direct instruction method.) Create an Infographic to accompany your response. Remember to upload this either the actual infographic PDF or a snapshot.</p> <p>If you are choosing a new teacher in SPED think of your description to help them 'set up' Direct Instruction daily in their classroom by providing self-driven question prompts that will determine if they are using highlighted instruction techniques and/or unique elements from this reading. (i.e. "Did I minimize my 'teacher talk' by focusing on CLEAR COMMUNICATION design elements? And then describe how this would be a benefit to their students and why.) Create an Infographic to accompany your response. Remember to upload this either the actual infographic PDF or a snapshot.</p>	<p>Blackboard Assignment #4</p> <p>September 18, 2022 By 11:59 PM</p>
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		<p>Be creative in describing Direct Instruction to the audience you have chosen. You don't have to explain every element but take a part of Direct Instruction that spoke to you and show your understanding of it by 'teaching' it to others. Place that section of your learning into your infographic that accompanies your responses to your audience.</p> <p><i>Infographic:</i> <i>A data-rich visualization of a story. A tool to educate and inform. A way to build brand awareness. an infographic is a data rich visualization of a story.</i> <i>The most common definition of <u>Infographic</u> describes it simply as a visual representation of information and data. By combining elements of text image, chart, diagram and, more recently, video, an infographic is an effective tool to present data and explain complex issues in a way that can quickly lead to insight and better understanding.</i> <i>There are several FREE places on the web that you can utilize to create your infographic, like Canva or Venngage. I am not recommending one or the other, just giving you a place to start.</i></p> <p>http://ecommerce-prod.mheducation.com.s3.amazonaws.com/unitas/school/explore/blog/special-education-and-direct-instruction-an-effective-combination.pdf</p> <p>DUE: Sunday September 18, 2022 By 11:59 PM</p>	
<p>9/19</p>	<p>Direct Instruction</p>	<p>Class 4 Meeting Monday September 19, 2022 5:00 Pm to 7:50 Pm In Person Class meeting at Liberal Arts Building Room 206</p> <p>Class 4 Agenda Review previous assignment Small Group work</p> <p>https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3740500/</p> <p>https://www.youtube.com/watch?v=L9I3M1fQmIE</p> <p>https://www.youtube.com/watch?v=L9I3M1fQmIE</p> <p>Preview What is next.</p>	<p>NO Blackboard Assignment No Discussion Board this Week</p>
<p>9/26</p>		<p>No class Meeting Work online on your own</p> <p>Begin your reading with "Out of my mind" by Sharon M. Draper. You may be using your reading in your final project.</p> <p>Module 3 Assignment #5 SPED PROCESS FOR IDENTIFYING A CHID WITH A DISABILITY</p> <p>Outline through an infographic and written description the process from referral to ARD decision when a child is suspected of a disability (can be from family or teacher) From child find to ARD. Your audience is either a family or a new General ed teacher. Your description should be up to 1 page in length with the steps in detail for your audience to learn the process. This will be the instruction and your infographic will be the visual resource for their learning.</p> <p>Utilize the following resource for TEA with a mix of your own research in this area.</p> <p>DUE SUNDAY October 2nd at 11:59 PM.</p> <p>Child Find Evaluation Process</p> <p>https://tea.texas.gov/sites/default/files/Technical%20Assistance%20-%20Child%20Find%20and%20Evaluation%20-%20June%202020%20Revised%28v5%29.pdf</p>	<p>Blackboard Assignment #5</p> <p>Due Sunday October 2nd by 11:59 PM</p>

Module 3: Assessment Strategies for Instruction for Students with LID
Students will describe appropriate assessment techniques for those with low incidence disabilities.

<p>10/3</p>	<p>Overview of Key Assessments</p> <p>Guidelines for assessment of children with Low Incidence Disabilities</p>	<p>CLASS 6 MEETING Monday October 3, 2021 5:00 to 7:50 PM In Person Class meeting at Liberal Arts Building Room 206</p> <p>Class 6 Agenda Preview previous work Small Group Work https://txcan.tea.texas.gov/assessment-instructional-resources</p> <p>Preview What is next.</p> <p>Module 3 Assignment #6</p> <p>Utilizing the resources below choose 3 assessments to summarize. Most of the Assessments are Criterion Referenced measurements that evaluates a child's attainment of stated standards and compares the child to himself from one test date to the next. Take your time finding 3 that you can access and actually read about because most are not FREE so you have to click on them to find the ones that are accessible to read and research about. Also this is a great opportunity for you to reach out to a Teacher of children with low incidence (you may have to ask around) and ask them about their favorite assessment.</p> <p>Summarize each of the 3 assessments you have chosen based on the skills that they look at, the age ranges, the purpose and how The Assessment will assist in the following:</p> <ol style="list-style-type: none"> 1. Creating PLAAFPs 2. Updating IEPs 3. Progress monitoring daily activities for both home and school based on the information that it has gathered. <p>The Assessment MATRIX is here as a resource for you. It lists a variety of available assessments and gives you a quick reference of the set of skills that each assessment looks at. You can use this for your own benefit and to also help guide you on your discussion. Not all the assessments are the same on the two resources, so the MATRIX really is just additional resource.</p> <p>DUE ON SUNDAY OCTOBER 9th at 11:59 PM. Assessment Resources https://txcan.tea.texas.gov/assessment-instructional-resources</p> <p>Assessment MATRIX https://www.esc3.net/cms/lib/TX00001506/Centricity/Domain/14/MatrixRevised%20Spring%202016.pdf</p>	<p>Blackboard Assignment #6 Due Sunday By 11:59 PM October 9, 2022</p>
<p>10/10</p>	<p>Assessment Matrix for LID Progress Monitoring Assessments</p>	<p>CLASS 7 MEETING Monday October 10, 2021 5:00 to 7:50 PM In Person Class meeting at Liberal Arts Building Room 206</p> <p>Class 7 Agenda Preview previous work Small Group Work Progress Monitoring Grading and Progress Monitoring PDF R20 TEA.pdf</p> <p>Preview what is next:</p> <p>Module 3 Discussion #3 Guidelines for assessment of children with Low Incidence Disabilities.</p> <p>Reading the following resources please post on the Black Board SPED 5371 Discussion board Module 3 Discussion #3 your 3 main take-aways when assessing and gathering information for progress monitoring a child with a low incidence disability. Think how this impacts any assessments you may utilize for progress monitoring, updating the IEP: Individual Education Plans. and gathering data for PLAAFPs: Present level of Academic & Functional Performance state standards and information.</p> <p>DUE SUNDAY October 16th at 11:59 PM.</p>	<p>Blackboard Discussion #3 Due Sunday by 11:59 pm October 16, 2022</p>

		<p>General Guidelines for Assessing a child with a Low Incidence Disability</p> <p>guidelines assessment for LID.pdf</p> <p>Data and Progress Monitoring</p> <p>https://txcan.tea.texas.gov/monthly-instructional-guides/september-checklist#data-and-progress-monitoring</p>	
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Module 4: Adaptations, Daily Living and the future for Students with LID

Objectives:

1. Students will be knowledgeable of appropriate curriculum content for individuals with low incidence disabilities in inclusive settings and be able to determine appropriate functional curriculum for this population.
2. Students will develop a plan for providing students with low incidence disabilities an appropriate educational program in inclusive settings.

<p>10/17</p>	<p>Accommodations/ Modifications</p>	<p>Class 8 Meeting Monday October 17, 2022 5:00 to 7:50 PM In Person Class Meeting at Liberal Arts Building Room 206</p> <p>Class 8 Agenda Preview previous work PD: Listening Behavior Adult Learning</p> <p>Preview what is next:</p> <p><u>Module 4 Discussion #4</u></p> <ol style="list-style-type: none"> 1. Review the resources below and find two new resources that are peer reviewed. Remember to utilize you UTEP library for assistance. 2. In your own words describe what the difference is between Accommodations and Modifications. 3. Create a Venn Diagram to visually demonstrate the similarities and differences between accommodations and modifications. Upload it in the discussion board. Take a picture if you have difficulty uploading. 4. Identify 3 Classroom Accommodations you would recommend to a student with Low Incidence Disabilities how to implement those 3 accommodations and why. Think of your audience as a new regular education teacher that is taking your student in for inclusion. Use your imagination on your student in mind and be sure to introduce your student in your discussion. List the specifics: Age and grade LID disability category 3 Diverse abilities 3 Diverse Needs <p>Remember to respond to two of your classmates on their discussion.</p> <p>DUE On Sunday October 23, 2022 by 11:59 AM 5 points</p> <p>HLP 13: Adapting Curriculum Video https://vimeo.com/359579968</p> <p>List of classroom accommodations</p> <p>Accommodations vs Modifications</p>	<p>Blackboard Discussion #4</p> <p>Due Sunday October 23rd by 11:59 PM</p>
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10/24		<p>No Class this week Work online on your own</p> <p>Watch the videos and read the resources provided to you regarding Accommodations and Modifications. No Discussion Board or Assignments due this week.</p>	
10/31	<p>Daily Living and Self-Determination Skills</p>	<p>No Class meeting Halloween Work online on your own</p> <p>This Module 4 Discussion Board #5 will be a 2 part discussion:</p> <ol style="list-style-type: none"> 1. Watch the following Video and continue reading the Out of My Mind by Sharon Draper book and discuss on Module 4 Discussion Board 5 your thoughts on Daily living skills and Self Determination. 2. Share with your classmates 2 resources you can find on support for families with children with Low Incidence Disabilities that focus on Daily Living skills and Self-Determination Skills. Think of community outreach programs, non-profits, Parent support groups and any of these can be local or virtual on the web that are legitimate, and you would share with your families. Introduce and describe your 2 resources and what they are able to do for families, their purpose, their goals and how accessible are they for families. Remember to go to your UTEP library for assistance in finding these resources as well. <p>Due on Sunday October 30, 2022 by 11:59 AM 5 points</p> <p>Bri's story/ family perspective https://www.youtube.com/watch?v=x9Y74rLltul</p> <p>Out of my Mind by Sharon Draper</p>	<p>Blackboard Discussion #5</p> <p>Due on Sunday October 30th By 11:59 PM</p>
11/07	<p>Job and Community Skills</p>	<p>CLASS 9 MEETING Monday November 8, 2021 5:00 to 7:50 PM In Person Class meeting at Liberal Arts Building Room 206</p> <p>Class 9 Agenda: Review Previous Work Small Group Work Preview what is next.</p> <p>Module 4 Discussion Board #6: Interview a Speech Language Pathologist that works in the schools and has some experience with children with low incidence disabilities with the following prompts: (Your interview can be via phone call, virtual or email)</p> <p>How long have you been a SLP in the school setting? What is your experience with students with Low Incidence Disabilities? Types of disability categories? Describe goals and objectives you have set for a child with low incidence disabilities and how this helped them in the area of Social and/or Communication skills.</p> <p>Take the responses you gained through the interview and post them in your discussion and respond to two other classmates on their interview responses.</p> <p>Text me if you can not find a SLP that meets the criteria and I will get you some contacts for this discussion.</p> <p>Discussion Board Rubric</p> <p>DUE On Sunday November 6, 2022 by 11:59 AM 5 points</p>	<p>Blackboard Discussion #6</p> <p>Due Sunday November 6, 2022 By 11:59 PM</p>
11/14		<p>Final Project Discussion and Time to reflect on what we have learned so far.</p> <p>CLASS 10 MEETING November 14, 2021 Monday 5:00 PM to 7:50 PM In Person Class meeting at Liberal Arts Building Room 206</p> <p>Class 10 Agenda Review Previous Learning Preview and discuss Final Project: Final Project Instructions:</p> <p>You will be putting together a 20-minute presentation regarding one of the following 5 topics: Choose a Module and an area within that module that really spoke to you that you would like to expand on and deliver a message to your favorite audience New Regular Teachers! Or you can do your final project on TOPIC FIVE Out of My Mind reading.</p>	

		<p>TOPIC ONE: Module 1: LID Disability categories (choose one Disability category) TOPIC TWO: Module 2: Person First Language and Explicit Instruction TOPIC THREE: Module 3: Assessment and Progress Monitoring for LID TOPIC FOUR: Module 4: Adaptations, Daily Living and the future for Students with LID TOPIC FIVE: Out of my Mind By Sharon Draper book study</p> <p>Your presentation can be on any platform (I.E. PPT, Google Slides, etc) you are comfortable using as long as you are able to upload it in on Blackboard to me to grade/view.</p> <p>Your audience will be a new Regular Education Teacher, because once again if you can increase their awareness, acceptance and build their knowledge base and comfort you have done one of your ultimate jobs in Special Education! Represent!</p> <p>Your Topic can be narrow from the Modules as long as it something that speaks to you that you want to share with that new regular ed teacher and you are including resources and ideas for them in that area. Include one of your infographics as well or create one for your narrowed topic as this will increase your own quick guide resources too! You each have written some amazing papers on topics throughout this course that can serve as an outline for this presentation.</p> <p>Be creative and introduce a 'pretend' student with a low incidence disability if you want to help your message/presentation and you feel it is necessary.</p> <p>Be informative and helpful to our new teacher.</p> <p>DUE on November 20, 2022 by 11:59 AM 20 Points</p> <p>On November 28th 2022 when we meet for class you will asked to present to class your Final Project/presentation. There is so much you can learn from each other, and I am excited to hear and see you share with your classmates on November 28, 2022.</p>
<p>11/21</p>	<p>Social and Communication Skills</p>	<p>NO CLASS MEETING Thanksgiving week! Enjoy your families and time together!</p>
<p>11/28</p>	<p>Presentations</p>	<p>Final CLASS MEETING November 28, 2022 5:00 to 7:50 PM In Person Class meeting at Physical Science Building Room 222A</p> <p>Guest Speakers: YOU!! Topic: Final Project!</p> <p>NO assignments or discussions due this week because it will be your final class!</p>

XVII. Readings

Sharon Draper Out of My Mind Book

XVII. Assignment Descriptions

- Discussion and Response Posts- 30 Possible Total Points (5 Points Each)
- Assignments- 30 Possible Total Points (5 Points Each)
- Class Meetings; Attendance, participation and Book Study Participation – 20 Possible Total Points
- Final Project – 20 Possible Total Points
- Total=100 Points

