

Inclusive Pedagogy for Students with MMSN

EDSE 230A

Contact Information

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Office Hours:	By Appointment - Please email
Class Days/Time:	Tuesdays/Thursdays 4:00-7:45
Classroom:	Virtual

👁 Course Description and Requisites

Examination and application of evidence-based and high-leverage practices for delivering instruction to students with mild/moderate support needs.

Prerequisite(s): Department consent.

Letter Graded

📍 Classroom Protocols

1. Make your best effort to arrive to class on time and stay the full class period.
2. Actively participate in class discussions and activities. Everyone's voice is valued and we all have much to learn from each other.
3. Respect others in class and show tolerance for viewpoints different than ones' own.
4. The use of computers during class to take notes, access course materials, and participate in class activities is strongly encouraged.

Program Information

LCOE Department of Special Education Mission

We prepare candidates to be transformative leaders in the field, and lifelong learners who respond to racism, ableism, bigotry, and prejudice in their schools and communities. To this end, we center anti-racist and anti-ableist policies and practices in our teaching, research, and service to disrupt systemic racism that has historically prevented full inclusion and equity for students with disabilities including our BIPOC (Black, Indigenous, People of Color) students, staff, and faculty. We engage culturally sustaining pedagogies and the principles of UDL in our coursework and fieldwork, partnering with our local districts to push for the success of students with disabilities in inclusive settings.

LCOE Department of Special Education Program Learning Outcomes

- PLO 1 Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural, and linguistic backgrounds.
- PLO 2 Critically evaluate pedagogy, curricula, and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities.
- PLO 3 Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.
- PLO 4 Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.
- PLO 5 Utilize research-based knowledge and theoretical, conceptual, and evidence-based practices related to individuals with disabilities to improve services and instruction in the field.

[Link to Education Specialist TPEs \(pps 13 – 42\)](#)

https://www.ctc.ca.gov/docs/default-source/educatorprep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45

Course Goals

This course is intended to assist students in meeting the competencies for the Mild Moderate Support Needs Teaching Performance Expectations (TPE) and the Universal Teaching Performance Expectations listed below:

Universal TPEs 1.3, 1.5, 3.2, 3.3, 3.4, 4.4, 4.6, 5.3, 6.1, **7.5**

Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will be able to:

1. Describe and incorporate the components of Universal Design for Learning in their lesson plans for students with MMSN.
2. Describe the incorporate the components of explicit direct instruction in their lesson plans for students with MMSN.
3. Identify and implement evidence-based/high-leverage instructional strategies for teaching students with Mild Moderate Support Needs in a variety of instructional settings across content areas.
4. Develop and analyze lesson plans that address discipline-specific standards with related activities and assessments.
5. Create a learning segment to provide instruction and interventions to students with disabilities across 3-5 lessons.
6. Identify and deliver support in a variety of classroom settings and content areas, in collaboration with multiple stakeholders (e.g., paraprofessionals, families, co-teachers, etc).

Course Materials

Required Textbook

Strategies for Teaching Students with Learning and Behavior Problems, 10th edition

Vaughn & Bos (2020)

ISBN 13: 978-0-13-479201-9

[High Leverage Practices for Special Education](#)

Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course-related activities, including but not limited to internships, labs, and clinical practicum. Other course structures will have equivalent workload expectations as described in the syllabus.

1. **Asynchronous Activities** (7 x 10 points) 70 Points TPEs U1.3, 1.5, 3.2, 3.3, 4.4, 4.6, 5.3, 6.1, **7.5** MMSN 1.4, 2.1, 2.4, 2.8, 2.10, 4.1, 4.2, 5.2

Candidates will complete five online Modules during asynchronous class sessions, which may include reading assigned materials, viewing designated videos, and submitting responses to questions. Online modules can be found in CANVAS under the “Modules” tab.

2. **In Class Participation Activities** (8 x 10 points) 80 Points TPEs U1.3, 1.5, 3.2, 3.3, 4.4, 4.6, 5.3, 6.1 MMSN 1.4, 2.1, 2.4, 2.8, 2.10, 4.1, 4.2, 5.2

Candidates will complete activities in class to demonstrate learning of course content including assigned readings and class lectures.

3. **Lesson Analysis for UDL** (15 Points) TPEs U4.4, 4.6, MMSN 1.4, 2.1, 2.8, 2.10, 4.1, 4.2

Candidates will review a given lesson plan for evidence of the principles of UDL and will adapt the lesson as needed. Students will work with a partner in class on this activity.

4. **RTI Data Analysis** (15 Points) TPEs U4.4, 4.6, 7.5 MMSN 1.4, 2.1, 2.8, 2.10, 4.1, 4.2

Candidates will analyze a given data set to make instructional decisions for their case study student. Students will work with a partner in class on this activity.

5. **Lesson Plan** (20 Points) TPEs U1.3, 1.5, 3.2, 3.3, 5.3, 6.1, 7.5 MMSN 1.4, 2.1, 4.1, 4.2, 5.2

Candidates will develop a lesson plan demonstrating the components of explicit and direct instruction.

6. **Learning Segment of 3 lessons** (30 Points) TPEs U1.3, 1.5, 3.2, 3.3, 5.3, 6.1, 7.5 MMSN 1.4, 2.1, 4.1, 4.2, 5.2

Candidates will develop a three-lesson learning segment demonstrating a logical sequence of skills toward an instructional objective in English Language Arts.

7. **Instructional Strategy Demonstration** (20 Points) TPEs U1.3, 1.5, 3.2, 3.3, 5.3, 6.1, 7.5 MMSN 1.4, 2.1, 4.1, 4.2, 5.2

Candidates will work with a group of 3 students to demonstrate a given evidence-based instructional strategy from the textbook to the class.

Grading Information

Assignment	Points	% of Grade	TPEs	CLOS
Asynchronous Module	70	23%	TPEs U1.3, 1.5, 3.2, 3.3, 4.4, 4.6, 5.3, 6.1 7.5 MMSN 1.4, 2.1, 2.4, 2.8, 2.10, 4.1, 4.2, 5.2	CLO 1-6

In Class Participation	80	27%	TPEs U1.3, 1.5, 3.2, 3.3, 4.4, 4.6, 5.3, 6.1, 7.5 MMSN 1.4, 2.1, 2.4, 2.8, 2.10, 4.1, 4.2, 5.2	CLO 1-6
Lesson Analysis for UDL	15	5%	TPEs U 4.4, 4.6, MMSN 1.4, 2.1, 2.4, 2.8, 2.10, 4.1, 4.2	CLO 1, 2
RTI Data Analysis	15	5%	TPEs U4.4, 4.6, 5.3, 6.1, 7.5 MMSN 1.4, 2.1, 2.4, 2.8, 2.10, 4.1, 4.2	CLO 3, 4
Lesson Plan	50	17%	TPEs U1.3, 1.5, 3.2, 3.3, 5.3, 6.1, 7.5 MMSN 1.4, 2.1, 4.1, 4.2, 5.2	CLO 2, 3, 4, 5
Learning Segment	50	17%	TPEs U1.3, 1.5, 3.2, 3.3, 5.3, 6.1, 7.5 MMSN 1.4, 2.1, 4.1, 4.2, 5.2	CLO 4, 5, 6
Instructional Strategy Demonstration	20	7%	TPEs U1.3, 1.5, 3.2, 3.3, 5.3, 6.1, 7.5 MMSN 1.4, 2.1, 4.1, 4.2, 5.2	CLO 3, 6

Breakdown

Grade	Percentage	Points
A+	98-100%	294-300
A	92-97%	276-293
A-	90-91%	270-275
B+	88-89%	264-269
B	82-87%	246-263
B-	80-81%	240-245

C+	78-79%	234-239
C	72-77%	216-233
C-	70-71%	210-215
D+	68-69%	204-209
D	62-67%	186-203
D-	60-61%	180-185
F	<60%	<180

? University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

? Course Schedule

Session	Topic	Notes
1 July 7	High Incidence Disabilities	<ul style="list-style-type: none"> ● Introduction and Overview of Syllabus ● Recognizing High Incidence Disabilities ● Types of Learning Disabilities <ul style="list-style-type: none"> ○ Dyscalcula ○ Dyslexia ○ Dysgraphia ● What are the disability categories for students to receive special education services under IDEA? <p>In-Class Activity/Discussion:: Students with disabilities in your setting. Which disability groups might be considered as high incidence?</p>

		<p>Async Activity: In a group of 3, complete IRIS module on Universal Design for Learning</p> <ul style="list-style-type: none"> ● Complete assessment questions and submit your responses to CANVAS - 1 per group, put everyone's name <ol style="list-style-type: none"> 1. Describe the three principles of UDL. 2. Complete the case study for Mr. Schlotsky by rewriting the lesson goal, analyzing the instructional elements and removing barriers that might be present, 3. Convert the given lesson plan to a lesson plan that incorporates multiple elements of UDL. <p>Reading: Vaughn & Bos Ch 1 Monitoring and Teaching for Understanding</p>
<p>2 July 9</p>	<p>Universal Design for Learning & Scaffolding</p>	<ul style="list-style-type: none"> ● Universal Design for Learning Overview ● Elements of Effective Instruction for High Incidence Disabilities <ul style="list-style-type: none"> ○ Scaffolded Supports ○ Use Flexible Groupings ● View and Discuss Teaching Video HLP 15 Provide Scaffolded Support - Discussion: Identify at least three places in the lesson that the teacher provided scaffolded support to learners and discuss how the scaffolds supported student learning. Reflect on what you learned and consider how you might use a similar scaffold in your own setting. <p>In Class Activity: Lesson Analysis for UDL</p> <ul style="list-style-type: none"> ● Review one of the lesson samples provided. Analyze the lesson for elements of UDL. Modify the lesson as needed to remove barriers to learning and support the success of all students. Write a short reflection (3-4 paragraphs) of the changes you made and why and submit on Canvas. <p>Async Activity: Scaffolding Scenarios</p> <p>Reading:</p> <ul style="list-style-type: none"> ● Read: UDL Guidelines ● Read: HLP 15 Scaffolded Instruction (pgs 12-15) from HLP chapter on Instructional Practices ● Read: HLP 17 Use Flexible Grouping (pgs 16-19) from HLP chapter on Instructional Practices

<p>3 July 14</p>	<p>RTI, MTSS, Progress Monitoring & Case Management</p>	<ul style="list-style-type: none"> ● Recap/Feedback of UDL Lesson Plan Analysis ● Introduction to RTI & MTSS ● Progress Monitoring Strategies ● Case Management Basics <p>Async Activity: IRIS Module RTI Part 1 AND RTI Part 2</p> <ul style="list-style-type: none"> ● Complete the Iris Modules & answer the following questions/submit on Canvas: ● Iris Module #1: <ul style="list-style-type: none"> ■ Discuss the two models of identifying students with Learning Disabilities (Discrepancy Model and RTI) ■ Discuss the benefits of using the RTI Model ■ Complete the case study of Compton and identify the steps of RTI that can be used to support Compton's progress in reading. ○ Iris Module #2: <ul style="list-style-type: none"> ■ What are the four components of RTI? ■ The two types of assessment used in RTI are universal screening and progress monitoring. Describe the purpose of each of these two types of assessment. ■ Complete the table for Ms. Hayes. <p>Reading:</p> <ul style="list-style-type: none"> ● Read: Vaughn & Bos Ch 3 Response to Intervention and Multi-Tiered System of Supports
<p>4 July 16</p>	<p>RTI and Social/Emotional Learning Strategies</p>	<ul style="list-style-type: none"> ● Social Emotional Learning Strategies <ul style="list-style-type: none"> ○ Students with LD & ADHD ○ Students with EBD - Positive behavior supports vs consequence interventions ○ Social Skills Instruction - acquisition of skill vs skill fluency ○ View and Discuss Atlas Video 784 <ul style="list-style-type: none"> ■ How does the teacher explicitly teach social skills in this lesson? ● Recap of RTI <p>In class activity: RTI Data Analysis</p> <ul style="list-style-type: none"> ● In groups of 3, read two case studies, and make instructional decisions ● Case Study A will be done as an entire class ● Case Study B & C to be done in groups ● Submit on Canvas ● Discuss as whole class

		<p>Whole class discussion:</p> <p>https://www.idonline.org/ld-topics/behavior-social-skills/10-ways-support-social-and-emotional-learning-students-ld-and-adhd</p> <p>https://www.mona.uwi.edu/cop/sites/default/files/resource/files/evidenced%20based%20teachins%20strategies%20EDC.pdf</p> <p>https://online.uc.edu/blog/teaching-social-skills-to-students-with-behavioral-disorders/</p> <ul style="list-style-type: none"> • What is one strategy from these readings that you could see yourself using in your classroom, and why? • What was the most important thing you learned about supporting students' social, emotional, or behavioral needs from these articles? • How can building students' social and emotional skills positively impact their academic success and classroom behavior? <p>Reading:</p> <ul style="list-style-type: none"> • Read: Vaughn & Bos Ch 4 Managing Behavior and Promoting Social Emotional Learning
<p>5 July 21</p>	<p>Explicit/Direct Instruction and Executive Functioning</p>	<ul style="list-style-type: none"> • Explicit/Direct Instruction Overview • Review Lesson Plan Together • Introduce Lesson Plan Assignment due July 28 • As a class, watch & read: <ul style="list-style-type: none"> ○ Explicit Systematic Instruction Video from IRIS Center Videos ○ HLP#16 Use Explicit Instruction from HLP website ○ Foxworth, L. L., Hashey, A. I., Dexter, C., Rasnitsyn, S., & Beck, R. (2022). Approaching explicit instruction within a universal design for learning framework. <i>Teaching Exceptional Children, 54(4), 268-275.</i> <p>In Class Activity: In group of 3, answer the following questions:</p> <ul style="list-style-type: none"> • Describe the I do / We do / You do process of explicit instruction. • Discuss the significance of opportunities to respond for students with disabilities including those who are emerging bilinguals. • After viewing Unedited Video Clip #1: Upper Elementary Small Group Math Lesson discuss what you observed in the math lesson about each of the following practices. Provide specific details. <ol style="list-style-type: none"> a. Explicit instruction – what elements were present in the video

		<p>b. Opportunities to Respond c. Scaffolding d. Flexible grouping</p> <ul style="list-style-type: none"> • How can EI and UDL be used with fidelity in tandem? • How can we enhance accessibility to research-based EI design and delivery by adopting a UDL approach to lesson planning? • What are some examples of UDL informed EI lesson components? <p>Async Activity: Complete An In Depth Look at Executive Functions Module and answer the following questions/submit on Canvas</p> <ol style="list-style-type: none"> 1. Name at least four executive functioning skills. 2. At what age do most students’ executive functions reach full maturity? 3. Describe how a learning disability in reading/writing/math may manifest itself in the classroom. 4. Describe the link between learning disabilities and difficulties with executive functions. 5. Name two school-related situations where a student would likely rely heavily upon their executive functioning skills. 6. How are the learning skills and work habits connected to executive functions? What are the main similarities and/or differences? 7. Download your Certificate of completion <p>Reading: Harlacher, J. E., Roberts, N. E., & Merrell, K. W. (2006). Classwide interventions for students with ADHD: A summary of teacher options beneficial for the whole class. <i>Teaching Exceptional Children</i>, 39(2), 6-13.</p> <p>Nordman, J., & Adcock, J. (2023). Addressing low frustration tolerance in students with learning disabilities. <i>Intervention in School and Clinic</i>, 59(2), 133-137.</p>
<p>6 July 23</p>	<p>Oral Language Development, Dyslexia, Phonological Awareness, and Phonemic Awareness</p>	<ul style="list-style-type: none"> • Oral Language Development • Why are oral language skills important? • What strategies do we have to promote oral language development? • Assessing and Teaching Oral Language • https://www.ldatschool.ca/oral-language-skills/#:~:text=Encourage%20oral%20participation,talking%20to%20the%20whole%20class.

		<ul style="list-style-type: none"> ● Oral Language Toolkit ● Oral Language & Dyslexia ● Dyslexia Assessment ● Phonological Awareness ● Phonemic Awareness ● Watch and discuss teaching videos <ul style="list-style-type: none"> ○ Atlas video 1678: ○ Atlas video 630: ○ HLP Intensive Instruction (start at 8:00) ○ HLP Small Group Reading Instruction ● What evidence-based strategies do we have to support students who struggle with foundational reading skills? <ul style="list-style-type: none"> ○ direct and explicit instruction in foundational skills <p>In Class Activity: Phonological/Phonemic Awareness Case Study</p> <ul style="list-style-type: none"> ● Choose one of the provided case studies on foundational reading skills from IRIS Data-Based Decision Making to complete with your group of 3. Identify the case study student’s strengths and challenges related to foundational reading skills and the learning targets the teacher has set for the student. Describe at least three steps the teacher can take next to support the student to reach the learning target. Describe how the teacher should monitor progress for this student and make instructional decisions based on data. Group submit to Canvas. <p>Async Activity: Dyslexia Case Study to complete and turn in on Canvas</p> <p>Reading: Vaughn & Bos Ch 7 Assessing and Teaching Reading: Phonological Awareness, Phonics, and Word Recognition</p>
<p>7 July 28</p>	<p>Structured Literacy Approach, Systematically Designing Instruction Fluency</p>	<ul style="list-style-type: none"> ● Structured Literacy Approach Overview ● Structured Literacy Approach for Dyslexia ● Fluency & Comprehension Strategies <ul style="list-style-type: none"> ○ Understanding Oral Reading Fluency Probes & Reading Fluency Norms ● Understanding and Assessing Fluency (Reading Rockets) ● Fluency Scale ● Assessing Prosody <p>Evidence-Based Strategies for improving Oral Reading Fluency</p> <ul style="list-style-type: none"> ● Repeated Oral Readings ● Choral Reading / Echo Reading / Buddy Reading <p>In Class Activity:</p>

		<p>Choose one of the texts provided and demonstrate one of the reading fluency strategies with your group. Each person in the group should demonstrate one of the four strategies until all strategies are demonstrated.</p> <ul style="list-style-type: none"> ○ ● Systematically Designing Instruction ● Introduce 3-lesson plan sequence assignment ● View and Discuss HLP #12 Video Systematically Designing Instruction <ol style="list-style-type: none"> 1. How did the teacher situate the lesson based on what came before and after? 2. What are the three components of Systematic Instruction? <p>Review: Understanding by Design</p> <ol style="list-style-type: none"> 1. How can teachers use backwards design to organize instruction toward a learning goal? 2. Why is this important? <p>Async Activity: Complete the following modules:</p> <ol style="list-style-type: none"> 1. The Simple View of Reading 2. The Science of Reading <p>Submit: Post-assessment from each module. You must achieve 90% or higher on each assessment.</p> <p>Sign up with a group for instructional strategy slide assignment</p> <p>Read: Vaughn & Bos Ch 8 Assessing and Teaching Reading: Fluency and Comprehension</p>
<p>8 July 30</p>	<p>Comprehension, Secondary-level reading practices, vocabulary, writing & spelling strategies</p>	<ul style="list-style-type: none"> ● Basic Comprehension Strategies ● Comprehension in Content Areas <p>In Class Activity: In groups, review https://www.ldatschool.ca/learning-modules/supporting-early-literacy/5-pillars/comprehension/ to learn about the National Reading Panel's 8 strategies for improving Reading Comprehension. Choose 2 strategies and discuss how you would use them with older learners (middle school or high school). This age is required for this assignment even if you are currently teaching younger students. Give a specific example with details from an age appropriate literature piece.</p> <ol style="list-style-type: none"> 1. Comprehension Monitoring: SQ3R strategy 2. Cooperative Learning: Peer-Mediated Learning Approaches 3. Graphic and Semantic Organizer 4. Story Structure: Mind Maps

		<p>5. Question Answering 6. Question Generation 7. Summarization 8. Multiple Strategy teaching</p> <ul style="list-style-type: none"> ● Writing/Spelling Strategies <ul style="list-style-type: none"> ○ Alphabetic principle ○ Decoding ○ Spelling ○ Writing & Executive Functioning ○ Graphic Organizers ○ <p>Async Activity: IRIS Module Case Study Comprehension & Vocabulary Grades 3-5 - Level C Case 1 (Beth)</p> <ol style="list-style-type: none"> 1. Develop three or four goals for Beth. 2. Using the Comprehension & Vocabulary Grades 3–5 STAR sheets, select one strategy for each goal and explain the benefits of using this strategy to address the corresponding goal. 3. Select one goal and describe one hands-on activity that will assist Beth in achieving that goal. 4. Select one goal and describe an activity you could develop for Beth’s parents to use at home 5. Submit on Canvas <p>Read: Vaughn & Bos Ch 9 Assessing and Teaching Writing and Spelling Why Children With Dyslexia Struggle With Writing and How to Help Them</p>
<p>9 August 4</p>	<p>Instructional Strategy Group Slide & 3-Lesson Sequence Prep Time</p>	<ul style="list-style-type: none"> ● Recap of strategies in the following areas: <ul style="list-style-type: none"> ○ Social skills ○ Oral Language ○ Phonemic Awareness, Letter Sound Correspondence, Phonics ○ Fluency ○ Comprehension ○ Content area vocabulary ○ Writing ○ Spelling <p>In Class Assignment:</p> <ul style="list-style-type: none"> ● Dedicated work time for instructional strategy assignment ● Dedicated work time for 3-lesson sequence prep

		After Class: Submit any Q&A Google Form Questions for final class
10 August 6	Course reflection, Q&A, and Group Presentations	<ul style="list-style-type: none"> ● Course Reflection ● Q&A ● Case Management - getting set up ● Group Presentations <p>3-Lesson Plan Sequence & All Outstanding Assignments due by Sunday August 9th at 11:59PM</p>