



LOYOLA UNIVERSITY CHICAGO

Preparing people to lead extraordinary lives

TLSC 261 - 001 Significant Disabilities and Life Planning
Teaching, Learning, and Leading with Schools and Communities
School of Education, Loyola University Chicago
Spring Semester 2021

Instructor Information

Instructor: Don Sibley, NCSP
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Phone: 708.609.9918
Office Hours: Virtual Office Hours following class following our class from 10-11 AM
and by appointment

Module Information

Dates: February 8 – February 26, 2021
Days: Monday, 2/8; Wednesday, 2/17; Wednesday, 2/24
Times: 9-10 AM

Location: Online – both synchronous and asynchronous

Group or Class MTGS: We will be meeting as a whole class (i.e., synchronously) from 9-10 AM. I will stay on Zoom after class for office hours. Because the first “mini-break” occurs Feb. 10-14, our **first synchronous meeting will be Monday, Feb. 8. We will switch back to Wednesdays for our meetings on Feb. 17 and Feb. 24.** Candidates are encouraged to meet with their small groups on Fridays during class to work on course projects using the class Zoom link provided – I will have breakout rooms you can join ([Link](#)). This link is also posted on the course calendar on Sakai. Candidates also attend Special Needs Network for Educators group study times on Mondays 9-11 ([link](#)) (see Events).

Response Time: I try to respond to student emails within 24 hours during the week, and by Monday noon for weekend emails. I will attempt to respond to all online reflections within one week of their posting.

School of Education Commitment - COVID-19: Loyola’s School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2020-2021 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of [Cura Personalis](#), or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on [Loyola’s COVID-19 Response webpage](#) for information, supports, and resources on basic needs such as housing, food, financial aid, and

medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

KEY COVID-19 Resources for your Spring – 2021 Return

[Spring 2021 RETURN to CAMPUS Checklist](#)

[Spring 2021 RETURN to CAMPUS Guidance](#)

[Required Personal Safety Practices](#)

[COVID-19 Testing and Reporting Protocol](#)

[COVID-19 Campus Updates](#)

Module Description

This module addresses multiple methods for instruction, behavior supports and progress monitoring for students with moderate to severe cognitive disabilities. This module engages teacher candidates in looking at how to develop lesson plans, aligned to Common Core State Standards. This course offers the teacher candidates a clinical opportunity to participate in the development and demonstration of lessons in concert with the best practices for students with low incidence disabilities. Through this module, teacher candidates will: (a) understand the current trends in service delivery for students with low incidence/ significant disabilities (e.g., partial participation, natural proportions) and the need to expand curriculum, instruction, and assessment strategies to meet individual learning styles and instructional needs and (b) review components of Individualized Education Plans and Individual Transition Plans and (c) explore the etiology of low incidence disabilities, and identify and apply to practice supports for individual health care needs affecting students and families.

Module Goals

Essential Questions:

- What are the key developmental milestones in the physical, cognitive, and social-emotional domains for typical development, and what are indications of atypical development at each stage?
- How does knowledge of typical and atypical development support the design of Individualized Education Plans?
- What does it mean to be an advocate for a person who has developed atypically at some stage of life?

As a part of this module, candidates will understand that effective educators:

- Explain the roles of an advocate, the process of advocacy, and how it can be used to challenge or promote policies and practices affecting students.
- Analyze the social construction of statuses such as race, class, disability, and gender and how these social constructs have been traditionally used to stereotype families and communities.
- Describe the necessary professional knowledge to support and enhance the whole child, including meeting student needs across physical, social, psychological, linguistic, and intellectual contexts.
- Explain how relevant core concepts and constructs from theories and research relate to specific TLLSC EUs and EU indicators.

- Explain how relevant working principles from theories and research relate to specific TLLSC EUs and EU indicators.

As a part of this module, candidates will:

- Serve as advocates for all students, with special attention to those who are marginalized. (h2G, i2I)
 - Notice and critique implicit messages about families, communities and individuals. (i1F, i2I)
 - Analyze connections between assessments, educational opportunities, access and standards in order to implement socially just instructional practice. (a2A, g2I)
 - Incorporate verbal and written discourse that is stereotype-free, person first, and acknowledges and honors the inherent equality among diverse learners and communities. (i2A)
 - Make developmentally appropriate choices in selecting teaching strategies to assist diverse learners in meeting instructional strategies. (a2C, b1E) (IB)
 - Explain how and why core concepts, constructs and working principles from theories and research were used in their decisions and actions related to specific TLLSC EUs and EU indicators. (b2A, d2D, i2C) (IB)
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Required Text:

- Westling, D.L. & Fox, L. (2015). *Teaching Students with Severe Disabilities*. 4th Ed., New York: Prentice Hall.

Additional Resources:

- Rubric of Quality Indicators for Specially Designed Instruction (ODLSS, Chicago Public Schools): Posted on Sakai.
 - Vanderbilt University IRIS Center, <https://iris.peabody.vanderbilt.edu/>
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Attendance:

- You are expected to arrive promptly and maintain excellent attendance records. Candidates are expected to attend every module session for the scheduled duration as to maintain consistency for students and school professionals.
 - Inform your professor and classroom teacher(s) ahead of time – by phone message or email if possible if you must be absent. If there is an emergency, contact your professor as soon as reasonably possible afterward. After missing a day of the module, it is necessary to contact your professor(s) regarding procedures to make up the work and/or time at the school site.
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Class Communication

Sakai and University email will be the main methods of communication with candidates enrolled in this course. Given that Sakai uses your Loyola computer account, candidates are responsible for making sure that their account is in good working order. Also, candidates are responsible for checking their account for emails related to this class. If you have a personal email that you would rather use, you should arrange to forward emails from your student account to the personal account.

School of Education Policies and Information

SOE Vision

The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

School of Education Mission

The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

Conceptual Framework

“The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area”.

(<http://www.luc.edu/education/mission/>)

These conceptual framework standards reflect our commitment to promote transformational learning within each student across all programs.

- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS2: Candidates apply culturally responsive practices that engage diverse communities.
- CFS3: Candidates demonstrate knowledge of ethics and social justice.
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

Specifically grounded in the overarching principles of Professionalism in Service of Social Justice, this course focuses on the policies and practices that impact the instruction and assessment of diverse students in urban schools, emphasizing the role of the teacher in making educational decisions and advocating for students, particularly those with special needs. Additionally, candidates must demonstrate understanding of educational policy and critically evaluate practices in a variety of classroom and school settings.

Technology/Communication/Electronic Etiquette

Students are expected to check the course page on Sakai weekly for any important communications regarding this class. Supplemental readings and assignments will be posted electronically. All email communication will occur through the Loyola email system. A student tutorial on Sakai is located on the Loyola website. If you are unsure how to use this system, please see the instructor.

Technology is increasingly becoming an integral part of our lives. Although it can be a vital tool, technology can also be an unnecessary distraction. The uses of electronic tools are encouraged in this class, as a means of augmenting the understanding of course content. When the technology interferes with classroom functioning, technology is a deterrent. It is the expectation that members of the class are focused on the course content and actively contributing to the class.

Diversity

This module addresses multiple perspectives on diversity, including but not limited to: the diversity in students' backgrounds (i.e., culture, language, ability) and classroom and school contexts (e.g., bilingual education, instructional contexts for students with special needs). We will use person-centered language when talking about students (i.e.

Module Assignments

1) Module Participation: 30 points

- a. Candidates are expected to consistently and actively participate in all class activities in discussions. Since much of this module takes place in a school, candidates are expected to dress and act professionally. They must arrive on time and stay for the duration of the class session. Class sessions will build directly on assigned readings; candidates must come to class having read all assigned texts and articles, as well as completing a reader response.
- Professional Attitude and Demeanor Part I
 - 2-Always prompt and regularly attend classes.
 - 1-Rarely late to class and regularly attend classes (No more than 1 absence).
 - 0-Often late to class and/or poor attendance of classes (More than 2 absences).
- Professional Attitude and Demeanor Part II
 - 2-Always prepared for class with assignments and required class materials.
 - 1-Rarely unprepared for class with assignments and required class materials.
 - 0- Often unprepared for class with assignments and required class materials.
- Level of Engagement in Class
 - 2-Always a willing participant. Contributes by offering ideas and asking questions each class in small groups and the whole class
 - 1-Often a willing participant. Contributes by offering ideas and asking questions each class in small groups or the whole class.
 - 0-Rarely a willing participant. Rarely contributes to class by offering ideas or asking questions.
- Integration of Readings into Classroom Participation
 - 2-Often cite from readings; use readings to support points.
 - 1-Occasionally cite from readings; sometimes use readings to support points.
 - 0-Rarely cite from readings; rarely use readings to support points.
- Listening Skills
 - 2-Listen when others talk, both in groups and in class. Incorporate or build off of the ideas of others.
 - 1-Listen when others talk, both in groups and in class.
 - 0-Rarely listen when others talk, both in groups and in class.

Forum Post: Weekly Reflections on Readings: 30 points (see Course Schedule for due dates)

Each week candidates will complete a brief reflection (approximately 3 paragraphs) on the readings for the week. Each reflection should follow the “3-2-1” rule: identify/describe three things that were new to you; identify/describe two things that you already knew; and identify/describe one thing that you hope to use in your professional practice and why.

Locating Curriculum-Based Measurement Materials: 10 points, due 2/16/21, by 11:55pm

Each team will visit *either* the DIBELS 8th Edition (<https://dibels.uoregon.edu/assessment/index/material/>) or Acadience (<https://acadiencelarning.org/acadience-reading-materials-download/>) website and download the benchmarking materials for 4th grade. On the DIBELS website you’ll find these listed as “G4 Student Materials” and “G4 Scoring Booklet”. Be sure to download both documents. On the Acadience website they will be listed as “Fourth Grade Benchmark Materials” and “Fourth Grade Benchmark Scoring Booklets”. Again, be sure to download both documents. Each website will ask you to register and sign a usage agreement but there is no cost involved in accessing these materials. Each team should post their downloaded materials to Sakai no later than 11:55 on Tuesday, February 16.

Creating Curriculum-Based Measurement Probes: 30 points, due Friday, 2/19/21, by 11:55pm.

Each team will utilize the *SuperKids Math Worksheet Generator* website (<https://superkids.com/aweb/tools/math/>) to create curriculum-based measurement probes in math computation for addition and subtraction. Each team will create three math computation probes that include student and examiner (answer key) pages. The answer key can be obtained by clicking on the link at the bottom of the student page. Each probe should have 25 problems. The first probe will include basic addition problems, the second probe will include basic subtraction problems, and the third probe will include mixed addition and subtraction problems. Teams may select their own minimum and maximum numbers when creating the probes. The final product should be submitted to Sakai with a title page listing all of the team members.

Task Analysis Project: 35 points, due Sunday, 2/28/21, no later than 11:55pm.

Each team will select a self-care activity that a student with a severe disability needs to learn (e.g., hand washing, brushing teeth, putting on an article of clothing, etc.), conduct a task analysis, and create instructions for completing the task. Information regarding task analysis can be found in your textbook and on materials posted in the Resources folder on this course site. Several exemplars from previous classes will also be posted on the Sakai website.

Grading Policy & Scale:

The final grade is based upon the completion of course requirements, shown below, and following this scale:

Grade	Percentage	Points
A	93%-100%	>115
A-	90%-92%	112-115
B+	87%-89%	109-111
B	83%-86%	103-108
B-	80%-82%	100-102
C+	77%-79%	96-99
C	73%-76%	91-95
C-	70%-72%	87-90
D+	67%-69%	83-86
D	63%-66%	78-82
D-	60%-62%	<77

Course Schedule

Date	Class Activities	Topics	Readings	Assignments
Mon., Feb. 8	Synchronous Class Meeting	Teaching Academic Skills Introduction to Curriculum-Based Measurement (CBM)	Westling et al., Chapter 17, pp. 369-382 and 388-392 (Functional math skills; stop at Teaching Science Skills)	February 8-14: 1 st Mini Spring Break – No Assignments Due
Wed., Feb. 17	Synchronous Class Meeting	Teaching Students to Acquire New Skills	Westling et al., Chapter 7, pp. 124-130 (stop at How Learning Occurs: pp.131-134 (Instructional Tactics through Mixed Prompts): pp. 137-142 (stop at Non-direct Instruction): pp. 145-148 (stop at section on teaching students with ASD)	DUE: <ul style="list-style-type: none"> • Downloaded CBM Benchmark Reading Probes, Tuesday, February 16, no later than 11:55pm. • Weekly Reading Reflection #1, Tuesday, February 16, no later than 11:55 pm. • CBM Math Computation Probes, Friday, February 19, 11:55pm
Wed., Feb. 24	Synchronous Class Meeting	Teaching for Generalization and Maintenance	Westling et al., Chapter 8 pp. 157-165 (stop at section on using self-management): pp. 172-175.	DUE: <ul style="list-style-type: none"> • Weekly Reading Reflection #2, Sunday, February 21, no later than 11:55 pm • Weekly Reading Reflection #3, Friday, February 26, no later than 11:55 pm. • Task Analysis Project, Due Sunday, February 28, no later than 11:55 pm

Syllabus Addendum

Smart Evaluation

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.

The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

The 13 possible objectives you will select from are listed below:

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing; designing; writing; performing in art, music drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find, evaluate and use resources to explore a topic in depth
10. Developing ethical reasoning and/or ethical decision making
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Learning to apply knowledge and skills to benefit others or serve the public good
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: Professionalism, Inquiry, and Social Justice. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream, Digication or another platform. Disposition data are reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText

All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

Additional ONLINE Course Policies

***Privacy Statement**

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

***Synchronous Meetings**

[Include information about synchronous meetings, if any. Make sure to state days and times, what tool will be used (Zoom, for example), and what the requirements are for sessions.]

***Student Participation**

[Insert a policy about student participation expectations. How often should students log in and check course materials? What is expected of participation throughout the course, in synchronous sessions, etc.?)

***Class Conduct**

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

***Student Support**

Special Circumstances--Receiving Assistance: Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with Student Accessibility Center (SAC) (<http://www.luc.edu/sac/>).

***Center for Student Access and Assistance (CSAA)**

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: www.LUC.edu/csaa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – Social Action through Education.

Syllabus Addendum Link

<https://www.luc.edu/education/studentlife/resources/syllabi/>