

**EDSE 523: Curriculum for Students with Special Needs Course Syllabus**  
**Central Washington University Center for Teaching and Learning**  
**Department of Education: Special Education Winter 2006**

**Course Information:**

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<u>Office Hours:</u>	M 2:00-2:50 p.m, TH 11:00-11:50 a.m. or by scheduled appointment		

**Course Meeting Information and Materials:**

<u>Location:</u>	Black Hall 136
<u>Times:</u>	5:00-7:50 p.m.

**Course Description:**

**EDSE 523, *Curriculum for Students with Special Needs*** (3). Prerequisite: EDSE 501, EDSE 521, or permission of instructor. Focuses on selecting and implementing curricular adaptations to facilitate participation of students with special needs in the regular classroom. (Catalog Description)

This course is designed to provide a basic background in, as well as practical opportunities with, general methods and materials appropriate for working with students with disabilities at the elementary through secondary level. Emphasis will be placed on approaches to learning and teaching, specific teaching and learning strategies, and the role of the special educator in the school community. Participants will also explore the selection, adaptation, and development of instructional materials across curriculum areas, student needs and school environments.

**Course Rationale:**

The major thrust of the Special Education Master's Degree Program at Central Washington University is to prepare committed individuals as facilitators of learning in a diverse world.

This course employs the constructivist model of learning in which students, in interaction with their physical and social environments, create knowledge. This course is consistent with the:

- University's mission, "Docendo Discimus" (by teaching we learn),
- College of Education and Professional Studies' mission, "to prepare enlightened leaders,"
- Center of Teaching and Learning theme, "facilitators of learning in a diverse world,"
- Department of Teacher Education Programs' mission, "ensuring...outstanding educational leaders and facilitators of learning ... within a diverse school population, and
- Council for Exceptional Children's mission of "celebrating serving exceptional children."

Consistent with WAC 180-78A-165 and with the objectives of the Department of Teacher Education Programs, this course will provide an opportunity to acquire knowledge derived from theoretical bases pertinent to the Specific Learner Outcomes listed below.

**Specific Learner Outcomes:**

*Participants will:*

**Knowledge**

1. Describe characteristic needs of students with mild to moderate disabilities and critical components for their educational programs.
2. Demonstrate knowledge of differing learning needs of students and demonstrate appropriate selection of teaching approaches and/or the adaptation of teaching to the learning needs of individual students. Approaches to teaching and learning will include: operant learning, cognitive behavior modification, sociocultural theory of cognitive development, and information processing theory.

3. Demonstrate knowledge of research based best instructional practices for students with learning and behavior problems in major curriculum areas, in social skills, or in other appropriate areas for a target group or individual (*Curricula for the development of motor, cognitive, academic, social, language, affective, career and functional life skills for individuals with exceptional learning needs (CEC-CC4-K3)*)
4. Describe and explain the instructional planning process, including considerations for general curriculum access and universal design of instruction
5. Describe the relationship between assessment (standardized, curriculum-based, and informal teacher designed) and instruction (*Methods for monitoring progress of individuals with exceptional learning needs (CEC-CC3K-9)*)
6. Compare and contrast principal, research-based methods used to teach literacy (reading and writing) and mathematics and integrate components into an instructional plan for students with disabilities. (Knowledge of relationship between disabilities and reading *instruction (CEC BC4:K5; Impact of listening development on the development of critical thinking, reading comprehension and oral and written language CEC GC4:K2)*)
7. Describe the available types of assistive technology and explain how assistive technology can provide access to curriculum.

**Skills:**

1. Describe and demonstrate methods to adapt existing curriculum and commercial instructional materials. (*Sources of specialized materials for individuals with disabilities (CEC GC4:K1)*)
2. Develop materials and related instructional procedures for a lesson(s) in one or more areas appropriate for a target individual or small group (*Prepare appropriate lesson plans (CEC-CC4-S5)*)
3. Modify instruction based on daily teacher-made assessments
4. *Select, adapt and use instructional strategies and materials according to the characteristics of the learner (CEC=CC4-S8)*

**Instructional Format:**

Discussion/lecture  
 Audiovisual presentations  
 Demonstration/discussion  
 Individual/group project development  
 Independent Research & Professional Development  
 Small group activities  
 Completion of assigned readings

**Course Requirements and Expectations:**

- Attend and participate in class: Excessive absences (2 or more) can result in a lower grade
- Read assigned text or assignments & be prepared to discuss readings in class
- Complete all assignments/competencies successfully

**Required Text:**

Bos, C.S., & Vaughn, S. (2006). *Strategies for teaching students with learning and behavior problems* (6th ed.). Boston: Allyn and Bacon.

\* Other Articles as Provided or Directed to Online Access.

**Optional Texts:**

Ford, A., Schnorr, R., Meyer, L., Davern, L., Black, J., & Dempsey, P. (1989). *The Syracuse community-referenced curriculum guide for students with moderate and severe disabilities*. Baltimore, MD: Paul H. Brookes.

Nolet, V., & McLaughlin, M. (2005). *Accessing the general curriculum: Including students with disabilities in standards-based reform* (2nd ed.). Thousand Oaks, CA: Corwin Press.

**Course Assignments and Projects:**

**Class Discussion/ Curriculum Investigation Journal Abstracts (60 Points)**

Participants will complete a minimum of 3 journal abstracts (current last 5 years; research-based or best practice articles in peer-reviewed professional journals) on a selected topic and present information to class on dates indicated in class. The journal abstracts will cover research or issues in curriculum planning and modifications for students with exceptionalities (may be specific to a specific category of exceptionality- i.e. learning disability; or more general - i.e. mild disabilities) A sample of information needed in the abstract will be provided in class. Participants should prepare to share the information gained in the article in a 10-15 minute discussion with the class as well as lead an interactive class discussion (inclusive of visuals and handout) Possible areas of investigation may include:

1. Reading curriculum and adaptations
2. Written expression curriculum and adaptations
3. Mathematics Curriculum and Adaptations
4. Planning and Implementing Curriculum Accommodations in Content Areas (Science, Social Studies, Etc)
5. Learning Strategies Curriculum
6. Standards-Based Learning and Students with Disabilities
7. Curriculum Planning Considerations for Culturally and Linguistically Diverse Exceptional Students
8. Assistive Technology
9. Life Skills Curriculum or Functional Curriculum
10. Transition Curriculum
11. Others as Discussed & Approved by Instructor

**60 points (15 points per abstract; 15 points presentation)**

**Course Attendance and Participation Activities (25 Points)**

Participants will attend and participate in class sessions actively. This will necessitate preparation prior to class sessions and may require brief in or out of class activities. Participation activities and professionalism points necessitate attendance for each fully scheduled class session. Any missed class activities for unexcused absences cannot be made up. For emergency absences, s(2.5 points session).

**Curriculum Portfolio & Presentation: (90 Points)**

Students will extend the information gained in the journal abstract activity and supplement with additional areas of study. The purposes of the portfolio are twofold. A first purpose of the activity is to gather (collect), organize, and create resources on

curriculum planning and adaptations for students with disabilities. A second purpose is to reflect and use to information to impact your professional role. The 3 areas selected **MUST BE** negotiated and agreed on with the instructor by or at the 3rd week of classes The portfolio will include at a minimum the following sections and content:

### Curriculum Portfolio (80 Points)

Section	Content	Criteria/Point Value
1	<b>Title Page and Table of Contents</b>	5
2	<p style="text-align: center;"><b>Narrative Reader's Guide</b></p> <p>A. Age/Grade Levels Researched in Areas &amp; Exceptionality Areas Addressed Within Curriculum Portfolio &amp; Why Selected</p> <p>B. Identification of the 3 Curricular Areas Researched</p> <p>C. Type of Information Included in The Portfolio &amp; Rationale for Inclusion</p> <p>D. Intended Use of Portfolio</p> <p>E. Application of Portfolio Information to Your Current/Future Professional Role</p>	5
3	<p style="text-align: center;"><b>Best Practice Information in Area 1:</b></p> <p>A. <u>Supporting Research Articles</u>, Text Chapters or Peer-Reviewed Resources* (5-7). Include Articles. (2)</p> <p>B. <u>Narrative 3-5 Page Synthesis</u> of information gained from above sources and the course text and discussion of application in curriculum or instruction for students with disabilities. Participants may select to do this as a synthesis across sources or via the abstract format for each article. (5)</p> <p>C. <u>Curriculum/Best Practice Standards</u> (EALR's, GLE's, Extended EALR's or other appropriate standards of best practice source (e.g., Social Skills may be covered by Council for Exceptional Children Best Practice Standards) * See instructor if you need support in determining standards in advance. (2)</p> <p>D. <u>Chart Of Learner-Related Characteristics, Needs &amp; Related Curriculum Considerations</u> Relevant to Your Curriculum Area in 3 Exceptionality Areas. Include at least 5 characteristics, needs and curriculum considerations in each eligibility area. Include citations for your chart .(5)</p> <p>E. <u>Curriculum Accommodation/Modification Checklist</u> for use in general or special education. Create a usable checklist of specific accommodations for consideration in program and instructional planning in the area you researched. This checklist should relate to the research performed in A-D above as well as course text. (4)</p> <p>F. <u>Accurate Reference List</u> of All Sources Used in Best Practice Information Using 2001 APA Format (2)</p>	20

4	<p><b>Best Practice Information in Area 2:</b></p> <p>A. <u>Supporting Research Articles</u>, Text Chapters or Peer-Reviewed Resources* (5-7). Include Articles. (2)</p> <p>B. <u>Narrative 3-5 Page Synthesis</u> of information gained from above sources and the course text and discussion of application in curriculum or instruction for students with disabilities. Participants may select to do this as a synthesis across sources or via the class abstract format for each article/source. (5)</p> <p>C. <u>Curriculum/Best Practice Standards</u> (EALR's, GLE's, Extended EALR's or other appropriate standards of best practice source (e.g., Social Skills may be covered by Council for Exceptional Children Best Practice Standards) * See instructor if you need support in determining standards in advance. (2)</p> <p>D. <u>Chart Of Learner-Related Characteristics, Needs &amp; Related Curriculum Considerations</u> Relevant to Your Curriculum Area in 3 Exceptionality Areas. Include at least 5 characteristics, needs and curriculum considerations in each eligibility area. Include citations for your chart .(5)</p> <p>E. <u>Curriculum Accommodation/Modification Checklist</u> for use in general or special education. Create a usable checklist of specific accommodations for consideration in program and instructional planning in the area you researched. This checklist should relate to the research performed in A-D above as well as course readings. (4)</p> <p>F. <u>Accurate Reference List</u> of All Sources Used in Best Practice Information Using 2001 APA Format (2)</p>	20
5	<p><b>Best Practice Information in Area 3:</b></p> <p>A. <u>Supporting Research Articles</u>, Text Chapters or Peer-Reviewed Resources* (5-7). Include Articles. (2)</p> <p>B. <u>Narrative 3-5 Page Synthesis</u> of information gained from above sources and the course text and discussion of application in curriculum or instruction for students with disabilities. Participants may select to do this as a synthesis across sources or via an abstract format for each article (5)</p> <p>C. <u>Curriculum/Best Practice Standards</u> (EALR's, GLE's, Extended EALR's or other appropriate standards of best practice source (e.g., Social Skills may be covered by Council for Exceptional Children Best Practice Standards) * See instructor if you need support in determining standards in advance. (2)</p> <p>D. <u>Chart Of Learner-Related Characteristics, Needs &amp; Related Curriculum Considerations</u> Relevant to Your Curriculum Area in 3 Exceptionality Areas. Include at least 5 characteristics, needs and curriculum considerations in each eligibility area. Include citations for your chart .(5)</p> <p>E. <u>Curriculum Accommodation/Modification Checklist</u> for use in general or special education. Create a usable checklist of specific accommodations for consideration in program and instructional planning in the area you researched. This checklist should relate to the research performed in A-D above as well as course readings. (4)</p> <p>F. <u>Accurate Reference List</u> of All Sources Used in Best Practice Information Using 2001 APA Format (2)</p>	20
6	<p><b>Personal Philosophy of Curriculum and Instruction for Students with Exceptionalities</b></p>	5

<b>7</b>	<b>Personal Reflection</b>  Narrative statement and personal reflection on strengths, knowledge skills, and areas of growth in curriculum and instructional planning for students with exceptionalities relative to your professional role.	<b>5</b>
<b>TOTAL WRITTEN PORTFOLIO</b>		<b>80 Points</b>

Possible Areas: Literacy; Reading; Written Expression; Mathematics & Higher Order Thinking, Social Skills (Self-Determination Skills); Transition Education/Skills; Life Skills Curriculum; Content and Study Skills, Learning Strategies; Assistive Technology; Communication or Language Development; and Others as Negotiated and Agreed On With Instructor

### **Curriculum Portfolio Presentation (10 Points)**

**Curriculum Portfolio Presentation.** Students will also present their portfolios in a class session. This is a 15-minute presentation scheduled as indicated on the course calendar. During this presentation participants will share the following: a) Introduction to Self and Portfolio (Reader's Guide Summary); b) Best Practice Information in at least **2** of the researched areas (overall synthesis of information found ACROSS sources (DO NOT present this in an abstract by abstract format); c) Curriculum Accommodation/Modification Checklists; and d) Personal Reflection. Additional information from the portfolio can be shared; time permitting after the required information is shared. Students must utilize their portfolio during the presentation, utilized visuals, and provide a useful handout to colleagues.

### **Chapter Reflections or Strategy Demonstration (25 Points)**

Students will complete 5 typewritten chapter reflections OR strategy demonstrations on identified chapters in the text. These activities will promote active engagement with the text and information and allow students to reflect upon the course information with respect to their professional roles and responsibilities. Criteria for the chapter summaries

is included with the chapter competencies and rubrics.

**Personalized Curriculum Project (15 Points)** Students will identify, select, and contract for ONE personalized curriculum project based upon personal interests or needs from a menu of options. Students will identify the selected option for the personalized curriculum project no later than week 4 of the course. Menu items include:

#### **A. Individual Student Modification.**

Based upon provided(shared) in the IEP on a student's present level of performance, observation, teaching recommendations from a classroom teacher, and curriculum outline, participants will design one specific lesson with attached instructional materials to address a specific instructional objective(s) within the outlined curriculum utilizing one of the teaching approaches discussed in class, that extends curriculum knowledge/personal practice. The lesson plan should specify an instructional approach, include materials needed, instructional environment, instructional objective, prerequisite skills needed, task analysis (as appropriate), introduction to the lesson (student motivation...), lesson steps for teaching, check for student understanding, and student practice. A lesson may be individualized to the target student and one should include a

small group of at least 2 students, but no more than 4 students. The lesson or activity used will provide an instructional accommodation needed by the student. This will be done with an "actual" student. If this option is selected the participant will work with the instructor to identify a target classroom and teacher to begin this activity.

- a. Observation of Student (2 points)
- b. Teacher Interviews (3 points)
- c. Design of Modification (Narrative Summary and Conference) (5 points)
- d. Implementation and Reflection on Modification (5 points)

A lesson plan format will be provided.

## **B. Classroom Curriculum Experience**

This option provides some extended experience observing and assisting in a classroom that supports the instruction of students with disabilities. Participants who select this option will negotiate a classroom placement with the instructor by or at the 4th week of class. This activity involves submitting upon completion the following: 1) typewritten log with identified setting, cooperating teacher name and contact information, hours completed (each session) and teacher signature verifying hours completed; 2) journal entries for each session and 3) final typewritten summary.

The student will observe/interact in a special education class during classroom instructional time. The student will arrange to complete a minimum of 10 hours of classroom interaction/observation in the same setting. At a minimum the student should observe and follow school and professional safety/visitor/confidentiality guidelines. If the opportunity exists and is suggested by the classroom teacher to support the classroom instruction and "assist" this too is a possibility. The classroom interaction cannot be scheduled all on one or two days. The purpose of this activity is to experience classroom instruction and curriculum for students with disabilities over a period of time.

Ideally, you will select to observe or arrange to work in a classroom which extends your professional expertise - it may involve a different grade/age level, be relevant to the area(s) of curriculum you are researching for your portfolio, etc.

The student will keep a typewritten log of the classroom interaction hours with date/time/length of each session spent in the classroom with classroom teacher signature. (5 points) The student should also keep a written journal entry for each classroom interaction session which includes: Date/Time/Activities & Instructional Strategies Observed/Reflections. (5 points) Do maintain confidentiality of students

A final 2-3 page typewritten reflection upon completion of the experience should also be included which covers at a minimum.

- a. Site name, location, & contact information
- b. Classroom type, student demographics, relevant characteristics
- c. Examples and nonexamples (as appropriate) of effective instruction and curriculum strategies/materials observed throughout the experience
- d. General reflections and relationship of information learned in experience to your professional role and best practices in curriculum and instruction for

students with disabilities (5 points)

**C. Other Option as Negotiated with Instructor.**

Other personal options may be negotiated with the instructor depending on each student's rationale, interest, and professional role. If you believe a more appropriate personal curriculum option is to your benefit, please plan to schedule a time to conference with the instructor by the 5th week of class.

## **TOTAL: 215 Points**

### **Assessment:**

**Course Grading Policy:** Participants will contract for a specific grade within this course. All assignments can be redone (except the exam) until full points are earned. The instructor will provide feedback to participants, as needed, so full points may be earned. Any assignments which are redone will need to be submitted in a timely fashion and prior to the end of the course. Points are provided as a guideline for participants. Contracts not fulfilled or assignments not completed will result in a lower grade than contracted.

**CWU Grading Statement:** A "C" grade indicates that a student has made substantial progress toward meeting the objectives of the course and has fulfilled the requirements of the course. The grades above "C" are reserved for those students who have demonstrated some degree of superiority. The highest grade "A" is reserved for those students who have excelled in every phase of the course. The "B" grade is for students whose work is superior but does not warrant the distinctiveness of the "A." The "D" grade is a grade for those students who have made progress toward meeting the objectives of the course but who have fulfilled the requirements only in a substandard manner. The "F" is reserved for students who have failed to meet or have accomplished so few of the requirements of the course that they are not entitled to credit.

**Special Education Program Grading Philosophy Statement:** The Special Education Division at Central Washington University believes that students who are pursuing a Master's degree should be actively involved in evaluating their progress toward competencies determined by the Special Education faculty, professionals in the field and students. The evaluation process, at a minimum, should include the following:

- A. Journal writing - That allows the student to reflect on information received
- B. Projects - That allow the student to share information pertaining to competencies and areas of interest. For example students are encouraged to share with local school districts, campus clubs, and other organizations projects that they have developed as part of their master's program.
- C. Oral presentations - That allow the student to actively teach in a way they deem relevant and pertinent to the competencies tied to the course content.
- D. Portfolio - That physically represents the competencies obtained and the information received in the master's program.

Other forms of evaluation are encouraged. The evaluation process should allow the student and faculty member the ability to conclude together the competencies obtained by the student and provide evidence for further study. The evaluation process should be a collaborative venture which allows the student to justify a grade as part of the summative evaluation process.

The process requires the faculty and student communication, set up in advance, requiring documented evidence from both parties supporting their grade position.

### **Grading Scale**

A = 97 % (207-215)   B = 89% (191-206)   C = 80% (172-177)   D = 70 % (150-155)  
A- = 95% (203-206)   B- = 86% (184-190)   C- = 77% (165-171)   D- = 65% (139-149)

B+ = 92% (197-202) C+ = 83% (178-183) D+ = 73% (156-164) F = 138 & below

**Professionalism:**

**Professional Ethics** Each assignment and competency in this class are to be individually constructed, unless otherwise indicated by the instructor. This means that each assignment is individually generated and cannot be copied or exhibit replication of content from any other past/current student or resource. The instructor will follow university, college, and department guidelines regarding ethics and plagiarism in the event of duplication. The outcomes can involve disciplinary action, failure of the course, and/or a significant impact on the course outcomes or grade.

This course will follow department and college practices regarding ethical use of materials. This includes a "no tolerance" stance on plagiarism in written and oral assignments. All content used and researched from any resource must be cited and credited using APA format and/or appropriate referencing. The college and department stance on plagiarism is attached to this syllabus.

**Professional Involvement and Participation** One measure of acceptable teaching is being professional. This means (among other things) honoring your commitments, being prepared for class, being **on time** and ready to participate, and being present for the full class session. Professionalism also means **involvement**. Involvement includes, but is not limited to, active participation in discussions, sharing ideas, and respecting others whose ideas differ from one's own. Another measure of professionalism is **Attendance**.

**Attendance.** **Class attendance is mandatory** and roll will be taken at each session. Important information is covered in class and requires your interaction, participation, and input. After the first class, *any* nonemergency or university excused absences will result in a loss of professional points (2 points per session professional points). Attendance means full presence for the entire scheduled course session.

**Communication of Absences.** There may be times when you will need to be absent from class. **All emergency absences should be reported through the Office of Student Affairs** at 963-1515. As a courtesy, you should also contact the instructor via e-mail or voice mail. **Health-related absences** can be reported in the same manner and should include, as relevant, written documentation provided within 2 days of the return to class. **University-related absences.** Written documentation must be provided in advance for any university- related/sponsored absences. This is usually in the form of a letter from the faculty sponsor/coach, etc. This notice should be provided well in advance of the scheduled activity (@ 2 weeks in advance).

**Assignment Policy for Emergency or Excused Absences.** For emergency or excused health related absences, the student is responsible for contacting the instructor within 1 day of his/her return to class to ascertain content & assignments covered during the absence. This typically necessitates scheduling a meeting with the instructor. At this meeting a timeline for any make-up assignments will be provided. Any assignments that were due on the date of the absence should be submitted on the day of return to class. The student remains responsible for the content and assignments covered during the emergency absence.

For any university related absences (sponsored university event) the student must initiate and schedule a meeting with the instructor in advance of the expected absence (@ 1 week or more). The student will remain responsible for the content/assignments missed. Content and assignments for the period of the expected absence will be previewed with the instructor, and a timeline set for assignment submission at the

meeting.

**Use of Cell Phones or Pagers.** All cell phones or pagers should be turned off during the class sessions unless prior arrangements have been made with the instructor.

### **Class Policies**

#### **Professionalism:**

1. One measure of acceptable teaching is being professional. This means (among other things) honoring your commitments; turning in assignments on time; being prepared for class; being on time and ready to participate and submitting neat accurate and well prepared materials. Typewritten assignments are required unless otherwise specified. Professionalism also means involvement. Involvement in discussions, sharing ideas, and respecting the varied viewpoints and ideas of others while maintaining a personal and professional integrity.
2. Students who have special needs or disabilities that may affect their ability to access information and/or material presented in this course are encouraged to contact the instructor during the first week of classes so that appropriate modifications can be provided. You may also wish to contact the ADA compliance officer at the ADA Affairs and Student Assistance office on campus (963-2171) for additional disability-related educational accommodations.
3. While attendance is not mandatory, regular collaborative activities among students comprises a portion of the course grade. Students who are unavailable for activities or checkpoints do not receive points for these activities.
4. Assessments and in-class activities are offered at specific times during the quarter. Being absent on such occasions does not automatically entitle the student to a make-up examination. Students who anticipate being absent from class should notify the instructor to see if accommodations can be made for an alternative assessment and should also make arrangements to collect or receive any materials or information provided in class.
5. While students work at different paces, often assignments serve as advance organizers for specific classes. Not having read an article, written a reflection, or completed an assignment can detract from optimal learning. The instructor feels that it is better to come to class unprepared than not at all, but it is better to come to class prepared than not prepared.

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### **On-Line Resources**

Office of the Superintendent of Public Instruction Washington (OSPI)  
<http://www.k12.wa.us>

OSPI Special Education  
<http://inform.ospi.wednet.edu/sped/speced.html>

Council for Exceptional Children <http://www.cec.sped.org/>

Curry School of Education at the University of Virginia. Office of Special Education.  
<http://www.curry.edschool.virginia.edu/go/cise/ose/>

Division on Learning Disabilities of the Council for Exceptional Children. Teaching How To Articles. [http://www.dldcec.org/teaching\\_how-tos/default.htm](http://www.dldcec.org/teaching_how-tos/default.htm)

Division on Learning Disabilities of the Council for Exceptional Children. Current Practices Alerts. [http://www.dldcec.org/ld\\_resources/alerts/default.htm](http://www.dldcec.org/ld_resources/alerts/default.htm)

ERIC Clearinghouse on Disabilities and Gifted Education. <http://ericec.org>

LDOonline. <http://www.ldonline.org>

National Center to Improve the Tools of Educators. <http://www.idea.uoregon.edu/~ncite/>

National Federation of the Blind. <http://www.nfb.org>

Recordings for the Blind and Dyslexic. <http://www.rfb.org>

Washington Sensory Disabilities Services. <http://www.wsdonline.org>

Washington Talking Book and Braille Library.  
<http://www.spl.lib.wa.us/wtbbl/wtbbl.html>

Do-It Program. <http://www.washington.edu/doit>

### **Useful Curriculum Documents To Download From the Office of the Superintendent of Public Instruction:**

Curriculum and Instruction: <http://www.k12.wa.us/CurriculumInstruct>  
EALR's & GLES  
Reading: <http://www.k12.wa.us/CurriculumInstruct/Reading/default.aspx>  
Writing: <http://www.k12.wa.us/CurriculumInstruct/writing/default.aspx>  
Communications <http://www.k12.wa.us/CurriculumInstruct/communications/default.aspx>  
Mathematics  
<http://www.k12.wa.us/CurriculumInstruct/mathematics/default.aspx>

Best Practices Guide to Intervention  
<http://www.k12.wa.us/CurriculumInstruct/SpecialEdLearning/pubdocs/bestpractices.pdf>

State WAC's for Special Education  
[http://www.k12.wa.us/SpecialEd/pubdocs/wac/wac\\_392\\_172.pdf](http://www.k12.wa.us/SpecialEd/pubdocs/wac/wac_392_172.pdf)

### **Selected Professional Journals**

Academic Therapy	Journal of Learning Disabilities
American Education Research Journal	Journal of Reading
American Journal of Mental Deficiency	Journal of Special Education
Behavior Therapy	KAPPAN
Child Development	Language Arts
The Clearing House	Learning Disability Quarterly

Education Digest  
Educational Leadership  
The Elementary School Journal  
Exceptional Children  
Gifted Child Quarterly  
Intervention in School and Clinic  
Journal of Applied Behavior Analysis  
Journal of Educational Research

Mental Retardation  
Phi Delta Kappa  
The Reading Teacher  
Remedial and Special Education  
Research in Childhood  
The Science Teacher  
Teaching Exceptional Children

**Washington State ESA Standards for School Psychologists and NASP Standards covered in EDSE 523, Curriculum for Students with Special Needs (3 credits)**

*This course meets the following National Association of School Psychologists (NASP) 2000 Standards and the Washington State Residency-Level Benchmarks for School Psychologists. These standards are reflected in WAC 181-78A-270 (7) (a) [Rev. 10/11/04].*

**2.1 Data-Based Decision-Making and Accountability:** School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data based decision-making permeates every aspect of professional practice.

**2.3 Effective Instruction and Development of Cognitive/Academic Skills:** School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.

**2.4 Socialization and Development of Life Skills:** School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

**2.5 Student Diversity in Development and Learning:** School psychologists

have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

**2.11 Information Technology:** School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.