Vision: *Equity & Excellence in Education* **Mission:** *The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.*	

EDSP 578

Instructional Methods and Strategies for

Individuals with Moderate/Severe Disabilities

Spring 2021

Advanced Studies in Education & Counseling – Education Specialist Program

Alternative Mode of Instruction (AMI)

Course Information

Instructor: Susan Leonard-Giesen, Ed.D.	Email:susan.leonard-giesen@csulb.edu
Virtual Office Hours Days/Times: Monday 2-4 pm Thursday 5-6 And by appointment	*Please see below for links to weekly office hours*
Class Days/Times: Wednesdays 4:00 pm Through virtual synchronous meetings	**Weekly Class Zoom Link**: https://csulb.zoom.us/j/89241772000?pwd=eEFXaTNUS0dqSzdBbTAvcGhHSWlzdz09

Office Hours

Zoom Link for Mondays 2-4 pm:

https://csulb.zoom.us/j/81883130485?pwd=YkNRNUovZGhHSW5CN1VSSFR3a3VoZz09

Zoom Link for Thursdays 5-6 pm:

 https://csulb.zoom.us/j/83100502900?pwd=Wkh4VVQxV20xVkZ1a29keG0remlJUT09

Catalog Course Description

Prerequisites: Full admittance to the Ed Specialist Program, and completion of ETEC 110 or equivalent and EDSP 564. Instructional methods, teaching strategies, and curricular adaptations for students with moderate/severe disabilities, including those with autism, from kindergarten to age 22, including evaluation, program planning, and use of technology for instruction and communication; knowledge related to movement, mobility, and sensory needs addressed. Traditional grading only (A-F). Asynchronous and synchronous formats.

Note on GPA: *Per CSU Chancellor's Executive Order #547, a student must have maintained a minimum grade point average of 3.0 in all core Level I courses prior to entrance into student teaching.*

Course Student Learning Outcomes and Goals
Upon successful completion of this course candidates will:
1. Identify the characteristics of students with moderate to severe disabilities and discuss the importance of team-based decision-making for placement, programs, and services.
2. Demonstrate the ability to assess their students' verbal and non-verbal communication abilities and the knowledge to implement instruction to achieve and expand socially appropriate interaction or exchanges, with students with and without disabilities, across all settings.
3. Demonstrate the ability to utilize person-centered/family-centered planning and culturally responsive, strengths-based, functional/ecological assessment across classroom and non-classroom contexts to lead their students' meaningful participation in core, standards-based curriculum, life skills curriculum, wellness curriculum, and progress toward IEP goals and objectives. (SLO4)
4. Use evidence-based methods for teaching literacy and mathematics skills to students with moderate/severe disabilities and select and adapt standards-based curricula and supplementary materials in these skill areas. (SLO4)
5. Document consideration for assistive technology, incorporating low and/or high-tech equipment and materials, including those used for augmentative or alternative communication.
6. Describe the importance of addressing movement, mobility, and sensory needs of students with moderate/severe disabilities and identify effective programs and strategies for addressing those needs.
7. Use computer-based technologies to facilitate the teaching and learning process, including computer-based technology for information collecting, analysis and management in the instructional setting.

Access to BeachBoard is required for this class.

 Required Texts/Course Materials:

Brown, F., McDonnel, J., & Snell, M. E., & (Eds.) (2016). *Instruction of students with severe disabilities* (9th ed.)*.* Boston, MA: Pearson.

Kluth, P. (2010) *"You're going to love this kid."* Brookes Publishing.
        (Available on Amazon and other book sellers)

E-text of the Brown et al text is available online for purchase or rent
https://www.amazon.com/Instruction-Students-Severe-Disabilities-Fredda-ebook/dp/B01MQ4XGVR/ref=mt_kindle?_encoding=UTF8&me=

Using AT to meet standards (Grades K-3, 4-6, 7-12)

Additional readings are posted on BeachBoard.

Computer Access

Two open access computer labs are available for current CSULB students. Both the Horn Center (located in lower campus) and the Spidell Technology Center (located in Library) are a great resource for students needing to use a computer. Visit the Open Access Computing Facilities - http://www.csulb.edu/library/guide/computing.html website for an extensive list of all available software installed in both computer labs.

BeachBoard Access

To access this course on BeachBoard - https://bbcsulb.desire2learn.com/ you will need access to the Internet and a supported Web browser (Firefox is the recommended browser). You log in to BeachBoard - https://bbcsulb.desire2learn.com/ with your CSULB Campus ID and BeachID password. Bookmark this link for future use, or you can always access it by going to CSULB - http://www.csulb.edu/'s homepage and clicking on the BeachBoard link at the top of the page.

Once logged in to BeachBoard, you will see the course listed in the My Courses widget on the right; click on the title to enter the course.

Course Policies and Requirements

Communication Policy

Students are encouraged to contact the instructor with any questions they may have. The instructor is available during office hours and by appointment.   Email is another way of contacting the instructor.

Late work

Points will be deducted for assignments turned in late: 1 point per day, including weekends and holidays. Assignments received after the due date will be considered late. Assignments more than 10 days late will not be accepted. Assignments submitted after the Final Exam class session will not be accepted unless previously approved by the instructor. If you are absent on the day an assignment is due, you can email the assignment prior to the start of class.

Resubmission policy

Students will be allowed to resubmit only one assignment per course semester.   Assignments eligible for resubmission must have an original score of 70% or lower. Resubmitted assignments must accompany originally graded work and be submitted within one week of receiving graded original work. Resubmitted work is only eligible for a score of up to 80%. The Final Exam is not eligible for resubmission.

Observation policy

Professionalism and courtesy are expected at all times. This includes candidates' dress, communication and interactions. In-person observations will not be permitted this spring 2021 semester due to on-going COVID-19 guidelines set by the university. Observations and interviews may be conducted by phone or virtually using Zoom or similar format.

Plagiarism/Academic Integrity Policy

The instructor expects all students to provide original thoughts, ideas, and work in all written assignments. Correct citations (APA format) must be provided when summarizing or quoting another's work.   While it is not expected to be a problem in this course, please refer to the CSULB catalog for any questions regarding University policy and disciplinary procedures in the areas of plagiarism and academic integrity. Work that you submit is assumed to be original unless your source material is documented appropriately, such as a Reference Page. Using the ideas or words of another person, even a peer, or a web site, as if it were your own, is plagiarism. Pursuant to Policy Statement 08-02, instructor will take action appropriate for the situation, including the possibility of investigation and action by the Office of Student Conduct and Ethical Development. Students should read the section on cheating and plagiarism: cheating and plagiarism in the CSULB catalog - http://www.csulb.edu/divisions/aa/catalog/current/academic_information/cheating_plagiarism.html.

University Withdrawal Policy

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see Grades and Grading). Application for withdrawal from CSULB or from a class must be officially filed by the student with Enrollment Services whether the student has ever attended the class or not; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. Please refer to Academic Regulations to get familiar with the policy.

Attendance Policy

Class attendance to online lectures and active participation are expected for all students. Students are expected to participate in whole and small group discussions. Class participation/activity points cannot be made up if you are absent from class.

Excused Absences

Students must provide documentation for any excused absence, which include 1. Illness or injury to the student; 2. Death, injury or serious illness of an immediate family member or the like; 3. Religious reasons; 4. Jury duty or government obligation; 5. University sanctioned activities

It is the student's responsibility to contact the instructor regarding an excused absence prior to the next class session. All posted assignments are due by the due date unless absence meets criteria stated above with supporting documentation. Students are expected to attend classes regularly. Please refer to and get familiar with the CSULB Attendance Policy

Technical Assistance and BeachBoard Access

Candidates need an active email account as a requirement of the Education Specialist Credential Program. Course materials and announcements will be disseminated over BeachBoard and it is expected that you visit our EDSP 570 site weekly. If you need technical assistance at any time during the course or need to report a problem with BeachBoard, please contact Academic Technology or by phone at (562) 985-4959 .

Inform Instructor of Any Accommodations Needed

Students with a disability or medical restriction who are requesting a classroom accommodation should contact the Bob Murphy ACCESS Center (BMAC) at 562-985-5401 or visit the Center in the new Student Success Center during 8AM-5PM weekday hours. BMAC will work with the student to identify a reasonable accommodation in partnership with appropriate academic offices and medical providers. We encourage students to reach out to BMAC as soon as possible.

Submission of Assignments

All assignments, with the exception of in-class work, will be typed using a 12-point font, double-spaced and proofread for grammatical and spelling errors. Students are expected to use "people first" language (e.g., student with a learning disability, teacher of students with intellectual disability).

All assignments must include a Reference List unless indicated by instructor. Written work will include APA reference and citation format.

All oral and written references to sample/observation students will be made without identifying information. Full confidentiality of subjects will be maintained at all times.

Rubrics will be posted on Beachboard for all required assignments. Each rubric will provide the criteria for the assignment.

Participation in on-line threaded discussions, emails, and real-time class meetings will be respectful of other participants' ideas and opinions, and relevant to the course content.

Points will be deducted from assignments that do not adhere to these guidelines.

College of Education Expectations for Professional Conduct

Professional conduct and ethical dispositions are expected of all CED students at all stages of program participation including advising, coursework, clinical/field practice, and extra-curricular activities in face-to-face, hybrid and online/virtual learning environments.

 A CED student is expected to:

1. Act to benefit all individuals and communities by promoting the physical and psychological safety of others. Do no harm.
2. Abide by the mission, policies, procedures, safety regulations, and standards of professionalism of partnering institutions (e.g., schools, clinics, colleges, community organizations) when engaged in clinical or field practice.
3. Demonstrate cultural competence and responsiveness in honoring and respecting multiple perspectives, identities, and lived experiences of others in diverse classroom and clinical settings.
4. Monitor professional integrity by engaging in self-reflective practice and acknowledging the consequences of one's own actions or inactions on others.
5. Maintain essential collegial behaviors and ethical obligations delineated in standards of professional practice by accrediting organizations and professional associations in one's field of practice, including but not limited to the California Commission on Teacher Credentialing and other associations noted in the appendices to this document.

CED students must adhere to CSULB's Rules and Regulations and student conduct codes enforced by the CSULB Office of Student Conduct & Ethical Development, as well as to college, department, and program policies. If deemed necessary, reports of discriminatory behaviors toward others based on age, culture, national origin, gender, ability, race, religion, or sexual orientation will be referred to the CSULB Office of Equity and Diversity. Observed forms of harassment in physical or digital form may require immediate referral to the CSULB Office of Student Conduct & Ethical Development. Claims of sexual harassment, discrimination, harassment, or retaliation will be reported immediately to the CSULB Office of Equity and Diversity.

Additional Information

Sexual Assault, Rape, Dating/Domestic Violence and Stalking

Title IX prohibits gender discrimination, including sexual harassment and sexual misconduct. If you have experienced sexual harassment, sexual assault, rape, dating/domestic violence, or stalking, the campus confidential Victim's Advocate is available to help. Jaqueline Urtez (e: advocate@csulb.edu, p: (562) 985-2668) can provide **free** and **confidential** support, accommodations, and referrals for victims without having to report the assault to campus authorities. While students are welcome to discuss assaults with faculty, both faculty and teaching assistants are mandatory reporters who are required to report all incidents of sexual harassment/misconduct to the Title IX office for follow-up and possible investigation. Students who do wish to report the assault for possible investigation may contact the confidential victim's advocate, who can help them through the reporting process, or they can report the assault directly to the Title IX Office by completing an online reporting form at https://www.csulb.edu/equity-diversity/title-ix or contacting the Office of Equity & Diversity at OED@csulb.edu.

Student Support Services

The Division of Student Affairs has prepared a helpful guide, Student Resources During COVID-19. A full list of student support services is also available on the Programs and Services website. All units and programs are offering services, primarily in a virtual format; visit individual websites for up-to-date contact information.

Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the Basic Needs Program. Students may also email supportingstudents@csulb.edu or call (562)985-2038.

Program Information
Students should visit the Education Specialist BeachBoard page on a regular basis. Department announcements and deadlines are posted. "Fieldwork Forms" can be found there.
Education Specialist: http://www.ced.csulb.edu/special-education/fieldwork-forms

Syllabus Changes
The instructor reserves the right to alter this syllabus and/or the structure of the course, including components of the BeachBoard platform, assignments and deadlines, if situations that arise that necessitate doing so.

<u>Note</u>: Readings assigned for a given week are aligned with the reflections for the same week. It is expected that you will read assigned readings on a given topic ***prior to*** class.

COURSE SCHEDULE EDSP 578 SPRING 2021 (AMI)			
Week	**Readings and Assignments (before class meets)**	**Topics & Activities (in class)**	**Due Dates**
1 1/20	Review your syllabus and be prepared to ask questions you might have Lecture is posted under "Content" on BB for this week **Readings & Assignments:** Disability Resource: Categories of Disability	Introductions & Course Overview Review of characteristics of individuals with moderate to severe disabilities Social Construct of Disability: A Credo for Support by Norm Kunc	Create and share your Introduction video in "Discussions" **(due 1/27 before class)**
2 1/27	Brown, McDonnel, & Snell - Ch. 1 Jorgensen (2005) on BB Kluth – Ch. 2 TASH http://www.tash.org/index.html TASK http://www.taskca.org/ Lecture is posted under Content on BB for this week	- New paradigm – "Least dangerous assumption" - Professional Organizations & Advocacy - Community agencies - Video: Disabling Segregation - Dan Habib (in class)	**Quiz #1** – People-first language **Response to Reading #1** – Jorgensen (2005) Kluth – Ch. 2 Your Introduction Video in "Discussions"
3 2/3	**Readings & Assignments** Brown, McDonnel, & Snell, Ch. 2 Kluth – Ch. 4 Disability: "American Indian" & Alaskan Native – p. 1-7 Lecture is posted under Content on BB for this week	Fostering Family-Professional Partnerships: Culture and Social Class in Disability Considering expectations of class and culture in identification and placement Over-representation of racial & ethnic groups within categories of disability	**Response to Readings #2** Brown, McDonnel, & Snell, Ch. 2 Kluth, Ch. 4 Disability in Native American cultures
4 2/10	**Readings & Assignments** Brown, McDonnel, & Snell, Ch. 3 Person-Centered Planning Manual (on BB) Lecture is posted under Content on BB for this week	Assessing performance - Person-Centered Planning (MAPs - Identifying priority needs - Task analysis - Ecological Inventories & Discrepancy Analysis - Alternate assessment – CAA http://www.cde.ca.gov/ta/tg/ca/altassessment.asp	**Content Wrap-Up:** Task Analysis – collaborative activity

Week	Readings and Assignments (before class meets)	Topics & Activities (in class)	Due Dates
5 2/17	**Readings & Assignments** Kluth – Ch. 2 Brown, McDonnel, & Snell, Ch. 7 Olson, Leko, & Roberts (2016) on BB **Review**: *Resources for Inclusion* https://www.thoughtco.com/an-inclusion-toolbox-3111034 ***Common Core Connectors*** *http://www.cde.ca.gov/ta/tg/ca/altassessment.asp* Lecture is posted under Content on BB for this week	Inclusion of students with M/S disabilities and issues related to placement decisions Team-based decision-making for placement, programs, and services – Who makes up the "team"?	**Response to Reading #3:** Inclusion of students with M/S dis. In general ed. classes Kluth – Ch. 2 Brown, McDonnel, & Snell, Ch. 7 Olson, Leko, & Roberts (2016) on BB
6 2/24	**Readings & Assignments** PEPNet Tipsheet: Considerations when Teaching Students who are Deaf-Blind (on BB) Miles (2008) on BB **Resources:** National Center on Deaf Blindness Lecture is posted under Content on BB for this week	Intellectual & Developmental Disabilities Deaf-Blindness Multiple disabilities	**Case Study – Part A Assessments**
7 3/3	**Readings & Assignments** Brown, McDonnel, & Snell, Ch. 10 Brown, McDonnel, & Snell, Ch. 12 Kluth – Ch. 6 Lecture is posted under Content on BB for this week	Developing social interaction skills and facilitating social relationships Movement & Mobility Sensory challenges in ASD	**Quiz #2 –** ID & least dangerous assumption **Content Wrap-Up**: View ASD Simulation videos (there are 5) and complete the prompts, posted on BB for Week 6
8 3/10	**IRIS Module: Autism Spectrum Disorder (ASD) Part 2** https://iris.peabody.vanderbilt.edu/module/asd2/	No class meeting Complete the IRIS Module on ASD (Part 2)	**IRIS Module #1** - Complete the "Assessment" piece of the IRIS Module in Word document and submit to drop box on BB

Week	Readings and Assignments (before class meets)	Topics & Activities (in class)	Due Dates
9 3/17	**Readings & Assignments** Kluth – Ch. 1 Landrum, et al. (2003) on BB Leach & Duffy (2009) Ryan et al (2014) on BB **Resources:** NICHD Autism Lecture is posted under Content on BB for this week	Emotional Disorder Autism Spectrum Disorders	**Response to Reading #4:** *Choose: ED or ASD* Focus on primary considerations for this population in inclusive settings
10 3/24	**Readings & Assignments** Brown, McDonnel, & Snell, Ch. 9	Physical impairments Other health impairments Traumatic brain injury	**Quiz #3 – ASD** **IRIS activity:** TBI due to drop box on BB
11 3/31	SPRING BREAK	NO CLASS MEETING	NOTHING DUE
12 4/7	**IRIS Center Module:** *Assistive Technology: An Overview* **No lecture will be posted for this week** **No Zoom meeting**	No Class meeting https://iris.peabody.vanderbilt.edu/module/at/#content	**IRIS Module #2**: After viewing & interacting with all elements of the module, complete the "Assessment" portion and submit your responses to drop box on BB
13 4/14	**Readings & Assignments** Brown, McDonnel, & Snell, Ch. 5 & Ch. 14 Kluth – Ch. 10 & 11 Ballard & Diamond (2017) on BB Lecture is posted under Content on BB for this week	- IEP Program planning/Instructional methods & strategies including cultural considerations - Systematic Instruction, including task analysis (refer to Strategies for Effective Teaching - Students with Low Incidence Disabilities) - Direct instruction - "Presume Competence"	**Content Wrap-up:** Choose 2 existing IEP goals written for a student with M/S disabilities and briefly outline a lesson for each goal, based on CCSS (You may use "Essential Understandings")

Week	Readings and Assignments (before class meets)	Topics & Activities (in class)	Due Dates
14 4/21	**Readings & Assignments** Brown, McDonnel, & Snell, Ch. 11 Lecture is posted under Content on BB for this week	Program planning/Instructional methods & strategies (cont.) - Community-based instruction - Functional skill development - Literacy and Math Instruction for students with M/S disabilities – - How high are your expectations?	**Case Study Part B** – The IEP **Content Wrap-Up #4:** Using 2 existing IEP goals for students with M/S disabilities, create a math or literacy lesson using CCSS (Essential Understandings)
15 4/28	**Readings & Assignments** Brown, McDonnel, & Snell, Ch. 13 *American Speech-Language-Hearing Association (ASHA) on AAC* Kluth – Ch. 7 Documenting Assistive Technology in the IEP (on BB) WATI Consideration Guide https://taskca.org/tech-center/ https://www.ctdinstitute.org/area/families Lecture is posted under Content on BB for this week	Communication Skills **Guest Speaker:** ELL and AAC user Augmentative and Alternative Communication Educational & Assistive Technology Technology as a tool for teachers	**Content Wrap-Up:** Complete the lesson plan with AAC activity posted on BB for this week (you may collaborate)
16 5/5	**Readings & Assignments** Brown, McDonnel, & Snell, Ch. 15 & 16 "Independent Living Postsecondary Goal IEP Team Decision Assistance Form" on BB Considering Family & Culture Lecture is posted under Content on BB for this week	Skills for Home, Community, & Transition – Building Cultural Reciprocity with Families	**Part C of Case Study** (Assistive Technology) WATI or SETT with brief narrative **Case Study:** Part D - Unit Plan
Finals Week 5/12	Case Study presentations	Post in "Discussions" on BB Review and comment on at least 3 of your classmates' posts	Final Case Study Presentation

Evaluation Components and Grading

The use of all types of educational technology is encouraged and expected throughout this course.

Introduction Video (10 points)

Following the model presented by your instructor and the prompts in "Discussions", please create and submit a 2 to 3-minute video to introduce yourself to the instructor and your classmates. Details are on BB.

Content Wrap-Ups (Activities) (Variable @5 points each = 20-30 points)

Participation activities will occur during several Zoom class meetings or may be completed after the class. Some may be done collaboratively with classmates. Attendance and participation in these activities are expected. Interacting and collaborating with your classmates are important parts of your development as a future special educator. One in-class activity may be made up if missed and it must be submitted within one week from when the activity originally occurred in class. Please contact the instructor in advance of any absences whenever possible.

Responses to the Readings (4 @ 5 points each = 20 points)

There will be three thoughtful responses to assigned readings on selected weeks, as posted in the syllabus. A typewritten response will be due to drop box on BB the following week. Responses are to be thoughtful reflections on the readings, not a summary of the content. *What stood out to you? What questions do you have? Do you disagree with anything? How might the content of this article relate to your work in a classroom?* They are to be no longer than two pages in length, double-spaced, 1" margins, and 12-point font.

IRIS Center Module & Activities (3 @ 10 points each = 30)
There will be 3 online assignments during the semester. These may or may not replace a face- to-face class meeting, depending on the assignment. The instructor will provide more detail on BeachBoard, under the "Assignments" heading.

Quizzes (3 @ 10 points each = 30)

There will be 3 brief quizzes in True/False and Multiple-Choice format. These are designed for the instructor to measure your understanding of content to date. The quizzes are not cumulative.

Case Study Project – **S4 Fieldwork Assignment** *More details are posted on BB under "Assignments"*
There are 5 elements to this case study. Each element will be submitted and graded independently but will be integrated as a whole project by the end of the semester.

A. Assessments (50 pts.)
   1. Introduction to the K-12 student with moderate/severe disabilities that will be the focus student for this case study
   2. Ecological Inventory with Discrepancy Analysis – *required*
   3. One other assessment tool selected from this list:
        1. Curriculum-based measures in selected area
        2. Adaptive behavior scale
        3. CAPA or CAA – Selected Level and one content area (e.g. ELA)
        4. Portfolio in selected area

B. Individualized Education Program (IEP) (50 pts.)

 Present levels of performance, written goals and objectives based on grade level standards, assessment, student and/or family input, and individual needs

C. Assistive Technology (20 pts.)
1. Brief discussion of the student's current use or evident need for use of AT.
2. Complete an informal inventory (e.g., WATI or SETT) to demonstrate consideration for AT for this student in preparation for an IEP meeting.
3. Include 1-page narrative explaining your selections.

D. Instructional Unit Plan (100 pts.)
1. Integrate academic, social, vocational, sensory, mobility, and life skills for a student with Moderate/Severe disabilities within an inclusive setting.
2. This must be based on data collected from Assessment Assignment A (above) and IEP goals/ objectives from Assignment B (above). Reflect current or expected use of AT from part C (above).

E. Case Study Presentation (70 pts.)
1. Presented in electronic format (e.g. Power Point, Prezi, Google Slides, etc.)
2. Description of the student
3. Include previous assignment elements: Assessment, AT evaluation, IEP, and unit plan
4. Demonstrate your use of instructional technology throughout all elements of the unit (e.g. Word processing, spreadsheet, Internet, software, hardware, etc.)

Grading Scale

Letter Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

Evaluation Components and Weight (Sample)

Evaluation Component	Points
Introduction Video	10
Responses to Readings (4 @ 5 points)	20
IRIS Modules & Activities (3 @ 10)	30
Quizzes (3 @ 10)	30
Content Wrap-Ups (Activities in or related to class – variable @ 5)	30-40
CASE STUDY	
Part A - Assessments	50
Part B – The IEP	50
Part C – Assistive Technology	20
Unit Plan - 5 lessons	100
Final Presentation	70
Total	**410-420**

References

Ballard, S. L., & Dymond, S. K. (2017). Addressing the general education curriculum in general education settings for students with severe disabilities. *Research and Practice for Persons with Severe Disabilities, 42,*(3), 155-170

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Downing, J. (2005). *Teaching literacy to students with significant disabilities: Strategies for the K-12 inclusive classroom*. Thousands Oaks, CA: Corwin.

Iovannone, R., Dunlap, G., Huber, H., & Kincaid, D. (2003). Effective educational practices for students with Autism Spectrum Disorder. *Focus on Autism and Other Developmental Disabilities, 18,(*3), 150-165.

Jimenez, B., Courtade, G., & Browder, D. (2013). *6 successful strategies for teaching common core state standards to students with moderate to severe disabilities.* Verona, WI: Attainment Company, Inc.

Jorgensen, C. (2005). The least dangerous assumption: A challenge to create a new paradigm. *Disability Solutions, 6*, 4-9.

Landrum, T. J., Tankersley, M., & Kauffman, J. M. (2003). What is special about special education for students with emotional or behavioral disorders? *The Journal of Special Education, 37,*(3), 148-156.

Leach, D., & Duffy, M. L. (2009). Supporting students with Autism Spectrum Disorder in inclusive settings. *Intervention in School and Clinic*, 31-37.

McKenzie, A. R. (2009). Emergent literacy supports for students who are deaf-blind or have visual impairments: A multiple case study. *Journal of Visual Impairment and Blindness*, 291-302.

Miles, B. (2008). Overview on deaf-blindness. *The National Information Clearinghouse on Children Who Are Deaf-Blind.*

Landrum, T. J., Tankersley, M., & Kauffman, J.M. (2003). What is special about special education for students with emotional or behavioral disorders? *The Journal of Special Education, 37*, 148-156.

Olson, A., Leko, M. M., & Roberts, C. A. (2016). Providing students with severe disabilities access to the general education curriculum. *Research and Practice for Persons with Severe Disabilities, 41,*(3), 143-157.

Ryan, J. B., Hughes, E., Katsiyannis, A., McDaniel, M., & Sprinkle, C. (2011). Research-based educational practices for students with Autism Spectrum Disorder. *TEACHING Exceptional Children, 47*, 94-102.

Wehby, J. H., Lane, K. L., & Falk, K. B. (2003). Academic instruction for students with emotional and behavioral disorders. *The Journal of Emotional and Behavioral Disorders, 11*, 194-197.