

# Methods for Students with Extensive Support Needs

## EDSE 213A

Summer 2026 Section 80 Fully Online 3 Unit(s) 07/06/2026 to 08/07/2026 Modified 06/23/2026

### Contact Information

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**Instructor:** Laurie Fiatal

**Email:** laurie.fiatal@sjsu.edu

**Office Hours:** on request

### Course Information

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## Faculty Web Page and MYSJSU Messaging

Course materials such as the syllabus, handouts, notes, assignment instructions, and readings can be found on the Canvas learning management system course page for this course. You are responsible for regularly checking with the messaging system through Canvas. Additionally, be aware that all communications for this course should take place on either Canvas or through your university provided email (sjsu.edu).

## Online

**Class Days/Times:**

Tuesday and Thursday 4:00-7:45PM

7/7, 7/9, 7/14, 7/16, 7/21, 7/23, 7/28, 7/30, 8/4, 8/6

**Classroom:** [Click here for Zoom link \(https://sjsu.zoom.us/j/5984846585\)](https://sjsu.zoom.us/j/5984846585)

NOTE: 7/14 and 7/16 classes will be fully asynchronous. There will be no online classes on these dates

## Course Description and Requisites

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Examination and application of evidence-based instructional strategies that provide access to curriculum aligned with content standards for students with extensive support needs as well as functional skills instruction to successfully transition students with extensive support needs into higher educational, vocational, and community settings.

Prerequisite(s): EDSE 206A and department consent.

Letter Graded

## \* Classroom Protocols

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Students are expected to log in on time and complete all assignments by midnight of the due date. Students will receive a 10% grade deduction for every 24 hours the assignment is late. No assignments will be accepted more than 48 hours after the original due date.

Classes will be a combination of online lectures, individual assignments, and small group work.

## Program Information

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### LCOE Department of Special Education Mission

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

### LCOE Department of Special Education Program Learning Outcomes

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

- **PLO 5** Utilize research-based knowledge and theoretical, conceptual and evidence-based practices related to individuals with disabilities to improve services and instruction in the field.

[Link to Education Specialist TPEs \(pps 13 – 42\). \(https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1\\_45\)](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45)

## Course Goals

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This course is intended to assist students to meet the competencies specified in the Extensive Support Needs (ESN) Specialty Teaching Performance Expectations (TPE) in assessment:

### CTC- Universal Teaching Performance Expectations

Introduce	Practice	Assess
1.3, 1.5, 3.3, 4.6, 5.3, 5.8, 6.3	1.3, 1.5, 3.1, 3.2, 3.3, 3.4, 4.4, 5.5, 6.1	4.1

### CTC – Extensive Support Needs (ESN) Teaching Performance Expectations – Education Specialist

Introduce	Practice	Assess
1.4, 1.10, 1.11, 2.1, 2.2, 2.6, 2.7, 3.1, 3.2, 6.5, 6.6, 6.7	1.6, 2.1, 2.2, 2.6, 2.7, 2.14, 4.4, 4.5, 4.6, 4.8, 5.1, 5.3, 6.6, 6.7	6.4

### CTC- Universal Literacy Teacher Performance Expectations

Introduce	Practice
7.2, 7.6	7.4, 7.5, 7.9, 7.10

### CTC- ESN Literacy Teacher Performance Expectations

Introduce
7.3, 7.4, 7.6, 7.7

## Course Learning Outcomes (CLOs)

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Upon completion of the course, students will demonstrate their knowledge, skills and abilities related to:

1. Developing and implementing Individualized Education Program (IEP), including instructional goals that are aligned with Common Core State Standards that lead to effective inclusion of students with extensive support needs in the general education core curriculum.

2. Monitoring student progress by developing data collection procedures from IEP goals, collecting data, charting data, and analyzing data to change instructional interventions.
3. Developing instructional and curricular sequences that align with common core standards and that include options on how to modify the general education curriculum in literacy, mathematics, science, social studies, vocational and functional skills to serve students with extensive support needs, including the use of assistive technology, so that they have equitable access to the content and educational practices in general education.
4. Using information from individualized health care plans to support a safe environment and implement specialized health care regulations and technological procedures required by students with extensive support needs who require medical services not requiring a physician.
5. Addressing functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability and have difficulty accessing their education due to physical limitations.
6. Supporting the movement, mobility, sensory and/or specialized health care needs required for students to participate fully in classrooms, schools and the community. As appropriate, organize a safe environment for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment and other mobility and sensory accommodations.
7. Implementing instructional strategies that are evidence-based and meet the diverse learning characteristics of students with extensive support needs in inclusive and non-inclusive settings; including age appropriate strategies, systematic instruction, peer mentoring/collaboration, technology use in instruction and culturally responsive pedagogy.
8. Implementing the principles of self-determination and self-advocacy skills in the classroom in curriculum, instruction, IEP, and transition with students with extensive support needs.
9. Developing instructional sequences for teaching functional skills, life skills, and independent living skills that align with evidence-based practices and maintain the dignity of the student during the teaching process.
10. Developing knowledge and appreciation of historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment and education in the lives of individuals with disabilities.

## Course Materials

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### Required Texts/Readings

Pennington, R., Ault, M., Courtade, G., & Jameson, J. M. (Eds.). (2022). High leverage practices and students with extensive support needs (1st ed.). Council for Exceptional Children.  
ISBN-10: 0367772558; ISBN-13: 978-0367772550

### Recommended Readings/Resources

Ainsworth, L. (2011). Rigorous curriculum design: How to create curricular units of study that align standards, instruction, and assessment. Lead and Learn Press.

- Brolin, D. E., & Loyd, R. J. (2004). Career development and transition services: A functional life skills approach. Pearson Education Inc.
- Browder, D. M. & Spooner, F. (2006). Teaching language arts, math, & science to students with significant cognitive disabilities. Paul Brookes Publishing Co.
- Browder, D. M. & Spooner, F. (2011). Teaching students with moderate and severe disabilities. New York, NY: The Guilford Press.
- Browder, D. M., Wood, L., Thompson, J., & Ribuffo, C. (2014). Evidence-based practices for students with severe disabilities (Document No. IC-3). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: <http://cedar.education.ufl.edu/tools/innovation-configurations/> (<http://cedar.education.ufl.edu/tools/innovation-configurations/>)
- Collins, B.C. (2012). Systematic instruction for with moderate and severe disabilities. Paul Brookes Publishing Co..
- Cope, B., & Kalantzis, M. (2015). The things you do to know: An introduction to the pedagogy of multiliteracies. In A pedagogy of multiliteracies (pp. 1-36). Palgrave Macmillan
- Cummins, J., & Early, M. (2010). Identity texts: The collaborative creation of power in multilingual schools. Trentham Books Ltd.
- Duke, N. K., Purcell-Gates, V., Hall, L. A., & Tower, C. (2006). Authentic literacy activities for developing comprehension and writing. *The Reading Teacher*, 60(4), 344-355. <https://doi.org/10.1598/RT.60.4.4>
- Friend, M., & Cook, L. (2017). Interactions: Collaborations for school professionals. Pearson Education Inc.
- Kliewer, C. (2008). Seeing all kids as readers: A new vision for literacy in the inclusive early childhood classroom. Paul Brookes Publishing Co.
- Kliewer, C., & Biklen, D. (2001). "School's not really a place for reading": A research synthesis of the literate lives of students with severe disabilities. *Journal of the Association for Persons with Severe Handicaps*, 26(1), 1-12.
- Ladson-Billings, G. (1995). But that's just good teaching!: The case for culturally relevant pedagogy. *Theory into Practice*, (3), 159.
- McLaughlin, M., & Overturf, B. J., (2012). The common core: insights into the K-5 standards. *The Reading Teacher*, (2), 153.
- Moje, E. B., & Hinchman, K. (2004). Culturally responsive practices for youth literacy learning. In T.L. Jetton & J.A. Dole (Eds.), *Adolescent Literacy Research and Practice* pp. 321-350. Guilford
- Moll, L. C. & Gonzalez, N. (1994). Lessons from research with language-minority children. *Journal of Reading Behavior*, 26(4).
- Rapp, W. H. & Arndt, K. L. (2012). Teaching everyone: An introduction to inclusive education. Paul Brookes Publishing Co.
- Smith, D. D., DeMarco, J. F. & Worley, M. (2009). Literacy beyond picture books: Teaching secondary students with moderate to severe disabilities. Corwin.
- Wehmeyer, M. L. & Webb, K. W. (2012). Handbook of adolescent transition education for youth with disabilities. Taylor and Francis.
- Westling, D. L. & Fox, L. (2014). Teaching students with severe disabilities. Pearson Education Inc

# Other technology requirements/ equipment/materials

Students will need access to Microsoft or Google Applications that include word processing and spreadsheets.

## Course Requirements and Assignments

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

### Assignments

All written assignments are to be turned on the date they are due. Written assignments are expected to be free from spelling and grammatical errors, following the rules of English writing, and submitted online in Canvas.

### Readings

All assigned readings should be completed before class. Topics in class will be covered with the expectation that the information has already been introduced by reading the textbook.

### Participation

Attend class and participate in the activities and discussion. There will be 10 teaching labs worth 10 points each, due at the end of each class. You must be present in class to earn the points for the participation/teaching labs, no makeups will be available.

### Grading:

Assignment	Points	Total Points	Percentage of Grade
Teaching Labs/Participation, must attend class to earn points	10	100	31%
Homework	10	60	19%
Atypical Development Slide Presentation	25	35	11%
Atypical Development Discussion Board Post	10		
Foundations of Literacy Module	50	50	16%
Curriculum Map	25	25	7%
Evidence Based Practiced Presentation	50	50	16%

## Grading Scale

Grade	Percentage
A+	97-100%
A	94-96%
A-	90-93%
B+	89-87%
B	84-86%
B-	80-83%
C+	79-77%

## University Policies

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

## Course Schedule

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Date	Topics	Assignments	TPEs Addres
7/7	Course Introduction  History of Disability Rights  Introduction to Evidence-Based Practices  Systematic Instruction  Introductions to Common Core State Standards  Writing IEP Goals using Common Core Standards	Chapter 12 Teaching Lab 1 Homework 7/7/26	EX 6.4 U 4.1 U 5.8
7/9	Lesson Planning  Evidence Based Practices <ul style="list-style-type: none"> <li>• Explicit Instruction</li> </ul> Providing Scaffolded Supports <ul style="list-style-type: none"> <li>• Task analysis</li> <li>• Data collection</li> <li>• Prompt hierarchy</li> <li>• Graduated guidance</li> </ul>	Chapter 15 Teaching Lab 2 Homework 2	EX 3.2 U 3.2 U 5.5 U 5.8
7/14	<b>Asynchronous Class</b> Understanding Atypical Development and it's Educational Implications	Chapters 16 and 17 Atypical Development Slide Presentation Discussion Board Post	EX 2.1 EX 2.2 EX 2.3 EX 2.4 EX 6.5 EX 6.6 EX 6.7

Date	Topics	Assignments	TPEs Address
7/16	<b>Asynchronous Class</b> <a href="https://allohioliteracy.org/learning-modules/foundational-literacy-learning-modules/">Foundations of Literacy Module</a> ( <a href="https://allohioliteracy.org/learning-modules/foundational-literacy-learning-modules/">https://allohioliteracy.org/learning-modules/foundational-literacy-learning-modules/</a> ).	Chapters 13 and 14 Certificate of Completion	U 7.2 U 7.4 U 7.5 U 7.6 U 7.9 U 7.10 EX 7.3 EX 7.4 EX 7.6 EX 7.7
7/21	Curriculum Mapping  Providing Scaffolded Supports <ul style="list-style-type: none"> <li>• time-delay</li> <li>• simultaneous prompting</li> <li>• prompt fading</li> </ul>	Chapter 5 Teaching Lab 3 Homework 3	EX 4.4 U 3.1 U 6.1
7/23	Use of AAC in the Classroom  Providing Scaffolded Supports <ul style="list-style-type: none"> <li>• system of least prompts</li> <li>• visuals</li> <li>• modeling</li> <li>• assistive technology</li> </ul>	Chapters 6 and 19 Teaching Lab 4 Teaching Lab 5 Homework 4	EX 1.2 EX 2.5 EX 4.4
7/28	Teaching Functional Skills/Independent Living Skills/Transition Skills <ul style="list-style-type: none"> <li>• Self-Determination</li> <li>• Self Advocacy</li> </ul>	Chapters 7 and 8 Teaching Lab 6 Teaching Lab 7 Homework 5	EX 1.4 EX 1.11 U 1.3 U 1.5 U 5.3
7/30	Social Skills Teaching  Collaboration with Paraprofessionals, General Education Teachers, Therapists, Consultants	Chapters 2 and 9 Teaching Lab 8 Teaching Lab 9 Homework 6	EX 4.7 U4.6

Date	Topics	Assignments	TPEs Addres
8/4	Visual and Performing Arts	<a href="https://www.cde.ca.gov/ci/vp/cf/documents/caartsfwchapter1.pdf">Arts Framework Chapter 1</a> <a href="https://www.cde.ca.gov/ci/vp/cf/documents/caartsfwchapter1.pdf">(https://www.cde.ca.gov/ci/vp/cf/documents/caartsfwchapter1.pdf)</a>  Curriculum Map Assignment  Teaching Lab 10	U 1.7
8/6	Evidence Based Practices Presentations		