Syllabus

Instructional Management for Students with Visual Impairments (ages birth through 21)

3 Credit Hours

Spring 2020

INSTRUCTORS

Hong “Nana” Phangia Dewald, Ph.D., COMS
Phone: (801) 633-4307
Email: hong.bich.phangia@m.cc.utah.edu
Office Hours: By Appointment

Catherine Smyth, Ph.D.
Phone: (720) 205-3147
Email: cathy.smyth@utah.edu
Office Hours: By Appointment

University of Utah
College of Education
Department of Special Education

CLASS INFORMATION

Dates: January 8, 2020 – April 29, 2020
Time: Wednesdays, 4:35 pm – 7:35 pm
Location: SAEC 2155

COURSE OVERVIEW

Multi-University Consortium Teacher Preparation Program in Sensory Impairments

This course emphasizes best practices in instructional management for children with visual impairments, in early intervention settings, preschool programs, early elementary grades, as well as the older students in upper elementary through high school grades. The course teaches strategies of the development of basic concepts, socialization skills, emergent literacy, effective braille reading and writing, daily living skills, career understanding, and recreation and leisure skills. Understanding agency and community resources, family collaboration, modification and adaptation of material and environments will also be presented.

Teaching and Learning Methods:
The course will include lecture, discussion, group activities, and hands-on learning.
COURSE CONTENT & OBJECTIVES

Instructional Management for Students with Visual Impairments (ages birth through age 21) is the methods course for preservice teachers in the field of visual impairments. Upon completion of the course, students will demonstrate the following competencies with families and children, where the children have a visual impairment:

1. Students will review and understand (a) historical foundations of education for children with visual impairments, (b) educational definitions and identification criteria, (c) issues and trends in the field of visual impairment, (d) the Utah State Special Education Regulations as they relate to early intervention/preschool children with visual impairments and to students who have visual impairments in the public schools.

2. Students will identify the effects of visual impairment on development, learning, and sensory input, including the impact of additional exceptionalities.

3. Students will discuss a variety of assessments used with students who have visual impairments, select appropriate assessments, including a Functional Vision Assessment, Learning Media Assessment, developmental assessments, expanded core curriculum assessments, alternative assessment techniques, and other educational assessments, as part of a transdisciplinary team.

4. Students will analyze and interpret assessment results, prioritize needs, design and implement early intervention strategies (home setting), including use of intervention techniques, instructional strategies, and selection and use of resource materials.

5. Students will analyze and interpret assessment results, prioritize needs, design educational strategies including the use of adaptive techniques, instructional strategies, selection and use of resource materials for students in educational settings, and options for data collection.

6. Students will understand the IFSP/IEP process and will select appropriate outcomes, goals and objectives for individual students including: students will complete the early intervention outcome plan and K-12 instructional plans, addressing IFSP and IEP goals, behavioral objectives, evaluation procedures, and activities/materials/environmental modifications. The intervention/instructional plans will also reflect strategies for infusing objectives into the infant’s daily routine and student’s daily class schedule. Students will also address team issues including the roles of paraeducators, development of appropriate educational setting, use of role models, and development of early literacy activities for users of both large print and braille.
7. Students will identify appropriate techniques linking instructional plans to the Utah State Core Curriculum, Utah Braille Core Standards for English Language Arts and Math, and the National Core Curriculum for Students with Visual Impairments. Instructional plans should reflect concrete (hands-on) learning, development of all senses, problem-solving, adaptive skills (handwriting, listening, keyboarding, technology, visual efficiency, organization skills, etc.), self-help skills, appropriate socialization skills, and self-advocacy skills. Additionally, instructional plans will include specific modifications and adaptations needed (including environmental needs) to promote success and independence for the student who has a visual impairment.

8. Student instructional plans will include data driven practices and will (a) be empirically validated and include specific student outcomes or behaviors; (b) identify any needed supports, prompts, modifications, adaptations, accommodations, aids, technology, etc.; (c) identify the criterion for changing supports, prompts, modifications, etc. as appropriate; (d) promote efficient acquisition of the skill(s); (e) include strategies for teaming with classroom teachers, paraeducators, and/or families; (f) promote generalization of the skill across environments and/or contexts. Additionally, plans will include (a) performance data collection strategies that indicates specific student outcomes or behaviors; and (b) allow the teacher to carry out error analysis and identify potential modifications in instructional procedures and/or needed changes in accommodations, adaptations, and/or aids as appropriate.

9. Students will develop plans for students who need structured behavioral and communication interventions.

10. Students will understand the transitioning process and design a transition plan for a child transitioning from preschool to kindergarten and from high school to post high school settings.

11. Students will identify the contact agency and processes for accessing federal entitlements for specialized equipment and materials. Students will identify international, national, state, and local organizations and agencies serving children with visual impairments and their families.
COURSE TEXTBOOKS & MATERIALS

Required:


Southern Oregon Education Service District (2007). Oregon project for preschool children who are blind or visually impaired: Skills inventory (6th ed.). Medford, OR: Southern Oregon Education Service District. (May be purchased from the Department of Special Education for $10.)


** In addition, there are multiple electronic readings that will be available in the Canvas modules that are required readings each week. See the course schedule for dates required.

Recommended (optional):


### COURSE ASSIGNMENTS AND GRADING

There are two major assignments for this class:
- A Comprehensive Student Plan
- Activities That Support Teaching Practice

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Assessment &amp; Assessment Reports</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Developmental Assessment</td>
<td>2/5/2020</td>
<td>100</td>
</tr>
<tr>
<td>• Functional Vision Assessment</td>
<td>2/19/2020</td>
<td>100</td>
</tr>
<tr>
<td>• Learning Media Assessment</td>
<td>3/4/2020</td>
<td>100</td>
</tr>
<tr>
<td>• Expanded Core Curriculum Assessment</td>
<td>3/25/2020</td>
<td>100</td>
</tr>
<tr>
<td>• Cortical Vision Impairment Assessment</td>
<td>4/15/2020</td>
<td>100</td>
</tr>
<tr>
<td><strong>B. IEP / IFSP</strong></td>
<td>4/4/2020</td>
<td>100</td>
</tr>
<tr>
<td><strong>C. Transition Plan (class activity)</strong></td>
<td>4/8/2020</td>
<td>25</td>
</tr>
<tr>
<td><strong>D. Curricular &amp; Instructional Program Plans</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(50 points per instructional plan)</td>
<td>4/15/2020</td>
<td>100</td>
</tr>
<tr>
<td><strong>E. Student Needs Activity</strong></td>
<td>4/15/2020</td>
<td>50</td>
</tr>
</tbody>
</table>
## Activities that Support Teaching Practice

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. TVI Observations</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 6 Observations (25 points per observation)</td>
<td>3/18/2020</td>
<td>150</td>
</tr>
<tr>
<td>• 2 Instructional Sessions:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>whole group/small group/one-on-one</td>
<td>4/15/2020</td>
<td>50</td>
</tr>
<tr>
<td>(25 points per instructional session)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B. Field Studies Activities (25 points per activity)</strong></td>
<td>4/15/2020</td>
<td>50</td>
</tr>
<tr>
<td><strong>C. Professional Presentation / Discussion</strong></td>
<td>See sign-up sheet</td>
<td></td>
</tr>
<tr>
<td>• Professional Presentation Topic</td>
<td>1/14/2020</td>
<td>5</td>
</tr>
<tr>
<td>• Professional Presentation - Undergraduates</td>
<td>4/23/2020</td>
<td>50</td>
</tr>
<tr>
<td>• Professional Presentation - Graduates</td>
<td>4/23/2020</td>
<td>100</td>
</tr>
<tr>
<td><strong>D. Class Participation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(includes 10 journal discussion entries)</td>
<td>See class schedule</td>
<td>100</td>
</tr>
</tbody>
</table>

### TOTAL POSSIBLE

- Undergraduates: 1230
- Graduates: 1280

## GRADING SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100% – 93%</td>
</tr>
<tr>
<td>A-</td>
<td>92.9% – 90%</td>
</tr>
<tr>
<td>B+</td>
<td>89.9% – 87%</td>
</tr>
<tr>
<td>B</td>
<td>86.9% – 83%</td>
</tr>
<tr>
<td>B-</td>
<td>82.9% – 80%</td>
</tr>
<tr>
<td>C</td>
<td>79.9% – 77%</td>
</tr>
<tr>
<td>C+</td>
<td>76.9% – 73%</td>
</tr>
<tr>
<td>C-</td>
<td>72.9% – 70%</td>
</tr>
<tr>
<td>D+</td>
<td>69.9% – 67%</td>
</tr>
<tr>
<td>D</td>
<td>66.9% – 63%</td>
</tr>
<tr>
<td>F</td>
<td>62.9% – 0%</td>
</tr>
<tr>
<td>B</td>
<td>86.9% – 83%</td>
</tr>
<tr>
<td>C-</td>
<td>72.9% – 70%</td>
</tr>
</tbody>
</table>
POLICIES AND EXPECTATIONS

It is expected that assignments and readings will be completed outside of the scheduled class meeting times and that students and instructor will arrive prepared for each class session to participate in discussions and activities.

STANDARDS FOR WRITTEN WORK

All papers must be typed and in 12 point black print. They will be graded according to the following standards:

- Information is thorough and complete.
- Information is clearly stated and concisely written, and logically organized.
- Written work is free of spelling, grammar, and punctuation errors.
- Written work is presented in a professional manner and uses professional language.

LATE WORK

All assignments are expected to be submitted in person/on Canvas and on time. A 20% penalty will be assessed for all assignments submitted up to a week after the due date. Unless special arrangements are made a MINIMUM OF TWO WEEKS IN ADVANCE, no credit will be given for assignments submitted more than one week after the due date. No assignments will be accepted after Wednesday, April 17th. The instructor reserves the right to alter or delete assignments; no additional assignments will be added.

QUALITY OF WORK

Points/grades are associated with assignments. The quality of every project must be at least “Preservice Effective/Developing (80%)” in order to pass the course. Even if the student has enough cumulative points to pass the course without a “Preservice Effective/Developing” grade on any given project, the student will not have earned/be eligible for a passing grade in the course.

ABSENCES

All students are expected to attend every class period and placement assignment. Upon an illness, students must contact the professor/cooperating teacher of their absence. Absences will not be approved due to a social event or employment engagement. Students will be expected to obtain notes from a peer and make up any work that they may miss. In class assignments or quizzes missed for an unapproved absence will not be accepted.
**TARDIES**

Students are expected to be professional and demonstrate strong work ethics. Arriving late (even just a few minutes) to classes or placement assignments is not acceptable. Future employers will expect all their employees to be punctual and arrive to work on time.

**ACADEMIC INTEGRITY**

Academic integrity is expected in all class-related endeavors. Students are expected to be honest in all academic work. Offenses involving academic dishonesty include, but are not limited, to the following: cheating on quizzes or examinations, computer dishonesty, plagiarism, grade falsification or collusion (see Student Handbook for definitions and University regulations regarding academic dishonesty). Acts involving academic dishonesty will be reported to the Department Chairperson and the Dean of Student’s Office. The penalties for academic dishonesty may be severe, ranging from failure on the particular class requirement, to failure in the course, to expulsion from the University in extreme cases (see Undergraduate Catalog and Student Handbook for a description of adjudication procedures).

The entire Student Code for the University of Utah can be found at [http://regulations.utah.edu/academics/6-400.php](http://regulations.utah.edu/academics/6-400.php).

It is expected that students will maintain a respectful and civil atmosphere during class meetings. Thus, expectations are that students:

- Prevent disruptions by turning off and refraining from use of cell phones and beepers, and by putting away extraneous reading materials. Use of laptop computers in class is not allowed without the instructor’s permission.
- Adhere to the University of Utah code for student conduct.

**OTHER COURSE STANDARDS**

Professional behaviors reflecting the dispositions required of teachers will be expected from you as a prospective teacher. These behaviors include promptness and consistent attendance, preparedness for class discussion, meeting due dates, manners, honesty and ethics.

Students are responsible to adhere to all professional and ethical practices as outlined in the Department of Special Education Student Manual, and as defined by the professional organizations of CEC and AER for teachers of students with disabilities.
FIT TO TEACH

Students in this course are expected to meet the Fitness to Teach criteria located at http://uite.utah.edu/_documents/www-ed-utah-edu/programs/Fitness%20to%20Teach%20Final.pdf.

THE AMERICAN WITH DISABILITIES ACT (ADA)

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

ADDRESSING SEXUAL MISCONDUCT

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status, or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, (801) 581-8365, or the Office of the Dean of Students, 270 Union Building, (801) 581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, (801) 581-7776. To report to the police, contact the Department of Public Safety, (801) 585-2677(COPS).

PREFERRED FIRST NAME

Class rosters are provided to the instructor with the student’s legal name as well as “preferred first name” (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, we will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise us of any name or pronoun changes (and update CIS) so we can help create a learning environment in which you, your name, and your pronoun will be respected. If you need assistance getting your preferred name on your UIDcard, please visit the LGBT Resource Center Room 409 in the Olpin Union Building, or email bpeacock@sa.utah.edu to schedule a time to drop by. The LGBT Resource Center hours are Monday-Friday 8am-5pm, and 8am-6pm on Tuesdays.
WELLNESS STATEMENT

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness at www.wellness.utah.edu or (801) 581-7776.

ACCOMMODATIONS STATEMENT

The Department of Special Education is committed to policies of equal opportunity and affirmative action and prohibits discrimination on the basis of race, color, national origin, religion, sex, sexual orientation, age, or status as a Vietnam veteran, disabled veteran, or person with a disability. The Department of Special Education seeks to provide equal access to its programs, services and activities for people with disabilities. Reasonable prior notice is needed to arrange accommodations. Students should notify the instructor of needed accommodations at the beginning of the semester or in a timely fashion. Evidence of practice not consistent with these policies should be reported to the Office of Equal Opportunity and Affirmative Action, (801) 581-8365.

Note: This syllabus is meant to serve as an outline and guide for our course. Please note that we may modify it with reasonable notice to you. We may also modify the Course Schedule to accommodate the needs of our class. Any changes will be announced either in class or email, or posted on Canvas under Announcements.