

City University of New York (CUNY)

## CUNY Academic Works

---

Open Educational Resources

Queens College

---

2020

### ECPSE710:Curriculum and Instruction for Childhood Special Education

SunA Kim

*CUNY Queens College*, [sun.kim@qc.cuny.edu](mailto:sun.kim@qc.cuny.edu)

[How does access to this work benefit you? Let us know!](#)

More information about this work at: [https://academicworks.cuny.edu/qc\\_oers/24](https://academicworks.cuny.edu/qc_oers/24)

Discover additional works at: <https://academicworks.cuny.edu>

---

This work is made publicly available by the City University of New York (CUNY).

Contact: [AcademicWorks@cuny.edu](mailto:AcademicWorks@cuny.edu)

QUEENS COLLEGE  
CITY UNIVERSITY OF NEW YORK  
School of Education

**Department of Educational and Community Programs**  
**Graduate Programs in Special Education**

<b>ECPSE 710</b>	<b>Curriculum and Instruction for Childhood Special Education (3 credits - Hybrid)</b>
<b>COURSE DESCRIPTION</b>	The overall objective of this course is to provide program candidates with strategies, tools, and techniques to design and implement meaningful educational experiences and opportunities for children with or at-risk for learning disabilities. The focus is on assuring and promoting access and participation in the general education curriculum and inclusive educational settings. Candidates within this course will be provided with experiences related to curriculum design, assessment, and instruction, as well as multiple opportunities to develop, modify, and evaluate curriculum; design informal assessments; and plan and teach direct instruction lessons. Classes will include in-person and web-based lectures, discussion, applications, cooperative group work, and reflective evaluation of classroom observations and instruction.
<b>COURSE MATERIALS</b>	Links to all course materials are available through the class Blackboard.  <b>1. Web-Based Materials</b>  <a href="https://vimeo.com/mjk">https://vimeo.com/mjk</a> <a href="https://intensiveintervention.org/">https://intensiveintervention.org/</a> <a href="http://iris.peabody.vanderbilt.edu/module/ebp_02/">http://iris.peabody.vanderbilt.edu/module/ebp_02/</a> <a href="http://iris.peabody.vanderbilt.edu/module/sca/#content">http://iris.peabody.vanderbilt.edu/module/sca/#content</a> <a href="https://intensiveintervention.org/">https://intensiveintervention.org/</a> <a href="http://iris.peabody.vanderbilt.edu/module/sca/#content">http://iris.peabody.vanderbilt.edu/module/sca/#content</a> <a href="https://www.meadowscenter.org/vgc/">https://www.meadowscenter.org/vgc/</a> <a href="https://cedar.education.ufl.edu/">https://cedar.education.ufl.edu/</a>
	<b>2. Research Articles, Book Chapters, and Guides for Practitioners</b>  Bouck, E. Satsangi, R., & Park J. (2018). The concrete–representational–abstract approach for students with learning disabilities: An evidence-based practice synthesis, <i>Remedial and Special Education</i> , 39(4) 211 –228.

	<p>Boardman, A. G., Vaughn, S., Buckley, P., Reutebuch, C., Roberts, G., &amp; Klingner, J. (2016). Collaborative strategic reading for students with learning disabilities in upper elementary classrooms. <i>Exceptional Children</i>, 82(4), 409–427.</p> <p>Ciullo, S. SoRelle, D., Kim, S. A., Seo, Y., &amp; Bryant, B. R. (2011). Monitoring student response to mathematics intervention: Using data to inform Tier 3 intervention. <i>Intervention in School and Clinic</i>, 47(2), 120-124. DOI: 10.1177/1053451211414188.</p> <p>Council for Exceptional Children &amp; CEEDAR Center. (2019). Introducing high-leverage practices in special education: A professional development guide for school leaders. Arlington, VA: Council for Exceptional Children &amp; CEEDAR Center. www.highleveragepractices.org.</p> <p>Doabler, C. T., Cary, M. S., Junghohan, K., Clarke, B. Fien, H., Baker, S., Chard, D. (2012). Enhancing core mathematics instruction for students at risk for mathematics disabilities. <i>Teaching Exceptional Children</i>, 44, 48 -57.</p> <p>Harris, K. R., Graham, S., &amp; Mason, L. H. (2006). Improving the writing, knowledge, and motivation of struggling young writers: Effects of self-regulated strategy development with and without peer support. <i>American Educational Research Journal</i>, 43 (2), 295–340. <a href="https://doi.org/10.3102/00028312043002295">https://doi.org/10.3102/00028312043002295</a>.</p> <p>Hosp, M. K. &amp; Hosp, J. L. (2003). Curriculum-based measurement for reading, spelling, and math: How to do it and why. <i>Preventing School Failure</i>, 48 (1). 10-17.</p> <p>Israel, M., Marino, M., Delisio, L., &amp; Serianni, B. (2014). Supporting content learning through technology for K-12 students with disabilities (Document No. IC-10). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: <a href="http://cedar.education.ufl.edu/tools/innovation-configurations/">http://cedar.education.ufl.edu/tools/innovation-configurations/</a></p> <p>Jayanthi, M., Gersten, R., Baker, S. (2008). Mathematics instruction for students with learning disabilities or difficulty learning mathematics: A guide for teachers. Portsmouth, NH: RMC Research Corporation, Center on Instruction.</p> <p>Jitendra, A. K., Dupuis, D. N., Star, J. R., &amp; Rodriguez, M. C. (2016). The effects of schema-based instruction on the proportional thinking of students with mathematics difficulties with and without reading difficulties. <i>Journal of Learning Disabilities</i>, 49(4), 354–367.</p> <p>Kennedy, M. J., Lloyd, J., Williams, M., &amp; Ely, E. (2012). Specially designed vocabulary instruction in the content areas: What does high quality instruction look like? <i>Teaching Exceptional Children</i>. 45. 7. 10.1177/004005991204500101.</p> <p>Kennedy, M. J., Peeples, K. N., Romig, J. E., Mathews, H. M., Rodgers, W. J. (2018). High-leverage practice #12: Systematically designed instruction towards learning goals. <a href="https://highleveragepractices.org/701-2-4-3-3/">https://highleveragepractices.org/701-2-4-3-3/</a>.</p> <p>Kennedy, M. J., Thomas, C., Meyer, J., Alves, K., &amp; Lloyd, J. (2013). Using evidence-based multimedia to Improve vocabulary</p>
--	--

	<p>performance of adolescents with LD: A UDL approach. <i>Learning Disability Quarterly</i>. 37. 10.1177/0731948713507262.</p> <p>Kim, S. A. (2017). Strategies for mathematics skills. In L. Gibson, &amp; F. Obiakor (Eds), <i>Computer based technology for special and multicultural education: Enhancing 21st century learning</i>. San Diego, CA: Plural Publishing, Inc.</p> <p>Kim, S. A., Wang, P., &amp; Michaels, C. (2015). Using explicit C-R-A instruction to teach fraction word problem-solving to low-performing Asian English language learners. <i>Reading and Writing Quarterly</i>, 31, 253-278.</p> <p>Powell, S. R. &amp; Fuchs, L. S. (2018). Effective Word-Problem Instruction: Using Schemas to Facilitate Mathematical Reasoning. <i>Teaching exceptional children</i>, 51(1), 31–42. <a href="https://doi.org/10.1177/0040059918777250">https://doi.org/10.1177/0040059918777250</a>.</p> <p>Powell, S.R. &amp; Fuchs, L.S. (2015). Intensive intervention in mathematics. <i>Learning Disabilities Research and Practice</i>, 30(4): 182–192. doi:10.1111/ldrp.12087.</p> <p>Powell, S. R., Stevens, E. A., &amp; Hughes, E. M. (2019). Math language in middle school: Be more specific. <i>TEACHING Exceptional Children</i>, 51(4), 286–295. <a href="https://doi.org/10.1177/0040059918808762">https://doi.org/10.1177/0040059918808762</a></p> <p>Santoro, L. E., Baker, S. K., Fien, H., Smith, J. L. M., &amp; Chard, D. J. (2016). Using read-alouds to help struggling readers access and comprehend complex, informational text. <i>TEACHING Exceptional Children</i>, 48(6), 282–292. <a href="https://doi.org/10.1177/0040059916650634">https://doi.org/10.1177/0040059916650634</a></p> <p>Smith, J. L. M., Saez, L., &amp; Doabler, C. T. (2016). Using explicit and systematic instruction to support working memory. <i>TEACHING Exceptional Children</i>, 48, 275-281. doi: 10.1177/0040059916650633.</p>
<p><b>TECHNOLOGY REQUIREMENTS</b></p>	<ul style="list-style-type: none"> <li>● All candidates must have access to a computer/tablet that allows video conferencing (must have camera and mic).</li> <li>● All candidates must have the following accounts.             <ul style="list-style-type: none"> <li>○ An active Queens College email account</li> <li>○ Blackboard account</li> <li>○ Zoom account (To sign up, go to: <a href="https://zoom.us/meetings">https://zoom.us/meetings</a>)</li> </ul> </li> </ul>
<p><b>TECHNOLOGY SUPPORTS</b></p>	<p>If you require technical help with your Queens College email or CUNYfirst account, please contact the Queens College <a href="#">helpdesk</a> located in the I-Building, Room 151 - (718) 997-4444. Email: <a href="mailto:helpdesk@qc.cuny.edu">helpdesk@qc.cuny.edu</a>.</p>
<p><b>FIELDWORK REQUIREMENTS</b></p>	<p>Field experiences of at least 15 hours involve candidates in assessment, curriculum adaptations, and teaching with elementary students who are receiving special education services and supports. <b>Field work log</b> will be provided on Blackboard.</p>

<p><b>CUNY POLICY ON ACADEMIC INTEGRITY</b></p>	<p>The policy on Academic integrity, as adopted by the Board is available to all candidates. Academic Dishonesty is prohibited in the City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion. This policy and others related to candidates' issues are available to you at:   <a href="http://qcpages.qc.cuny.edu/provost/Policies/index.html">http://qcpages.qc.cuny.edu/provost/Policies/index.html</a>.</p>
<p><b>USE OF CANDIDATE WORK</b></p>	<p>All teacher education programs in New York State undergo periodic reviews by accreditation agencies and the state education department. For these purposes, samples of candidates' work are made available to the professionals conducting the review. Candidate anonymity is assured under these circumstances. If you do not wish to have your work made available for these purposes, please let the professor know before the start of the second class.</p>
<p><b>REASONABLE ACCOMMODATIONS FOR CANDIDATES WITH DISABILITIES</b></p>	<p>A candidate with disabilities needing academic accommodation should discuss the types of accommodation needed with Professor during the first week of class. For more information about services available to Queens College students with disabilities, contact: Special Services Office; 171 Kiely Hall; 718-997-5870 (8:00 a.m. to 5:00 p.m.).</p>
<p><b>FACULTY RESPONSIBLE for ECPSE 710</b></p>	<p>This course was developed by Dr. Sun A Kim.</p>

**Tentative Schedule Fall 2020\***

Date	General Topic(s)	Class Meeting	Class Materials	Activities
Week 1	1. <b>Overview of Course Format, Syllabus and Requirements</b>	<b>In-Person</b>	<ul style="list-style-type: none"> <li>Syllabus</li> </ul>	<ul style="list-style-type: none"> <li>Take the syllabus quiz on Blackboard</li> </ul>
Week 2	2. <b>Academic Assessments 1: Online Learning 1</b> <ul style="list-style-type: none"> <li>Overview of academic assessments</li> <li>Complete either Reading or Math module and submit your responses to the questions included in the online assignment 1 document.</li> </ul>	<b>Asynchronous Online</b>	<ul style="list-style-type: none"> <li><b>Watch:</b> <ol style="list-style-type: none"> <li>Math - <a href="https://iris.peabody.vanderbilt.edu/module/pmm/">https://iris.peabody.vanderbilt.edu/module/pmm/</a></li> <li>Reading – <a href="https://iris.peabody.vanderbilt.edu/module/pmr/#content">https://iris.peabody.vanderbilt.edu/module/pmr/#content</a></li> </ol> </li> <li><b>Read:</b> <ol style="list-style-type: none"> <li>Hosp &amp; Hosp (2003).</li> <li>Ciullo, SoRell, Kim, Seo, &amp; Bryant (2012).</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Online Assignment 1 due on Blackboard</li> </ul>
Week 3	3. <b>Small Group Meetings</b>	<b>In-Person/Synchronous Online</b>	<ul style="list-style-type: none"> <li>Project 1** &amp; Project 2** descriptions and rubrics (Syllabus Attachments 1 &amp; 2)</li> </ul>	<ul style="list-style-type: none"> <li>Determine target students and the teaching content for Project 1** &amp; Project 2**</li> </ul>
Week 4	4. <b>Academic Assessments 2: Online Assignment 2</b> <ul style="list-style-type: none"> <li>Data-based instructional decision-making</li> <li>Provide your responses to questions included in Online Assignment 2</li> </ul>	<b>Asynchronous Online</b>	<ul style="list-style-type: none"> <li><b>Watch</b> <ol style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=r1TfAzqcg6M&amp;feature=youtu.be">https://www.youtube.com/watch?v=r1TfAzqcg6M&amp;feature=youtu.be</a></li> <li><a href="https://www.youtube.com/watch?v=11Rn0uCYsAo&amp;feature=youtu.be">https://www.youtube.com/watch?v=11Rn0uCYsAo&amp;feature=youtu.be</a></li> </ol> </li> <li><b>Read</b> Council for Exceptional Children &amp; CEEDAR Center (2019).</li> </ul>	<ul style="list-style-type: none"> <li>Online Assignment 2 due on Blackboard</li> </ul>
Week 5	5. <b>Project Day 1</b> <ul style="list-style-type: none"> <li>Complete your CBA (Template 4) for IPI project.</li> </ul>	<b>Asynchronous Online</b>	<ul style="list-style-type: none"> <li>PPT slides to be posted on Blackboard</li> </ul>	<ul style="list-style-type: none"> <li>CBA for IPI project due on Blackboard</li> </ul>

<p>Week 6</p>	<p><b>6. Effective Instruction for All Content Areas: Online Learning 3</b></p> <ul style="list-style-type: none"> <li>• <i>What works for students with or at-risk for learning disabilities</i></li> <li>• <i>Provide your responses to questions included in Online Assignment 3</i></li> </ul>	<p><b>Asynchronous Online</b></p>	<ul style="list-style-type: none"> <li>• <b>Watch</b></li> <li>1) <a href="https://highleveragepractices.org/701-2/">https://highleveragepractices.org/701-2/</a></li> <li>2) <a href="https://highleveragepractices.org/701-2-4-3/">https://highleveragepractices.org/701-2-4-3/</a></li> <li>• <b>Read</b></li> <li>1) Smith, J. L. M., Saez, L., &amp; Doabler, C. T. (2016).</li> <li>2) Santoro et al. (2016)</li> </ul>	<ul style="list-style-type: none"> <li>• Online Assignment 3 due on Blackboard</li> </ul>
<p>Week 7</p>	<p><b>7. Effective Instruction for Mathematics Computation Skills</b></p> <ul style="list-style-type: none"> <li>• <i>Arithmetic Interventions</i></li> </ul>	<p><b>In-Person</b></p>	<ul style="list-style-type: none"> <li>• <b>Watch</b></li> <li>1) <a href="https://www.youtube.com/watch?v=3zuLiFiXTbE&amp;feature=emb_title">https://www.youtube.com/watch?v=3zuLiFiXTbE&amp;feature=emb_title</a></li> <li>• <b>Read</b></li> <li>1) Bouck, E. Satsangi, R., &amp; Park J.(2018).</li> <li>2) Doabler et al.(2012).</li> <li>3) Jayanthi, Gersten, &amp; Baker (2008)</li> <li>4) Kim, Wang, &amp; Michaels (2015)</li> </ul>	
<p>Week 8</p>	<p><b>8. Effective Instruction for Mathematics Word Problem-Solving: Online Learning 4</b></p> <ul style="list-style-type: none"> <li>• <i>Word Problem-Solving Interventions</i></li> <li>• <i>Provide your responses to questions included in Online Assignment 4</i></li> </ul>	<p><b>In-person/ Asynchronous Online</b></p>	<ul style="list-style-type: none"> <li>• <b>Watch</b></li> <li>1) <a href="https://www.youtube.com/watch?v=MilgMaOP7_Q&amp;feature=emb_title">https://www.youtube.com/watch?v=MilgMaOP7_Q&amp;feature=emb_title</a></li> <li>2) <a href="https://iris.peabody.vanderbilt.edu/module/math/cresource/q2/p06/#content">https://iris.peabody.vanderbilt.edu/module/math/cresource/q2/p06/#content</a></li> <li>• <b>Read</b></li> <li>1) Jitendra et al. (2016).</li> <li>2) Powell &amp; Fuchs (2018).</li> <li>3) Powell &amp; Fuchs (2015).</li> </ul>	<ul style="list-style-type: none"> <li>• Online Assignment 4 due on Blackboard</li> </ul>



<p>Week 9</p>	<p>9. <b>Effective Instruction for Content Vocabulary: Online Learning 5</b></p> <ul style="list-style-type: none"> <li>• <i>Provide your responses to the questions included in Online Assignment 5 document</i></li> </ul>	<p><b>In-person/ Asynchronous Online</b></p>	<ul style="list-style-type: none"> <li>• <b>Watch</b> <ol style="list-style-type: none"> <li>1) Evidence-based vocabulary Instruction <a href="https://vimeo.com/205603960">https://vimeo.com/205603960</a></li> <li>2) Teaching vocabulary explicitly <a href="https://vimeo.com/122847037">https://vimeo.com/122847037</a></li> <li>3) Explicit vocab. instruction <a href="https://vimeo.com/122844211">https://vimeo.com/122844211</a></li> <li>4) Vocab teaching with examples and non-examples <a href="https://vimeo.com/143392009">https://vimeo.com/143392009</a></li> </ol> </li> <li>• <b>Read</b> <ol style="list-style-type: none"> <li>1) Kennedy et al.(2012).</li> <li>2) Powell, Stevens, &amp; Hughes (2019).</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Online Assignment 5 due on Blackboard</li> </ul>
<p>Week 10</p>	<p>10. <b>Effective Technology-Integrated Instruction: Online Learning 6</b></p> <ul style="list-style-type: none"> <li>• <i>Integrating assistive and/or Instructional Technology into Core Instruction</i></li> </ul>	<p><b>Asynchronous Online</b></p>	<ul style="list-style-type: none"> <li>• <b>Watch</b> <ol style="list-style-type: none"> <li>1) <a href="https://vimeo.com/105801214">https://vimeo.com/105801214</a></li> <li>2) <a href="https://vimeo.com/105799551">https://vimeo.com/105799551</a></li> </ol> </li> <li>• <b>Read</b> <ol style="list-style-type: none"> <li>1) Israel et al.(2014)</li> <li>2) Kennedy et al.(2013)</li> <li>3) Kim &amp; Kim (2017)</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Online Assignment 6 due on Blackboard</li> </ul>
<p>Week 11</p>	<p>11. <b>Effective Instruction for Social Studies and Reading Comprehension</b></p>	<p><b>In-Person</b></p>	<ul style="list-style-type: none"> <li>• <b>Watch</b> <ol style="list-style-type: none"> <li>1) <a href="https://iris.peabody.vanderbilt.edu/module/csr/challenge/#content">https://iris.peabody.vanderbilt.edu/module/csr/challenge/#content</a></li> </ol> </li> <li>• <b>Read</b> <ol style="list-style-type: none"> <li>1) Boardman et al.(2016)</li> </ol> </li> </ul>	
<p>Week 12</p>	<p>12. <b>Effective Instruction for Writing: Online Learning 7</b></p> <ul style="list-style-type: none"> <li>• <i>Provide your responses to the questions included in Online Assignment 7 document.</i></li> </ul>	<p><b>Asynchronous</b></p>	<ul style="list-style-type: none"> <li>• <b>Watch</b> <ol style="list-style-type: none"> <li>1) Intro Part 1: <a href="https://vimeo.com/159815046">https://vimeo.com/159815046</a></li> <li>2) Part 2 <a href="https://vimeo.com/159827774">https://vimeo.com/159827774</a></li> </ol> </li> <li>• <b>Read</b> <ol style="list-style-type: none"> <li>1) Harris, Graham, &amp; Mason (2006).</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Online Assignment 7 due on Blackboard</li> </ul>

Week 13	13. <b>EXAM</b>	<b>TBA</b>	
Week 14	14. <b>Cooperative Group Presentation 1</b>	<b>In-Person</b>	
Week 15	15. <b>Cooperative Group Presentation 2</b>	<b>In-Person</b>	<ul style="list-style-type: none"> <li>• Project 1** (Instructional Planning &amp; Implementation) due</li> </ul>
Week 16	16. <b>Wrap – up</b>	<b>TBA</b>	<ul style="list-style-type: none"> <li>• Project 2 ** (Impact on Student Learning) due</li> </ul>

\* This schedule is subject to change. Please check out the ECPSE 710 class schedule on the class Blackboard site for the most up-to-date information and activities.

\*\* Detailed information about the IPI & ISL projects and due dates (part-by-part submission for the Professor's feedback) will be shared during the first class (Syllabus Attachments 1 & 2).