**Supplemental Materials (Lesson Plans)**

*Lesson Plans for Use in Introductory Special Education Courses*

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| **Unit Name:** Understanding Disability Through YA Literature | |
| **Length:** 1 semester, with activities and assignments embedded throughout. | |
| **Students Identities and Background:** This section includes data on **c**urrent teacher demographics (teacher educators should complete this section with their unique student’s identities and backgrounds). 76 percent of public-school teachers are women, 79 percent of teachers are White (National Center for Education Statistics, 2020). More than 80 percent of special education teachers are White (Kozleski et al., 2014). Less than one percent of teachers are disabled (Lepkowska, 2012). | |
| **Learning Goals** | **Identities:** Students will reflect on themselves as future educators, with a specific emphasis on how they perceive disabled people and their identities as inclusive educators.  **Skills:** Students will work toward the State Educator Standards and High-Leverage Practices for Students with Disabilities  State Educator Standards: Teacher Standards   * #2: Learning Differences. “The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.” * #3: Learning Environments. “The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.” (State Department of Public Instruction, nd).   Council for Exceptional Children (CEC) Standards   * #2: “Understanding and addressing each individual’s developmental and learning needs. Candidates use their understanding of human growth and development, the multiple influences on development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual’s strengths and needs” (CEC, 2020).   High-Leverage Practices for Students with Disabilities (McLeskey et al., 2017)   * #4: Use multiple sources of information to develop a comprehensive understanding of a student’s strengths and needs. * #19: Use assistive and instructional technologies.   **Intellect:** Students will learn about IDEA (2004) categories. Students will learn about Universal Design for Learning (UDL) and assistive technology.  **Criticality:** Students will learn about the barriers disabled adolescents experience, with specific emphasis on friendships and sexuality, and critically evaluate representations of disability in young adult literature. |
| **Student Spark** | [UDL At a Glance](https://www.youtube.com/watch?v=bDvKnY0g6e4) (4:36 minutes) and [The UDL Guidelines](https://udlguidelines.cast.org/) (CAST, 2018)  **Key Vocabulary** **Universal Design for Learning (UDL):** an approach to instructional design that seeks to address systemic barriers and minimize inequitable learning experiences by incorporating multiple means of engagement, representation, action, and expression (CAST, 2018). |
| **Unit Timeline**  (based on a 16-week semester) | Week 1 – Form Literature Circles   * Provide a brief overview of each novel from the summaries provided in Select YA Literature. Separate students into three groups of equal (or near equal) number. Assign the novels and review the overall structure of the unit, including the need to write reflections and create a final product to share with peers.   Week 2- Introducing Key Concepts and Vocabulary   * Provide students with a list unit vocabulary words and key concepts. * Provide students with questions and set expectations for written reflections in response to prompts.   Weeks 3-14 – Read Novels and Submit Written Reflections  Weeks 15-16 – Use the jigsaw sharing activity provided in the unit closure as an assessment and culminating event. |
| **Assessment** | Presentation using a slide deck, script, and handouts or infographics. Required components: (a) overview of the novel; (b) key terms and concepts, including IDEA disability categories; (c) barriers experienced by disabled characters; (d) implications for instructional practice; and (e) reflection on identity as future inclusive educators and the influence of UDL on learning in this unit. |
| **Unit Closure** | Jigsaw Sharing Activity (60 minutes)   * Create groups of three, with one student from each literature circle. Each student in the group will share their final product for the unit with their peers (15 minutes each). * Use a discussion protocol to facilitate conversation in groups.   + Round 1: Student A shares their presentation, uninterrupted. Peers may jot down questions and comments to hold until the next round. (15 minutes)   + Round 2: Student B provides a question or a comment. (1 minute)   + Round 3: Student C provides a question or comment. (1 minute)   + Round 4: Student A responds to questions and comments (3 minutes)   + Repeat Rounds 1-4 until each student has shared their presentation.   Whole Group Discussion (60 minutes)   * Facilitate a whole group discussion, with 15 minutes dedicated to each of the three novels and the final 15 minutes focused on themes across texts. A specific emphasis for the whole group discussion should be on how the texts uphold and disrupt ableism as a system of oppression and the implications for future teachers. |

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| **Literature Circle 1: *Say What You Will*** | |
| **Layered Texts** | * *Say What You Will* (McGovern, 2015) * AAC Town Podcast – [Episode 1: Introducing AAC Town](https://www.spreaker.com/user/13010957/episode-1) (6:23 minutes) * Disability Visibility Project Podcast – [Episode 39: Sex Education](https://disabilityvisibilityproject.com/2018/12/03/ep-39-sex-education/) (34:11 minutes) * Teen Vogue article – Why sex education for disabled people is so important (Henley, 2017) * Textbook Chapters (Gargiulo & Bouck, 2018)   + Chapter 9: Individuals with Emotional or Behavioral Disorder   + Chapter 11: Individuals with Speech and Language Impairments   + Chapter 14: Individuals with Physical Disabilities, Health Disabilities, and Related Low-Incidence Disabilities |
| **Vocabulary & Concepts** | **Augmentative and Alternative Communication (AAC):** All forms of communication other than oral speech; symbols, aids, strategies, and techniques as a supplement or alternative to oral language. One type of AAC is a speech-generating device. (Gargiulo & Bouck, 2018, p. 392).  **Emotional Disturbance: “**Emotional disturbance means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child’s educational performance: (a) an inability to learn that cannot be explained by intellectual, sensory, or health factors; (b) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (c)  inappropriate types of behavior or feelings under normal circumstances; (d) a general pervasive mood of unhappiness or depression; (e) a tendency to develop physical symptoms or fears associated with personal or school problems” (IDEA, 2004)  **Orthopedic Impairment:** “a severe orthopedic impairment that adversely affects a child’s educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures)” (IDEA, 2004).  **Speech and Language Impairment:** “a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child’s educational performance” (IDEA, 2004). |
| **Reflection Questions** | * How would you evaluate Amy’s assistive technology devices? Collect at least 5 pieces of data from multiple sources throughout the novel and analyze to assess the strengths and limitations of the assistive technology Amy uses. If you were her teacher, what additional data would you collect and analyze? What adjustments to your instructional practice would you make based on your assessments? * What barriers do adults create for Amy and Matthew? * Imagine that you are the assigned special education teacher for either Amy or Matthew (choose one). Draft a Present Level of Academic and Functional Performance for their Individualized Education Plan (IEP) based on the information you gathered during reading. Be sure to clearly identify both their disability-related needs and individual strengths. * How would you describe the accessibility and inclusion of Amy’s experiences? In what ways are they similar or difference from Matthew’s experiences? * Compare and contrast the IDEA categorical definitions with the characteristics of Amy and Matthew. After reading the text, what is problematic about the IDEA definitions? * What did you think of in reading about Matthew’s sexual desire for Amy and Amy’s expressions of interest in physical intimacy? Did reading this change your perceptions of women with extensive support needs? Why or why not? * In what ways does this text uphold ableism as a system of oppression? * In what ways does this text disrupt ableism as a system of oppression? |

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| **Literature Circle 2: *Good Kings Bad Kings*** | |
| **Layered Texts** | * *Good Kings Bad Kings* (Nussbaum, 2013) * Content Acquisition Podcast – Intellectual Disability (14:45 minutes) Kennedy, M. J., VanUitert, V. J., & Sebastian, R. (2020). IDEA categories: Intellectual disability. <https://vimeo.com/mjk> * *Crip Camp*, documentary film on Netflix * Social media: @nina\_tame, @ableismistrash * Textbook Chapters (Gargiulo & Bouck, 2018)   + Chapter 6: Individuals with Intellectual Disability   + Chapter 14: Individuals with Physical Disabilities, Health Disabilities, and Related Low-Incidence Disabilities |
| **Vocabulary & Concepts** | **Intellectual Disability:** “Significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child’s educational performance.” (IDEA, 2004)  **Multiple Disabilities**: “Concomitant impairments (such as intellectual disability-blindness or intellectual disability-orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments” (IDEA, 2004)  **Adaptive Behavior:** “The ability of an individual to meet the standards of personal independence as well as social responsibility appropriate for his or her chronological age and cultural group” (Gargiulo & Bouck, 2018, p. 419)  **Levels of Support:** A classification scheme for individuals with intellectual disabilities that is based on the type and extent of assistance required to function in various areas” (Gargiulo & Bouck, 2018, p. 435)  **Natural Supports:** “Assistance rendered by family members, friends, teachers, and coworkers” (Gargiulo & Bouck, 2018, p. 435)  **Deinstitutionalization:** “A movement whereby persons with intellectual disabilities are relocated from large institutions into smaller, community-based, group living settings” (Gargiulo & Bouck, 2018, p. 442).  **Self-determination:** “Self-advocacy efforts by an individual with a disability; expression of desire to live one’s life according to one’s own wishes” (Gargiulo & Bouck, 2018, p. 501) |
| **Reflection Questions** | * How do the relationships between the characters demonstrate the idea of natural supports? In what ways do these relationships challenge the notion of levels of support? * How do the characters from the layered texts demonstrate the notion of self-determination? * How do you understand the idea of “Nothing about us without us” in relation to these texts? * Compare and contrast the IDEA categorical definitions and the content from the CAP with the characteristics of Teddy, Mia, and Yessenia. After reading the text, what is problematic about the IDEA definitions and content from the CAP? * Imagine that you are the assigned special education teacher for Teddy, Mia, or Yessenia (choose one). Draft a Present Level of Academic and Functional Performance for their Individualized Education Plan (IEP) based on the information you gathered during reading. Be sure to clearly identify both their disability-related needs and individual strengths. * Does this text change your opinion of exclusionary educational practices (e.g., “self-contained” classes, alternative school placements)? Why or why not? * In what ways does this text uphold ableism as a system of oppression? * In what ways does this text disrupt ableism as a system of oppression? |

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| **Literature Circle 3: *Queens of Geek*** | |
| **Layered Texts** | * *Queens of Geek* (Wilde, 2017) * Content Acquisition Podcast – Autism Spectrum Disorders (15:33 minutes) Kennedy, M. J., VanUitert, V. J., & Sebastian, R. (2020). IDEA categories: Intellectual disability. <https://vimeo.com/mjk> * Social Media: @the.autisticats, @neurodifferent * Excerpt from *Neurotribes: The Legacy of Autism and the Future of Neurodiversity* (Silberman, 2015) * Excerpt from *Loud Hands: Autistic People, Speaking (Autistic Self Advocacy Network*, 2016) * Textbook Chapters (Gargiulo & Bouck, 2018)   + Chapter 10: Individuals with Autism Spectrum Disorder |
| **Vocabulary & Concepts** | **Autism:** “Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child’s educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.” (IDEA, 2004).  **Natural Supports:** “Assistance rendered by family members, friends, teachers, and coworkers” (Gargiulo & Bouck, 2018, p. 435) |
| **Reflection Questions** | * Describe Taylor’s feelings at seeing an Autistic character in a novel. * How are the relationships between Taylor, Jaime, and Charlie examples of natural supports? In what ways is this different than the descriptions of natural supports in our textbook? * Compare and contrast the IDEA categorical definitions and the content from the CAP with the characteristics of Taylor. After reading the text, what is problematic about the IDEA definitions and content from the CAP? * How does Taylor’s character challenge the idea of functional labels (e.g. high-functioning Autism)? * Imagine that you are the assigned special education teacher for Taylor Draft a Present Level of Academic and Functional Performance for their Individualized Education Plan (IEP) based on the information you gathered during reading. Be sure to clearly identify both their disability-related needs and individual strengths. * In what ways does this text uphold ableism as a system of oppression? * In what ways does this text disrupt ableism as a system of oppression? |