

Teaching Strategies for Students with Severe Disabilities

Spring 2010, Tuesdays 4 to 6:40 pm Room 281 Ruffner

Host University	Participating Universities
<p>Martha E. Snell, Professor Curry School of Education, UVA Office: Room 234 Ruffner Hall Office Hours: By appointment (not Thursdays) Telephone: 434-924-0768 FAX: 434-924-7461 or 0747 Must have my name prominent on first page. Email: Snell@virginia.edu Tech support: Marci Kinias-Jerome mkinas@gmu.edu GMU Tech Coordinator: Dan Gieckel dgieckel@gmu.edu UVA Facilitator: Emily Thacker Ethacker820@gmail.com</p>	<p style="text-align: center;">The Virginia Consortium for Teacher Preparation in Severe Disabilities</p> <p><u>UVA:</u> EDIS 5132 Teaching Strategies for Students with Severe Disabilities [Rm. 281] <u>VCU:</u> MNRT 610: Teaching Strategies for Students with Severe Disabilities <u>GMU:</u> EDSE 661: Curriculum and Methods: Severe Disabilities <u>Radford University:</u> EDSP 566 Teaching Students with Individualized Adapted Curriculum <u>NSU:</u> SPE 538 Nature of and Strategies for Teaching Individuals with Severe Disabilities SDCWeb Site: http://kihd.gmu.edu/sdc</p>

Course Description: This course reviews the basic principles of instruction and learning in the context of research supported strategies for teaching students with severe disabilities. Principles address teaming, stages of learning, motivation for learning, skill shaping, prompting and fading, level of symbolic representation and communication, functionality, adaptation, and inclusion. Instructional guidelines cover writing goals and objectives, documenting progress, planning and scheduling instruction, teaching individuals and groups in special and inclusive settings and in the community, adapting the general education curriculum, and working with paraprofessional support staff. Evidence-based strategies for teaching self care, communication, functional academics, and community skills will be reviewed and applied.

Course Goals: Upon completion of this course, you should have improved ability to:

1. Write IEPs so they define individualized sequences of measurable objectives for teaching needed functional skills that link to standards of learning general curriculum and begin with present level of performance and end with goal performance.
2. Construct, use, and interpret nonstandard, informal skill assessment (such as task analysis and observation) to identify appropriate objectives, evaluate student performance during baseline and intervention, and make improvements in instruction for students with disabilities in an adapted curriculum across the K-12 levels.
3. Assess target skills before (baseline probes) and during (instructional probes) instruction using direct observation or assessment of permanent products.
4. Create dated graphs of student performance data using Excel; draw aim and trend lines using Excel.
5. Use "raw" and graphed student performance data (along with aim and trend lines and problem analysis) to evaluate the effects of instruction and make data-based decisions for improving student performance.
6. Embed instruction on targeted IEP objectives into functional daily routines and activities.
7. Plan, implement, and evaluate instructional programs that use effective antecedent teaching strategies (e.g., observational learning, milieu approach, system of least intrusive prompts, simultaneous prompting, time delay, graduated guidance, picture assists, audio/ video-modeling, backward and whole task chaining) and consequent strategies (e.g., shaping, error correction, consequential strategies, and interspersed review).
8. Write and implement an instructional plan that specifies a sequence of instructional objectives leading to a goal, uses a task analysis (for multiple step skills) or a skill sequence (for discrete skills), incorporates antecedent and consequence teaching strategies aimed at a specific stage of learning, and specifies a plan for collecting and analyzing student performance data on an ongoing basis.
9. Understand general education teaching practices that promote inclusion of students with severe disabilities in the general education curriculum and support them in the least restrictive environment (e.g., curriculum and instructional adaptation, group instruction, self management, schedule following, cooperative learning, peer tutoring). Understand when and how to use small group instruction, peer tutoring, community-based instruction, simulated instruction, video-modeling instruction, and instruction involving both typical students and students with disabilities.
10. Apply a model to plan with general educators any adaptations and modifications that are needed in the general education curriculum and class activities in order to meet the instructional needs of students with severe disabilities.
11. Train paraprofessional support staff to use appropriate teaching methods and supportive interaction styles with students; to support students without encouraging dependency. Provide these staff members with supervision and feedback.

Course Text: Snell, M.E., & Brown, F.(2006). *Instruction of students with severe disabilities* (6th ed.). Upper Saddle River, NJ: Prentice Hall.

Date	Topics	Assigned Readings (bring to class)	In-class Assignments & Assignments Due
Jan 26	Syllabus & Assignments 6:10-6:40 pm Blackboard orientation; Form work groups		1/28 All submit info form; One 1/31 One group member submit Assignment #1: team name, values & rules (one file per group)
Feb 2	Phase 1: Assessment, identifying, writing measurable goals and objectives; stage of learning	Chapter 3, 4 (111-123); Fetko et al. (1999)	2/3 #2: Objectives Bring to class good/poor IEP goal & objectives
Feb 9	Phase 2: Antecedent & consequent methods	Chapter 4 (123-145); Fetko	2/10 #3: SLP
Feb 16	Finish Phase 2: Consequent methods, planning adaptations	Chapter 4 (145-170); Johnson et al. (2004); Fetko	2/17 #4: Constant time delay 2/21 Proposal due: Student & objectives; feedback by 2/24
Feb 23	Phase 3: Measurement, analysis, and evaluation Document cameras on at all sites & available	Chapter 5 (170-205); Hojnoski; Johnson; Fetko	2/24 #5: Assessment & measurement of student performance Bring graphing paper, pencils, rulers to class
March 2	Phase 3: Analyzing performance & improving programs; Graphing with Excel, aim and trend lines <i>Guest: Marci Kinas Jerome</i>	Review end Ch. 5; Farlow & Snell; Austin; <u>additional readings in class folder</u>	3/3 #6: Graphing performance, drawing aim lines and trend lines; Computers in class with Excel 2/28 Mid semester exam ready 3/6 Mid semester exam due
March 9	Consortium Spring Break Read model programs		3/13 Teaching introduction and methods draft due; feedback 3/17
March 16	Teaching Self Care Skills; discuss mid exam results	Chapters 8, 9; Sewell et al. (1998)	3/17 #7 GG & Simultaneous prompting 3/17 or sooner: Start baseline; 3/18-19: Start intervention
March 23	Teaching Nonsymbolic Communication	Chapter 11; Keen et al. (2001)	3/24 #8 Nonsymbolic communication
April 6	Teaching students with deaf-blindness: <i>Guests: Julie Durando Deaf Blind project, VCU & Deborah Nickerson</i>	Handouts on BB; D. Nickerson's Blog http://pipecleanerdreams.blogspot.com	4/7 #9 Teaching students with deaf-blindness
April 13	Teaching Symbolic Communication & Picture/Video Schedules; Structured Teaching <i>Guest: Diane Cavanaugh-Talarico, Autism Specialist,</i>	Chapter 12; Hughes et al. (2000); short reading on structured teaching	4/14 #10 Milieu methods 4/15/08: Abstract, Results, & Discussion Draft due; <i>continue your intervention & data collection until April 30</i>

	Piedmont Regional Ed Program		
April 20	Teaching Functional Academic Skills and General Curriculum Access	Chapter 13; McDonnell et al. (2001) OR Hunt et al. (2002)	4/21 #11 Academics
April 27	Teaching Community Skills; CBI	Chapter 14; Taber et al. (2003) Read model programs	4/28 #12 Community skills 4/27/09: Para survey due
May 4	Working with and Teaching Paraprofessionals	Doyle Carter et al. (2007)	5/3 #13 Paraprofessionals Final project due Monday May 3, 2009
Final project due Monday May 3, 2009:			
Minimum data required is 10 or more days of data. These data should include 2 days of baseline probe data and 2 weeks (2-3 days/week or 6 days worth) of teaching data (teaching data not probe), along with 2 intervention probes (1/week).			
Ideal (over 20 or more days): 3 days of baseline probe data and 4 weeks (3-5 days/week) intervention data, including 4 intervention probes (1/week) and 12-20 days of intervention training data (3-4 days/week)			

In-class group assignments are due the day *after* class. Individual assignments are due on variable days.

Assigned Readings on Blackboard <http://blackboard.gmu.edu>

- Austin, J. (2002). Graphing single-subject design data in Microsoft Excel™: An applied behavior analysis Master's program workshop.
- *Carter, E.W., Sisco, L.G., Melekoglu, M.A., & Kurkowski, C. (2007). Peer supports as an alternative to individually assigned paraprofessionals in inclusive high school classrooms. *Research and Practice for Persons with Severe Disabilities*, 32, 213-227.
- Doyle, M.B. (2008). *The paraprofessional's guide to the inclusive classroom: Working as a team* (3rd ed.) (Chapter 4, pp. 43-59). Baltimore: Paul H. Brookes.
- Farlow, L.J., & Snell, M.E. (2005). Making the most of student performance data. In M.L. Wehmeyer, & M. Agran. (Eds.). *Evidence-based practices for teaching students with mental retardation and intellectual disabilities* (pp. 27-54). Columbus, OH: Merrill/Prentice Hall.
- *Fetko, K. S., Schuster, J.W., Harley, D.A., & Collins, B.C. (1999). Using simultaneous prompting to teach a chained vocational task to young adults with severe intellectual disabilities. *Education and Training in Developmental Disabilities*, 34, 318-329.
- Hojnoski, R.L., Gischlar, K.L., & Missall, K.N. (2009). Improving child outcomes with data-based decision making: Graphing data. *Young Exceptional Children*, 12 (4), 15-30.
- *Hughes, C., Rung, L. L., Wehmeyer, M. L., Agran, M., Copeland, S. R., & Hwang, B. (2000). Self-prompted communication book use to increase social interaction among high school students. *Journal of the Association for People with Severe Handicaps*, 25, 153-166.
- *Hunt, P., Soto, G., Maier, J., Muler, E., & Goetz, L. (2002). Collaborative teaming to support students with augmentative and alternative communication needs in general education classrooms. *Augmentative and Alternative Communication*, 18, 20-35. [\[Read this instead of McDonnell, 2001 if you work with younger students.\]](#)
- *Johnson, J.W., McDonnell, J., Holzwarth, W.N., & Hunter, K. (2004). The efficacy of embedded instruction for students with developmental disabilities enrolled in general education classes. *Journal of Positive Behavior Interventions*, 6, 214-227.

- *Keen, D., Sigafos, J., & Woodyatt, G. (2001). Replacing prelinguistic behaviors with functional communication. *Journal of Autism and Developmental Disabilities, 31*, 385-398.
- *McDonnell, J., Mathot-Buckner, C., Thorson, N., & Fister, S. (2001). Supporting the inclusion of student with moderate and severe disabilities in junior high school general education classes: The effects of classwide peer tutoring, multi-element curriculum, and accommodations. *Education and Treatment of Children, 24*, 141–160.[[Read this instead of Hunt if you work with older students.](#)]
- *Sewell, T.J., Collins, B.C., Hammeter, M.L., & Schuster, J.W. (1998). Using simultaneous prompting within an activity-based format to teach dressing skills to preschoolers with developmental delays. *Journal of Early Intervention, 21*, 132-145.
- *Taber, T.A., Alberto, P.A., Seltzer, A., & Hughes, M. (2003). Obtaining assistance when lost in the community using cell phones. *Research & Practice for Persons with Severe Disabilities, 28*, 105-116.

*Research articles (9)

Course Topics, Readings, and Activities

January 26 Introduction/Syllabus/Assignments

Topics

- People first language, “educability debate,” definition of severe disabilities, inclusive versus separate classroom, influence of state standards and NCLB and reauthorized IDEA (2004)
- Team cohesiveness is improved by ground rules, shared values, and distributed leadership
- 6:10 p.m.-6:40: Blackboard training with Marci Kinas Jerome

In-class Activity: Form class teams (3-4), list names, identify team name, and create ground rules and shared values using distributed leadership roles. Write these things down and one person from team submit to me on the assignment section of Blackboard (use Class Team form). If you don’t know how to submit assignments, learn now from a classmate who does.

After Class Activity: Every student will go to the Blackboard (BB) assignment section, open, save, complete, and upload and submit the **information form** by 1/28. Groups in class will complete [Assignment #1](#); one group member will locate form on BB and submit for group Sunday [1/31 or sooner](#).

February 2 Phase 1 Program Development: Assessment, identifying/writing measurable goals and objectives, stage of learning

Topics

- **Phase 1 program development:** Writing measurable goals and objectives
 - Write a measurable objective that is supported by an ecological inventory for student
- How does the component model influence a task analysis and target goals and objectives?
- How and why would you identify a student’s preferences?
- Explain the stages of learning and how they impact your goals and objectives
- Match each part of the rubrics for final instructional program to corresponding sections of the Fetko et al. article.

Research Article Activity: Identify the PLOP, objectives, and goals used with students by Fetko et al. (1999). What were the independent variables (intervention) and dependent variables (target behaviors) in this study. What might you apply with your students?

Readings: Chapter 3, 4 (111-123), Fetko et al. (1999)

Assignment #2: Bring in one “good” and one “not so good” IEP goal and objective (have a pseudonym but student’s actual age, disability label). As a group, evaluate your objectives with checklist and rewrite two of them on assignment #2 form. [Due 2/3](#)

February 9 Phase 2 Program Development: Antecedent teaching methods

Topics

- **Phase 2 program development:** Identify teaching methods and use them
 - Select methods that fit student, setting, and skill?
 - Select methods that match student's stage of learning?
 - Can you use the methods appropriately/ can other staff use them?
- Tell how stage of learning affects task analyses, antecedent and consequent teaching strategies, and the wording of an IEP objective (conditions, behavior, and criterion)?
- Describe the options for instruction: direct instruction in classroom, school or community setting in various formats (1 to 1, small or large group), activity-based or embedded instruction across day, direct instruction plus activity-based application
- Describe basic approaches for supporting students in inclusive classrooms
- Tell how one can build group participation skills?
- Demonstrate antecedent methods for promoting motivation and participation in small group instruction
- Task analyze discrete and multiple stepped skills; add to a TA using the component model
- Apply the following terms to examples: discriminative stimuli, stimulus and response prompting, response latency, prompt fading
- Be able to demonstrate prompt systems and select systems that are advantageous for certain students and skills (simultaneous, constant time delay, progressive time delay, system of least prompts, most to least prompts, graduated guidance)
- What are some alternatives to prompting systems?
- Instruction involves interaction between teachers and students – how can teachers positively and negatively influence this interaction? What are appropriate nurturing and affective behaviors of teachers?

Research Article Activity: What prompt procedures did Fetko et al. (1999) use? Did they follow good procedures for analyzing the target task? Did they talk about a response latency? Did they group students for instruction? What other antecedent strategies did they use?

Readings: Chapter 4 (pp. 123-145); review Fetko et al. (1999)

Assignment #3: Role play System of Least Prompts and complete data recording; use procedural checklists to monitor your accuracy. [Due 2/10](#)

February 16 Phase 2 Program Development: Consequent methods, planning adaptations of general education school work

Topics

- **Phase 2 program development:** Identify teaching consequent teaching methods and use them
 - Apply the following terms about reinforcing consequences to examples: positive reinforcement, types of reinforcement, reinforcement schedules
 - Describe ways to promote student motivation through naturalistic instruction (Pivotal Response Training, Koegel, Koegel, & Carter, 1999):
 - antecedent approaches: choice, using preferred activities, interspersing easy/difficult, embedding instruction in ongoing activities, following the student's lead or shared control, varying materials to promote interest and generalization, using fast paced small group instruction, and
 - consequent approaches: use of specific reinforcement that is directly related to task, reinforcing approximations, teaching self initiation
 - Describe and demonstrate shaping, chaining (backward, forward, total task)
 - Describe and demonstrate error correction; give the advantages/disadvantages
- What is procedural reliability (AKA fidelity of implementation) and why is it important?
- What is the principle of parsimony and why should it be followed?
- Apply the model for making adaptations (curriculum, instruction, and ecological adaptations)

- Know that the most effective adaptations are a) “only as special as necessary” and b) facilitate both social and instructional participation in class activities.
- Explain how universal design can help all students and avoid unnecessary adaptations.

Activity: Create adaptations for a student. [e.g., Gracie math video]

Research Article Activity: How did Fetko et al. (1999) and Johnson et al. (2004) motivate students to perform? Identify supportive school practices and desirable student outcomes illustrated in this study. Identify examples from this study that mesh with the model for making adaptations.

Readings: Chapter 4 (145-170); Johnson et al. (2004); review Fetko

Optional Readings:

Koegel, R.L., Koegel, L.K., & Carter, C.M. (1999). Pivotal teaching interactions for children with autism. *School Psychology Review*, 28, 576-594.

Janney, R.E. & Snell, M.E., (2004). *Teachers' guides to inclusive practices: Modifying schoolwork* (2nd ed.). Baltimore: Paul H. Brookes.

Assignment #4: Role play Constant Time Delay and complete data recording; use procedural checklists to monitor your accuracy. [Due 2/17](#)

February 23 Phase 3: Measuring student performance; graphing, analyzing, and improving student performance using aim and trend lines

Topics:

- Define an measurement approach to assess student performance (test performance during baseline and probes and training performance) and a data collection sheet
- Role play assessment procedures including response latency, directions to student, and data collection
- Assess student's PLOP (baseline), re-examine/revise objectives and specify sequence of objectives from PLOP, objectives, goal (all must be measurable)
- Graph baseline performance
- Graph first few day's of training performance, set aim, draw aim line onto graph

Activity: We will be hand graphing student performance data in class using graphing paper, pencil, and rulers. Please have your document cameras up and ready so you can show your graphs.

Readings: Chapter 5 (170-205); Hojnoski (2009); review Johnson; Fetko

Assignment #5: Develop and role play a testing procedure to measure performance on a chained task and a discrete behavior. [Due 2/24](#)

March 2 Phase 3: Graphing with Excel, drawing aim and trend lines

Guest: Marci Kinas Jerome

Each class site needs to have computers available in class with Excel (1 for every 2 students). Marci will demonstrate the steps involved in creating graphs in Excel, following the procedures in the Austin reading. You create several graphs using these steps; you will learn to draw aim lines and trend lines. Graphing assignment worksheet file will be available closer to class date.

Topics:

- Selecting data points and creating a legend to identify different types of data
- Labeling phases and x and y axes
- Using graphing conventions to connect data and divide phase changes
- Create aim lines as a visual aid to monitor performance over time
- Draw and use trend lines as an visual aid to clarify uncertain trend
- Explain when/how you use aim lines and trend lines to judge progress.
- Understand data trend terms (ascending, flat, descending), data level terms (low, moderate, high), and data variability terms (not variable, variable) and how they influence student progress.
- Tell when you'd use a problem analysis worksheet and when you wouldn't.

Research Article Activity: How did Fetko et al. (1999) and Johnson et al. (2004) measure student performance on target objectives (dependent measures)? What are some other ways student performance could have been measured? What kinds of student performance data did they report: baseline test data, probe test data, training performance data? How did they assess inter-rater agreement? Was it OK? Why is this important?

Readings: Review Chapter 5 (193-205); *Farlow & Snell*; *Austin*, additional readings in class folder

Optional Reading:

Pemberton, J.B., (2003). Communicating academic progress as an integral part of assessment. *Teaching Exceptional Children*, 35 (4), 16-20. (on BlackBoard)

Assignment #6: Graphing student performance data and creating aim lines and trend lines - [Due 3/3](#)

March 9 SD Consortium Spring Break: No class

March 16 Teaching Self Care Skills

- How, when, and where can self care skills be taught without stigmatizing students?
- Apply the practice of embedding instruction within activities
- What factors influence the teaching methods (graduated guidance, delay, system least prompts, simultaneous prompting) and teaching intensity you will use?
- Describe and demonstrate shaping, chaining (backward, forward, total task)
- How does the team select appropriate positioning and handling procedures and adaptive equipment for students with movement limitations?

In-class Research Article Activity: Name the antecedent and consequent teaching strategies used in the Sewell et al. (1998) study. What skills were taught and how measured (dependent measures)? What training strategies were used to teach these skills (independent variable)? What did you like/dislike about this study? How do these findings have relevance for your current or past students?

Readings: Chapters 8, 9; Sewell et al. (1998)

Assignment #7: Role play the use of graduated guidance and simultaneous prompting to teach removal of a coat; record student performance on the form. [Due 3/17](#)

March 23 Teaching Nonsymbolic Communication

Topics

- Complete a communication dictionary for one of your students and teach others to use it as a guide for interacting with that student
- Apply the practice of embedding communication instruction within activities and other naturalistic approaches
- Describe what is meant by communication forms and functions; identify these for one of your students who does not use any or many symbolic forms.
- Use the Tri-Focus framework to identify how you can improve the communication context for a particular nonsymbolic communicator.
- Siegel and Wetherby describe communication and environmental guidelines for intervening with nonsymbolic communicators; apply these guidelines to a specific child who is not using symbolic communication.
- What are repair strategies (student and peer/adult communication partner)? How can you assess a person's skill with repairing breakdowns in communication and improve it?

Research Article Activity: Name the antecedent and consequent teaching strategies (independent variable) used in the Hwang & Hughes study. What social-interaction skills (dependent variables) were taught to students and how were they measured (dependent measures)? What did you like/dislike about this study? How do these findings have relevance for your current or past students?

Readings: Chapter 11; Keen et al. (2001)

Assignment #8: Devise and role play teaching strategies to teach a nonsymbolic communicator in a (a) joint action routine (using the communication and environmental guidelines) and (b) communication temptation (environmental arrangement) **Due 3/24**

April 6 Basic principles of Teaching Students with Deaf-blindness

Guests: Julie Durando (VCU, The Virginia Project for Children and Young Adults with Deaf-Blindness) and Deborah Nickerson (parent of an adolescent with deaf-blindness)

Topics:

- How would you define Deaf-Blindness?
- How diverse is this population in its ability and disability?
- Describe "a day in the life" of a child with Deaf-Blindness from a parent's perspective
- What are some basic teaching strategies that will ensure that the students gets the information and has access to instruction?
- How can teams create adaptations & modifications that are needed for communication to happen?
- Activity and discussion
- How can teachers work with parents to facilitate generalization of skills to home and community settings in students with deaf-blindness (including mobility and orientation concerns)
- How can Together We Can project assist you?

Readings: (done before class) Read readings that will be posted on BB; Read over Deborah Nickerson's Blog <http://pipecleanerdreams.blogspot.com> – good links (Marti's descriptors):

<http://pipecleanerdreams.blogspot.com/2007/02/letter-to-ashley.html> wow

<http://pipecleanerdreams.blogspot.com/2006/12/dancing-in-gym-class.html> cool

<http://pipecleanerdreams.blogspot.com/2007/07/rtfm.html> love it

<http://pipecleanerdreams.blogspot.com/2007/01/ashleys-future.html>

<http://pipecleanerdreams.blogspot.com/2008/12/how-is-your-box-labeled.html>

<http://pipecleanerdreams.blogspot.com/2008/10/myths-and-stereotypes.html> helpful

<http://pipecleanerdreams.blogspot.com/2008/09/no-child-left-behind-really.html> sad

<http://pipecleanerdreams.blogspot.com/2008/12/read-my-hands.html> sad

<http://pipecleanerdreams.blogspot.com/2007/10/dear-school-district.html> anger

<http://pipecleanerdreams.blogspot.com/2007/02/can-you-feel-me-now.html> great

<http://pipecleanerdreams.blogspot.com/2006/12/why-didnt-doctors-tell-me-she-was.html> eye opening

<http://pipecleanerdreams.blogspot.com/2008/05/queen-of-her-castle.html> cool

<http://pipecleanerdreams.blogspot.com/2007/11/mall-strolling-and-bowling.html> provocative

<http://pipecleanerdreams.blogspot.com/2007/09/one-of-those-and-proud-of-it.html> eye opening

<http://pipecleanerdreams.blogspot.com/2007/09/another-year-more-battles.html> angry

<http://pipecleanerdreams.blogspot.com/2007/07/same-difference.html> assumption buster

<http://pipecleanerdreams.blogspot.com/2007/07/move-to-back-of-bus.html> another wow

<http://pipecleanerdreams.blogspot.com/2006/12/you-expect-way-too-much-mrs-n.html> how to shatter assumptions

<http://pipecleanerdreams.blogspot.com/2006/12/compliance.html> eye opening

Several on Deborah Nickerson's due process experience:

<http://pipecleanerdreams.blogspot.com/2009/02/due-process-part-one.html>

<http://pipecleanerdreams.blogspot.com/2009/02/due-process-part-2.html>

<http://pipecleanerdreams.blogspot.com/2009/03/due-process-part-three.html>

<http://pipecleanerdreams.blogspot.com/2009/03/due-process-part-four.html>

Assignment #9: Apply class concepts to Ashley in small groups (10 minutes) and share and discuss as a class (10 minutes). Using an informal ecological inventory to identify needed adaptations and medications for Ashley to fill a cheerleader role during her first year in high school (e.g., change into her uniforms amid a group of noisy girls, walk to the gym with pompoms, etc.)

Due 4/7

April 13 Teaching Symbolic Communication and Picture/Video Schedules

Guest: Diane Talarico-Cavanaugh, Autism Specialist, Piedmont Regional Education Program**Topics**

- Demonstrate the four enhanced milieu teaching procedures (modeling, mand-model, time delay, incidental teaching) and describe when you would use them. All involve embedding instruction.
- What are responsive conversational strategies? What are joint attention and turn taking?
- What are environmental arrangement strategies and how can you use them to create opportunities for spontaneous communication and peer interaction?
- Devise and role play teaching strategies to teach a beginning symbolic communicator (pictures, signs, or words) using milieu methods: model, mand-model, delay.
- Describe the skills needed to use activity schedules (picture and computer based) and develop a teaching procedure
- Learn some of the basic elements of structured teaching (TEACCH) and how these strategies can mesh with other best practices for children with autism

In-class Research Article Activity: Name the antecedent and consequent teaching strategies (independent variable) used in the Hughes study. What social-interaction skills (dependent variables) were taught to students and how were they measured (dependent measures)? What did you like/dislike about this study? How do these findings have relevance for your current or past students?

Readings: Chapter 12; Hughes et al. (2000); one short reading on structured teaching

Related Optional Reading:

Rehfeldt, R.A., Kinney, E.M., Root, S., & Stromer, R. (2004). Creating activity schedules using Microsoft Powerpoint. *Journal of Applied Behavior Analysis*, 37, 115-128

Stromer, R., Kimball, J.W., Kinney, E.M., & Taylor, B.A. (2006). Activity schedules, computer technology, and teaching children with autism spectrum disorders. *Focus on Autism and Other Developmental Disabilities*, 21, 14-24.

Assignment #10: Design a teaching sequence for teaching the student the targeted communication response. You will have three somewhat different teaching sequences to reflect the three milieu techniques (modeling procedure, mand-model procedure, and time delay procedure). Identify which students are best suited to each procedure. Take turns trying out each variation of these Milieu techniques; practice how you handle errors. [Due 4/14](#)

4/15/10: Abstract, Results, & Discussion Draft due: [Continue your intervention & data collection until April 30](#)

April 20 Teaching Functional Academics**Topics**

- Describe the four options for teaching academic skills and the factors that influence selection of options
- Demonstrate use of small group format for instruction, observational learning, incidental learning, and peer tutoring
- Apply the practice of embedding instruction within activities (activity-based instruction)
- Explain and apply the teaching strategy for embedding nontarget information into instruction
- Apply various prompt procedures to teach functional academics
- Describe the components of proven “support packages” for students in general education
- Give examples of ways to promote generalization
- Apply methods for teaching math and reading using (a) generalized and (b) specific embedded approaches
- Identify the following proven approaches for teaching functional math skills: next-dollar strategy, dollar–first sequence, and the sequenced objectives for counting, one-to-one correspondence, and numerals

Research Article Activity: Name the antecedent and consequent teaching strategies used in the McDonnell et al. (2001) study. What skills were taught and how measured (dependent measures)? What training strategies were used to teach these skills (independent variable)? What did you like/dislike about this study? How do these findings have relevance for your current or past students?

Readings: Chapter 13, read **either the McDonnell OR Hunt research article**

Assignment #11: Apply guidelines for choosing an academic approach to a particular student. Plan instruction of an academic skill in small groups and identify skill application opportunities. **Due 4/21**

April 27 Teaching Home and Community Skills; Community-based Instruction

Topics

- Describe how person-centered planning strategies can help the team plan what and how to teach in ways that are consistent with the family's and student's preferences
- Integrate choice, self-prompting, and self-management strategies into instruction as a means for encouraging student self-determination
- Apply efficient and effective teaching strategies, peer instruction, and observational learning to teach home and community skills (e.g., selection of teaching setting, use of general case instruction, observational learning, and instructive feedback)
- Give examples of teaching strategies for food preparation, housekeeping and laundry, home safety and first aid, telephone use, sex education, community safety, making purchases, dining out and buying snacks, community leisure, banking, and mobility.
 - Visual supports (video modeling, schedules, etc.)
 - Embedding or activity-based instruction (Community based instruction)
 - Simulation
- Name the antecedent and consequent teaching strategies used in the Taber et al. (2003) study. What safety and community skills were taught to students and what training strategies were used? What did you like/dislike about this study? How does it relate to you?

Research Article Activity: Name the antecedent and consequent teaching strategies used in the Taber et al. (2003) study. What skills were taught and how measured (dependent measures)? What training strategies were used to teach these skills (independent variable)? What did you like/dislike about this study? How do these findings have relevance for your current or past students?

Readings: Chapter 14; Taber et al. (2003)

Optional Related on video modeling:

Branham, R.S., Collins, B., C., Schuster, J.W., & Kleinert, H. (1999). Teaching community skills to students with moderate disabilities: Comparing combined techniques of classroom simulation, videotape modeling, and community-based instruction. *Education and Training in Mental Retardation and Developmental Disabilities, 34*, 170-181.

Cannella-Malone, H., Sigafoos, J., O'Reilly, M., de la Cruz, B., Edrisinha, C., & Lancioni, G. (2006). Comparing video prompting to video modeling for teaching daily living skills to six adults with developmental disabilities. *Education and Training in Developmental Disabilities, 41*, 344-356.

Charlop-Christy, M.H., Le, L., & Freeman, K. (2000). A comparison of video modeling with in vivo modeling for teaching children with autism. *Journal of Autism and Developmental Disorders, 30*, 537-552.

Delano, M. (2007). Video modeling interventions for individuals with autism. *Remedial and Special Education, 28*, 33-42.

Hine, J., & Wolery, M. (2006). Using point-of-view video modeling to teach play to preschoolers with autism. *Topics in Early Childhood Special Education, 26*(2), 83-93.

Assignment #12: Due 4/28.

4/27/10: Complete the paraprofessional issues survey on BlackBoard

May 4 Working with and Teaching Paraprofessionals

Topics

- How does the role of paraprofessionals and their supervising teachers change in inclusive versus self-contained programs?
- Identify important steps to help paraprofessionals become effective team members (e.g., job and role description, defined classroom routine, student information profiles, IEP at a glance and matrix, student learning priorities and support, guides for teaching specific skills systematically, etc.)
- With input from the paraprofessional and other relevant team members, devise ways suited to your teaching situation to improve the paraprofessional's role on the team: (a) creation of job responsibilities list and teaching schedule; (b) plan for having daily communication with paraprofessionals, (c) plan for supervising and giving feedback to paraprofessional, and (d) plan for including them in teaming sessions.
- Describe some effective approaches for teaching paraprofessionals

Readings: Doyle (2002); Carter et al. (2007)

Assignment #13: Team together to problem-solve strategies for teaching needed skills or to initiate the needed improvements in a paraprofessional school staff member; design a brief action plan to use to implement strategies. **Due 5/3.**

Optional:

Carter, E.W., Cushing, L.S., Clark, N.M., & Kennedy, C.H. (2005). Effects of peer support interventions on students' access to the general curriculum and social interactions. *Research and Practice for Persons with Severe Disabilities*, 30, 15-25.

Carter, E.W., Sisco, L.G., Brown, L., Brickham, S. & Al-Khabbaz, Z. (2008). Peer interactional and academic engagement of youth with developmental disabilities in inclusive middle and high school classrooms. *American Journal on Mental Retardation*, 113, 479-494.

Assignments

This course is designed to teach the skills needed to deliver instruction effectively to students with severe disabilities in a variety of settings. You are expected to participate actively in class by asking and answering questions, making comments, participating fully in team applications, and completing in-class activities. Come to class having completed the readings and being ready to participate. *Bring the readings for that class with you as we will discuss them; electronic access to reading is OK.* You will be asked to provide your input on the course by completing an anonymous course evaluation on the Blackboard web site at the middle and end of the term; however please contact me by email if issues arise sooner. I will do my best to make sure that the course meets your needs for learning.

All group and individual draft and final assignments and the exam must be pledged (e.g., type the words: **PLEGDED by** **[your name]** **[date]**). Put complete names for all group members who participated on weekly assignments. If a group member is absent (or did not participate) do not list their name.

1. Weekly In-class Assignments (5 points each, due weekly right after class or by next day; submit completed form through Blackboard assignment section; 11/13 count; 55 pts; assignment)

Almost every week there will be an in-class assignment that may involve role play in pairs and team problem solving. All will involve a form available under the assignment section of BB. Class facilitators will make these assignment forms available for class teams to use during class activity time. Assignments will be completed in small teams in class and submitted to me in one of several ways:

- A. Electronically: Written by a member of the class team onto the electronic assignment form as a word file that is available on BB in the assignment section; then uploaded to BB either after class or by the next day.
- B. Only if unable to access BB: FAXED at the end of class (Tuesday) or the next day (Wednesday) 434-924-7461 or 0747 (You must put my name on fax or I won't get it.)
- C. Sometimes you might show the assignment on the class document camera and get approval.

Late in-class assignments will be penalized 1 point per day late. When we do role plays you need to work in pairs, but the whole team will write their answers together. Assignments 3, 4, 5, 7, and 10 require role playing. Only one person will send one response for the group; the whole group will receive the same grade (see exception below of people alone at sites). Class teams will consist of up to 4 students from the same university site and will be formed the second class. I will count only 11 of the 13 assignment (55 points possible), dropping two with the lowest scores. ***These cannot be made up if you are absent because they require group interaction and effort. Students at distant sites will be connected electronically through Breeze so they can work with the group. If you are alone you have to figure out a way to do role plays that makes sense, this may mean role playing with a child, friend, or spouse after class or the next day, but you need to complete actual role plays even though it may not be easy.*** Only by actually using many of the procedures we are covering in this class can you learn it. Assignments 3, 4, 5, 7, and 10 require role playing. If you are alone, you need to role play with another person after class (or apply to a student) and submit these five assignments by yourself, but I would like you to participate in the discussion with the group you are electronically connected with.

Teams for weekly in-class assignment. Class team members will operate as a team and organize themselves into distributed leadership roles depending on the number in the group: a) facilitator who keeps group focused, b) recorder and presenter of assignment verbally or on the document camera in classroom, c) person who downloads assignment form from BB, enters group answers onto the form, and uploads it to BB, d) time keeper. If there are only two in a group, combine roles as follows: a) plus d) and b) and/or c). *Rotate roles every week.*

2. Detailed Instructional Program (points: 15+80 = 95)

- A. More detailed information on this assignment is provided on the Blackboard materials site in folder labeled with this name in the assignment section: (a) **Instructional Programs 2010 Guidelines**, (b) **Rubrics Instructional Program 2010** and (c) **Rubrics Practicum Brief Teaching Guide**. Also find the file for **Form Brief Teaching Guide** in this folder. I will use the rubrics feedback forms when responding to your drafts. We will discuss the details in subsequent class sessions.
- B. In this assignment you will develop and implement an instructional program for teaching a skill to a student with severe disabilities. You will develop the program by handing in drafts of the following sections and incorporating my feedback into each section. You will:
1. Submit a **proposal on 2/21** or earlier (5 pts.= in on time, complete, good quality):
 - Describe the student/individual (1st name, age, disability, skills),
 - Identify the PLOP, objective (s), and goal; provide a rationale for teaching these skills to this person (functional/needed, age appropriate, suits PLOP, etc.)
 - Describe in general terms the teaching strategy you may use,
 - Describe in general how you will measure the student's performance of the target skills
 2. Once the proposal is approved, write the a fairly complete draft of the **introduction and method (due 3/13; 5 points = in on time, complete, good quality)**
 - i. Introduction
 1. Topical focus, purpose and importance, relevant literature reviewed (*minimum* of 2 relevant studies and 2 additional supportive references), and transition from introduction to method
 - ii. Method
 1. Describe the setting where instruction will occur
 2. Describe the collaborative teaming you used to plan
 3. Include the PLOP, the targeted instructional objective(s), and the goal (all should be stated in measurable terms with conditions, behavior, and criterion), describe your method for testing the student on the target skill(s) during baseline and probe, and include your data collection sheet,

4. Describe in detail your teaching procedures, including antecedents, teaching strategies and consequences.
 5. Summarize these procedures (1-4) in a 1-2 page table form in simple but complete terms for all team members to understand (use the **Brief Teaching Guide** form – this is a required part of your method).
3. Once the method has been approved, you will begin by collecting at least 2 days of baseline probe data (starting by 3/17 or sooner) and then implementing the teaching procedures (starting 3/8-19), recording periodic data during training and during intervention probes (tests/using the same assessment procedures used in baseline).
 4. Write and submit draft of abstract, results, and discussion, while continuing to implement the program and gather data (**4/15, 5 points** = in on time, complete, good quality). **Continue your intervention until April 30th.**
 - i. You will write a draft **abstract** (<120 words)
 - ii. You will present these data in draft of the **results section** of the paper. Include in this draft, both an objective explanation of the results and a graph or a graph and a table of the student performance data. The graph will include baseline and intervention sections with an aim line (drawn after three days of teaching) and trend lines drawn if the trend is confusing at any point.
 - iii. Provide a **discussion section** for the program, including evaluation of the program based on student performance, and limitations/suggestions for changes in future implementation.
 5. Revise program and submit **final paper (5/3, 80 pts., plus up to 15 points for drafts)**. Drafts for Instructional Program. Due to the number of assignments, drafts must be submitted to the assignment section of Blackboard on time in order to get my feedback. Note that it is very important to get my feedback so you know you are on the right track. I expect your drafts to reflect careful writing, not quickly written outlines. Accurate, clear, concise writing is required of professionals and will be considered in the grading of all assignments. Final, written programs will be evaluated for writing style (spelling, grammar, APA), content, clarity, format, cohesiveness, and use of person-first language. Additionally, points will be deducted for spelling, grammatical, and word processing errors. All drafts and final papers should be prepared according to 5th Edition APA guidelines. A short guide to APA writing style is available on the Blackboard site under the Course Documents section.

APA Style: Using APA style to cite references within the text of your practicum assignments and in full at the end of the assignment is perhaps the most challenging part of APA. APA also suggests appropriate headings for your papers. You may probably need to consult the APA manual in the library, but you also can refer to the link for the APA style guide:

<http://owl.english.purdue.edu/owl/resource/560/01/> [If you scroll to the bottom of the webpage there is a menu with links to all the different ways to do citations and general formatting rules.]

Extra Credit (optional): 5 minute DVD (or CD or video) of instructional program with permissions. This videotape will show you (and/or your para) teaching one or more students in the instructional program developed for this course. You will get parental permission (permission form on BB under instructional program rubrics) so that I might use this in class but only for educational purposes. The tape should be planned, short (about 5 minutes), provide a good illustration of the teaching methods used in your instructional program. Accompany the tape with copy of signed parent). I will keep videotape, DC or DVD so make a copy first if you want one. I will provide feedback and determine if partial or full credit will be given. (**Mail video or DVD and signed permission, so I receive it by May 3; up to 10 points on time, complete, good quality**)

3. **Mid-semester Exam (50 points).** The mid-semester exam (answer sheet due 3/6) is worth 50 points and will be both objective (TF, multiple choice, matching) and short answer applications of the concepts and material you have learned throughout the first half of the course. Knowledge of the course readings and understanding of the concepts covered in class will be essential to formulating each response. The exam must be pledged and will be open book and open notes, but no discussion with others. There will be no final exam.

NOTE: If at any point during the semester, you encounter problems, or unexpected circumstances arise, please let me know so we might problem-solve how you can meet the requirements of this class. Waiting until the last few weeks of class will not work.

<i>Assignment/Requirement (to get full credit must be on time & complete)</i>	<i>Due Date</i>	<i>Point Value</i>
<i>Student information sheet (everyone submits)</i>	<i>1/28</i>	<i>2</i>
<i>In-Class Weekly Group Assignments #1-13(11 highest will count; 5 points possible each)</i>	<i>Across 13 weeks</i>	<i>11@5=55</i>
<i>Detailed Instructional Program (everyone submits)</i>		
<i>a. Proposal</i>	<i>2/21</i>	<i>5</i>
<i>b. Draft of introduction and method</i>	<i>3/13</i>	<i>5</i>
<i>c. Draft of abstract, results, and discussion</i>	<i>4/15</i>	<i>5</i>
<i>d. Final paper</i>	<i>5/3</i>	<i>80</i>
<i>e. Optional extra credit: 5 minute video (or digital file) of instructional program with permissions</i>	<i>4/28</i>	<i>(10)</i>
<i>Mid-semester exam (everyone submits)</i>	<i>3/6</i>	<i>50</i>
<i>Attendance and Participation (see next page)</i>	<i>Weekly</i>	<i>15</i>
<i>Total</i>		<i>215</i>

Course Details

Relationship of Course to Program Goals and Professional Organizations

This course is part of The Virginia Consortium for Teacher Preparation in Severe Disabilities (SDC), a grant from the Virginia Department of Education and the US Department of Education; the SDC includes George Mason University, Virginia Commonwealth University, the University of Virginia, Radford University, and Norfolk State University. Through the completion of the SD Consortium program, students are eligible for teacher licensure in the Commonwealth of Virginia in the special education area of Severe Disabilities. This program complies with the standards for teacher licensure established by the Virginia Department of Education. Furthermore, the SD Consortium strives to uphold the Special Education Content Standards established by the Council for Exceptional Children, the major special education professional organization.

Honor Code

Each university has its own honor code and it is important for you to review the honor code at your university. However, all students taking this course, regardless of the university they are enrolled in, are expected to follow this honor code and also to pledge all assignments and their exam to indicate that they have followed the honor code. A pledge means that you have not cheated or plagiarized, nor have you given or received assistance that violated the description of how assignments are to be completed for this course. The shortened version may be used: "Pledged" followed by the date and your full name (typed "signatures" will be OK for assignments/tests submitted electronically). A complete copy of each university's Honor System document is available through:

GMU: <http://mason.gmu.edu/~montecin/plagiarism.htm>, VCU: www.students.vcu.edu/rg/policies/rg7honor.html.

Radford: http://www.radford.edu/~dos-web/handbook02-03/Honor_Code.pdf, University of Virginia:

<http://www.virginia.edu/honor/intro/explain.html>, Norfolk State U: www.nsu.edu/student_judicial/policy.html

Accommodations for Disability

At all the participating universities, accommodations can be made with the instructor if a student has a disability. If this is relevant to you, please contact me on the first night of class (can be through email) and indicate both what the disability is and how your university has made accommodations for you in the past. I will discuss (via email) this further with you until we reach consensus. University specific information regarding eligibility, services and accommodations can be found at:

GMU: <http://www.gmu.edu/student/drc/> VCU: <http://www.students.vcu.edu/dss/index.html>

Radford: <http://www.radford.edu/~dro/> UVA: <http://www.virginia.edu/vpsa/services.html>

NSU: <http://www.nsu.edu/disabilityservices/>

Inclement Weather

If classes are canceled at GMU, a message will be posted on the class Blackboard site and all class members will receive an email as soon as it is announced. Because such cancellations are often at the last minute, it may be difficult to get this message prior to leaving for class. If in doubt, call (703) 993-1000, or visit <http://www.gmu.edu/today/> to see if GMU is closed campus-wide. Please note that the cancellation of classes due to inclement weather is determined by the decision of the instructing university only (GMU). If GMU is open and operational, then you are expected to attend class.

Cell Phones and Weapons

All cell phones and beepers should be deactivated while in the classroom. Also, University rules at all participating universities prohibit the possession any firearm, other weapon, or explosive. Please consult the student handbook and your university for specific information concerning this policy at your university.

Course Materials

This course gives you access to PowerPoint files, class lecture notes, handouts, and copyrighted articles. For the articles (available both on Blackboard and on a class CD), copyright laws must be followed: print only one copy per student. The PowerPoint presentations, notes, and handouts are provided on Blackboard for your convenience and to facilitate your mastery of concepts presented in this course; PowerPoints will be available on Blackboard by noon of the class day or sooner. If you plan to print copies of PowerPoint slides, this must be done before class begins (before 4 pm) and using a 3 or more slides per page handout format (do not print full slide pages). All of these materials should be regarded as authored materials, which if used or referred to must be fully credited through reference to the author, the class, and date. If used beyond citation, permission of the instructor/author is required.

Technology Proficiencies

All students participating in this course are expected to be proficient in several technology skills. Students are expected to be proficient in using the Internet and have reliable and consistent Internet access. Students are also expected to have an active email account and to check email regularly. This course requires students to use Blackboard, which is our online course management system located at <http://gmucommunity.blackboard.com/>.

NON GMU Students: Your login for Blackboard Community is: *x_first name.last name* For example John Smith's username would be: *x_john.smith* Your password is: *bbcommunity*

Students are expected to login to this system frequently and be proficient in using its features. Students are expected to be proficient in using the computer, which includes downloading and saving files, typing, and word processing skills. Students participating in this course are expected to use Microsoft Word for all written assignments. Furthermore, students are expected to use Microsoft PowerPoint and Adobe Acrobat Reader for class documents located on the Blackboard website. Although Microsoft PowerPoint is part of the Microsoft Office Suite, students who do not have PowerPoint can download a free viewer that will allow at <http://www.microsoft.com/downloads/details.aspx?FamilyId=D1649C22-B51F-4910-93FC-4CF2832D3342&displaylang=en> Adobe Acrobat Reader is a free software program used to read PDF files and can be downloaded at <http://www.adobe.com/support/downloads/product.jsp?product=10&platform=Windows> Students using Microsoft Office 2007 are expected to save and submit assignments in the Microsoft Office 2003 format, as all universities have not yet made the transition to Office 2007.

TaskStream Submission

TaskStream (www.taskstream.com) is an electronic portfolio and assessment management tool that the SD Consortium is utilizing in part to meet accreditation requirements for the National Council of Accreditation of Teacher Education (NCATE) as well as for student portfolio evaluation purposes. EVERY student taking this course at EVERY university IS REQUIRED to upload and submit the signature assignment for this course to TaskStream for evaluation by the end of the semester. Directions for creating an account in TaskStream and submitting assignments are available on Blackboard in the *TaskStream* folder within the *Syllabus* section. The signature assignment(s) for this class is: *Final Instructional Program*

Course Facilitators

Each class will have a facilitator or assistant who will assist with the class. Learn who that person is as they will be taking role and keeping track of class participation and reporting it to me weekly. However, if you think you must miss a class, please email the instructor ahead if at all possible (or later if need be). Because of the potential for confusion caused by people speaking at the same time in this multi-site course, it will be important to raise hands before asking questions or making comments. Along with the facilitators, I will try hard to enforce this rule and to be alert to questions from the distance sites. Facilitators will also FAX in-class written tasks following class or early the next day to me. When in class assignment forms or handouts are send the day of the class, facilitators will need to download and copy them for class members.

Blackboard Assistance

This course requires that you be a regular email user and be able to use various features of Blackboard (sign on, download materials, hand in completed assignments electronically in the Digital Drop Box, and participate in online discussions on the Discussion Board). You may direct your questions about Blackboard to me, to the facilitator at your class site, or email Marci Kinas Jerome at mkinas@gmu.edu. She will be the best resource. We are all learning this system together and some of us will be faster than others. Expect some snafus along the way, but please help each other out as you can. You will want to download all the required materials early in the semester or as soon as they are posted. Please note, that some handouts/readings may be given to you in class are not posted on blackboard. Also check Blackboard for announcements. Sometimes I will place handouts for class on Blackboard and will alert you by email or in the previous class; in these cases please download and bring them to class.

Remote Site Viewing

All Consortium courses are recorded and archived on a video-streaming server. Students and faculty are welcome to view previous classes at <http://torrent.gmu.edu/sdc/> and clicking on *Recorded Calls* button. Since the Consortium includes some remote site students, all consortium classes are broadcast live via the Internet at the same website. It is the policy of the consortium that students attending classes at university sites are expected to be present at those university sites during class time. However, in instances where students would otherwise miss class (in accordance to the attendance policy) students may participate in the class via the live web stream. However, students who participate in the web-stream instead of at their university site are still subject to the response cost as outlined in the attendance policy for this course. Directions for viewing the video-stream are in the course Blackboard site.