George Mason University
Graduate School of Education
EDSE 661 5S2: Curriculum and Methods: Severe Disabilities
Spring 2012

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Office Hours: By appointment
Course Day/Time: Mondays 4:30 to 7:10 PM
Location: Kellar Annex, Room 103

COURSE DESCRIPTION

Focuses on current best practices in curriculum, and methods for students with severe disabilities, including specific strategies for teaching students with severe disabilities, general strategies for working with heterogeneous groups of students in inclusive settings, and methods for adapting the general education curriculum to include students with severe disabilities.

Hours of Lecture or Seminar per week: 3   Hours of Lab or Studio per week: 0

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.

NATURE OF COURSE DELIVERY

Experiential, observational, and interactive strategies are used to facilitate fulfillment of the outcomes established for the course. Course sessions include a variety of formats and integrate instructional technology with lecture, discussion, guest presenters, small group activities, and student presentations. Students are expected to know and use email for course communication with the professor and other students.

RELATIONSHIP OF COURSE TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATIONS

This course is part of The Virginia Consortium for Teacher Preparation in Severe Disabilities from the Virginia Department of Education. Through completion of the SD Consortium program, students are eligible for licensure in the Commonwealth of Virginia in the special education area of Severe Disabilities/Special Education-Adapted Curriculum K-12. 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 Standards established by the Council for Exceptional Children, the major special educational organization.

The CEC standards that will be addressed in this class will be: Standard 4: Instructional Strategies; Standard 5: Learning Environments and Social Interactions; Standard 6: Communication; Standard 7: Instructional Planning; Standard 8: Assessment; Standard 9: Professional and Ethical Practice; and Standard 10: Collaboration.

For further information,
see: http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/Initial_Content_Standards.doc

REQUIRED TEXTS

1. Snell, M.E., & Brown, F. (2011). *Instruction of students with severe disabilities* (7th ed.). Upper Saddle River, NJ: Prentice Hall.

HIGHLY RECOMMENDED

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed). Washington, DC: Author. This website links to APA format guidelines: http://www.psywww.com/resource/apacrib.htm

ADDITIONAL REQUIRED READINGS (available on Blackboard)
Note: readings should be completed by date listed

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* (3nd ed.) (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.

*Leblanc, M., Ricciardi, J.N. & Luiselli, J.K. (2005). Improving discrete trial instruction by paraprofessional staff through an abbreviated performance feedback intervention. *Education and Treatment of Children, 28*, 76-82.

*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 class wide 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 (you will read 7)

ASSESSMENT OF COURSE REQUIREMENTS
All assignments should be word-processed and are due on the dates indicated. Consult with the instructor in advance if there is a problem. In fairness to students who make the effort to submit papers on time, points per day will be deducted from your grade for late papers. Please retain a copy of your assignments in addition to the one you submit. All assignments should reflect graduate-level spelling, syntax, and grammar. If you experience difficulties with the writing process you will need to document your work with the GMU Writing Center during this course to improve your skills.

GRADING SCALE:
95-100% = A
92-95% = A-
89-91% = B+
85-88% = B
80-84% = B-
70-79% = C
< 70% = F

LATE WORK PENALTY
Five percent of the available points for the assignment will be deducted each day for late submissions during the first week after the due date. *After one week* from the due date, assignments will not be accepted. Thus an assignment that is three days late is able to obtain only 85% of the points for the assignment regardless of the quality of the work. After one week, the assignment will no longer be accepted and a score of zero will be entered into the grade book for that assignment.

The point deduction will be made after the grading is complete. The date that the assignment was received by the instructor **in hand or via email or Blackboard** will be considered the date submitted. Submitting an assignment late does not alter the due dates of the other assignments and prevents timely feedback to students regarding their work that may be of value in later assignments. Strive to keep up with the assignment schedule so that you will be able to have appropriate formative evaluation and feedback from your instructor across the semester.

The College of Education and Human Development (CEHD) expects that all students abide by the following:
- Students are expected to exhibit professional behaviors and dispositions at all times. See gse.gmu.edu for a listing of these dispositions. Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].

- The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles [See: http://cehd.gmu.edu/values/].

- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].

- This syllabus may change according to class needs.

Student Expectations

- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].

- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

- Absences: Understanding you are individuals with full and active lives, who have made the intellectual and financial commitment to regularly attend class, there may be an instance when you are not able to attend. If this unlikely event should occur, it is your responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. Students who are absent are held responsible for the material covered and assignments due as if in attendance. Please be sure to notify the classmate in sufficient time for them to be of assistance to you. Please notify me by email in advance if you will not be able to attend class, and arrange for a classmate to pick up handouts/provide notes. You are also responsible for work in assigned groups and will need to make arrangements to follow-up with group members if you miss group planning activities in class.

- In-depth reading, study, and work on course requirements require outside class time. Students are expected to allot approximately three hours for class study and preparation for *each* credit hour weekly in addition to papers and assignments.

- Use APA guidelines for all course assignments. This website links to APA format guidelines: http://www.psywww.com/resource/apacrib.htm

- It is recommended that students retain copies of all course products to document their progress through their GSE program. In addition, your instructor may want to use all or portions of your assignments as examples for future classes. In this case, your name would be removed from the assignment to protect your anonymity. Please let your instructor know in writing if you prefer your work not be used as an example in future course sections.

- Please subscribe to the GMU/GSE Special Education list serve if you do not already receive list serve announcements. Send an email to listproc@gmu.edu and type the following in the message of the text: Subscribe (special-education-program) (your full name). For example: subscribe special-education-program John Doe. Send the email message and you will receive an email confirmation of your subscription to the list. This allows you to receive important notices from special education

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].

- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

- **GMU's** Blackboard will be used to post important information for this course and for you to respond to discussions and assignments. You will also submit most assignments to Blackboard and receive feedback on your assignments there. Your email address should be entered in the **Blackboard** system. The following is how you will access the **Blackboard-GSE Login Page:** Enter the URL http://mymason.gmu.edu into your browser location field. Click on the **Login** button. Enter your **Username & Password** assigned to you. Most likely it your user name will be **your** first initial of your first name and **your** entire last name (for example - ejohnson). After entering your user name and password, click **Login** and select this course from the course list. You will begin using Blackboard following class session #1 of this course.

- **TaskStream**. The assignment required for this course must be submitted electronically to Mason's NCATE management system, TaskStream: (https://www.taskstream.com) by the date and time listed in the course schedule. Note: Every student registered for any EDSE course as of the Fall 2007 semester is required to begin submitting signature assignments to TaskStream (regardless of whether a course is an elective or part of an undergraduate minor). TaskStream information is available at http://gse.gmu.edu/programs/sped/. Failure to submit the assignment to TaskStream will result in reporting the course grade as Incomplete (IN), which will turn into an F nine weeks into the following semester if not changed by the instructor. A grade change will be submitted only upon posting the Signature Assignment to TaskStream.
The signature assignment for this course is the Detailed Instructional Program.

NOTE: If you need course adaptations or accommodations because of a disability or if you have emergency medical information to share with me or need special arrangements, **please call and/or make an appointment with me in the first week of class.**

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Assignments and Attendance

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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 website at the middle and end of the term; however please let me know if issues arise sooner. I will do my best to make sure that the course meets your needs for learning. Thoroughly study the readings as assigned in the syllabus and all class handouts. Students are expected to actively participate during large and small group discussions (in class and via Blackboard) with evidence of having read assignments. Throughout the course, students may be required to reflect on an assignment in preparation for a class session or at the end of a class session. In addition, class participation is very important and includes attendance (including arriving on time and staying for the duration), quality of contributions in group activities and discussions, and interactions with colleagues during small group and class activities.

1. _Attendance/Participation_ (*13 points*) Attendance in 13-14 of class sessions will give you 13 points. One attendance point will be deducted for each class missed after one absence. If you miss more than

3 classes, your attendance points will be cut in half. If you miss more than 5 class sessions, you will receive no attendance points for class.

2. *13 Weekly In-class Assignments* (*5 points each, form due weekly by the end of class*)

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 to be completed by the end of class. ***These cannot be made up if you are absent*** *because they require group interaction and effort.*

Role- plays. When we do role-plays, you need to work in pairs, but the whole team will write their answers together. Only one person will give me a response for the group; the whole group will receive the same grade. Class teams will consist of up to 4 students will be determined in the first class. Only by actually using many of the procedures we are covering in this class can you learn them.

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 enters group answers onto the form, and submits it to me 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*.

3. *Detailed Instructional Program* (points: 20+80 = 100)

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 2012 Guidelines**, (b) **Rubrics All Sections Instructional Program 2011** and (c) **Rubrics for Brief Teaching Guide**. Also find the file for **Form Brief Teaching Guide** in this folder. I will use the rubrics feedback forms (b) 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):
   2. Once the proposal is approved, write a fairly complete draft of the **introduction and review of the research** (**due 3/6;** 5 points = in on time, complete, good quality). Your methods section should include the Brief Teaching Guide.
   3. In order to give you some additional work time, the **Methods** section is due after Spring break (**3/20).** Once the method has been approved, you will begin by collecting at least 2 days of baseline probe data (starting by **3/26** or sooner) and then implementing the teaching procedures (starting **4/2**), 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 (**4/17,** 5 points = in on time, complete, good quality). **Continue your intervention until April 27th**.
   5. Revise program and submit **final paper** (**5/1**, 80 pts., plus up to 20 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 6th Edition APA guidelines. A short guide to APA writing style is available on the Blackboard site under the Course Documents section.

Use APA Style Throughout Your Instructional Program Paper

Headings and paper organization. Use **centered, bold** (**Method, Results, Discussion, References**) and **side flush headings (Student Description, Target Skill**, etc.). **APA headings** in your paper will correspond to each section outlined in the rubrics. Refer to pages 306-320 in the APA manual (6th ed.). Use 12-point font; all pages must be **double-spaced** and numbered in upper right hand corner. Use 1 inch margins all the way around. Any figures and tables must be numbered and placed *each on separate pages* following the references. References start on a page by themselves. You will have one figure (graph) and a table or a second figure (data collection form). Refer to any table or figure by number in the text (Figure 1, Table 1). The paper title is repeated on page 2; you do not need an abstract.

References. Using APA style to cite references within the text and in full at the end of the paper is perhaps the most challenging part of APA. While consulting the APA manual is good, I would suggest that you go to this excellent website which gives you all you need to know about APA and does so in an easily accessible format: 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 or just click on full resource for printing to see everything.]

Extra Credit (optional): A 4-5 minute DVD (or CD or video) of instructional program with permissions. This videotape will show you (and/or a paraprofessional) 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, CD 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. **(up to 10 points on time, complete, good quality)**

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.

Assignment/Requirement (to get full credit must be on time, complete, & meet expected standards)	Due Date	Point Value
Student information sheet (everyone submits)	1/23	2
In-Class Weekly <u>Group</u> Assignments 13(5 points possible each)	Across entire semester	13@5=65
Detailed Instructional Program (everyone submits)		
a. Proposal	2/21	5
b. Draft of introduction & review of research	3/6	5
c. Draft of method	3/20	5
d. Draft of abstract, results, and discussion	4/17	5
e. Final paper	5/1	80
f. Optional extra credit: 5 minute video (or digital file) of instructional program with permissions	5/1	(10)
Para Survey Completed	4/24	5
Mid-semester Evaluation	1 week after assigned	5
Attendance and Participation (see earlier page)	Weekly	13
End of semester Evaluation	5/2	5
Total		195

Tentative Calendar

(May change based on student or course needs)

Class No.	Date	Topic	Reading Due (read by date on which readings are listed; bring readings to class)	In-class (IC) Assignments & Assignments Due (in class assignments due by end of class session; other assignments due by 4:30 on date listed)
1	Jan 24	Syllabus & Assignments 6:10-6:40 pm Blackboard orientation; Form work teams		Student information form #1 team name, values & rules (both are IC)
2	January 31	Phase 1: Assessment, identifying, writing measureable goals and objectives	Chapter 1, 2, 3, Fetko et al. (1999)	#2 Objectives (IC) **Bring to class good/poor IEP goals & objectives**
3	February 7	Phase 2: Antecedent methods	Chapter 4; Fetko; Leblanc et al. (2005)	#3 System of Least Prompts, Discrete Trial Teaching (IC)
4	February 14	Phase 3: Consequent Methods, Designing and implementing instruction in inclusive classrooms	Review Chapter 4, especially 170-181; Chapter 6; Johnson et al. (2004); Fetko	#4 Constant Time Delay (IC)
5	February 21	Phase 3: Measuring student behavior and learning	Chapter 5; Hojnoski; Johnson; Fetko	#5 Assessment & measurement of student performance (IC) **-Instructional Program Proposal Due -Bring graphing paper, pencils, rulers to class**
6	February 28	Phase 3: Analyzing performance & improving programs; Graphing with Excel, aim and trend lines *Guest: Marci Kinas Jerome*	Review Ch. 5 especially 210-221; Farlow & Snell; Austin;	#6 Graphing performance, drawing aim lines and trend lines; Computers in class with Excel (IC)
7	March 6	Teaching Self Care Skills	Chapter 10; Sewell et al. (1998)	**-Introduction and Review of Research Due**
	March 13	**No Class: Spring Break**		

8	March 20	Visual supports and structured teaching **Guest:** *Diane Talarico-Cavanaugh*	TBA	#7 Graduated Guidance & Simultaneous Prompting (IC) #8 Structured Teaching (IC) **-Method Due** *-3/26 Start baseline, ONLY with approval of methods* *-4/2 Start intervention ONLY with approval of method*
9	March 27	Teaching communication; using peer supports **Guest:** *Marti Snell*	Chapters, 11, 12; Hughes et al. 2000	#9 Nonsymbolic communication (IC)
10	April 3	Teaching students with deaf-blindness: **Guests:** *Julie Durando Deaf Blind project, VCU & Deborah Nickerson*	3 articles on BB; read Nickerson's Blog	#10 Teaching students with deaf-blindness (IC)
11	April 10	Teaching Functional Academic Skills and General Curriculum Access **Guest:** *Virginia Walker*	Chapter 13; McDonnell et al. (2001) **OR** Hunt et al. (2002)	#11 Functional Academics (IC)
12	April 17	Flex week (content, readings to be announced)	TBA	**-Abstract, Results & Discussion Draft Due**; *continue your intervention & data collection until April 27*
13	April 24	Community Based Instruction, Video Modeling **Guest:** *Paula Fallon*	Chapter 14 Taber et al. (2003)	#12 Community based instruction (IC) -Completed Para-professional survey on Blackboard Due
14	May 1	Working with and Teaching Paraprofessionals	Doyle et al. (2008) Carter et al. (2007)	#13 Paraprofessionals **-Final project due**