



**College of Education and Human Development
Division of Special Education and disAbility Research**

Spring 2015

EDSE 661 692: Curriculum and Methods: Severe Disabilities
CRN: 18117, 3 - Credits

Instructor: Dr. Jodi Duke	Meeting Dates: 1/12/2015 - 3/16/2015
Phone:	Meeting Day(s): Mondays
E-Mail: jduke4@gmu.edu	Meeting Time(s): 4:30 pm-9:30 pm
Office Hours:	Meeting Location: Off-campus

***Note:** This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.*

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: 3Hours of Lab or Studio per week: 0

Prerequisite(s): None

Co-requisite(s): None

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other students should refer to their faculty advisor.

Nature of Course Delivery

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Learner Outcomes

Upon completion of this course, students will be able to:

- 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.
- 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.
- Assess target skills before (baseline probes) and during (instructional probes) instruction using direct observation or assessment of permanent products.
- Create dated graphs of student performance data using Excel; draw aim and trend lines using Excel.
- 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.
- Embed instruction on targeted IEP objectives into functional daily routines and activities.
- 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).
- 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.
- 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.
- 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.
- 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.

Required Textbooks

Snell, M.E., & Brown, F. (2011). Instruction of Students with Severe Disabilities (7th ed.). Upper Saddle River, NJ: Prentice Hall. Fox, B. J. (2013).

Digital Library Option

The Pearson textbook(s) for this course **may be** available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. Please note that not all textbooks are available through this option. Visit the links below before purchasing the digital library to ensure that your course(s) text(s) are available in this format. The division and Pearson have partnered to bring you the Digital Library; a convenient, digital solution that can save you money on your course materials. The Digital Library offers you access to a complete digital library of **all Pearson textbooks** and MyEducationLabs used across the Division of Special Education and disAbility Research curriculum at a low 1-year or 3-year subscription price. Access codes are available in the school bookstore. Please visit <http://gmu.bncollege.com> and search the ISBN. To register your access code or purchase the Digital Library, visit:

<http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

- 1 year subscription \$200 ISBN-13: 9781269541411
- 3 years subscription \$525 ISBN-13: 9781269541381
- Individual e-book(s) also available at the bookstore link above or at <http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

Required Resources

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Additional Readings

Additional readings will be posted on Blackboard.

Course Relationships to Program Goals and Professional Organizations

This course is part of The Virginia Consortium for Teacher Preparation in Severe Disabilities, a grant from the Virginia Department of Education that 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 area of Special Education – Adapted Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC standards that will be addressed in this class include Standard 1: Learner Development and Individual Learning Differences, Standard 2: Learning Environments, Standard 4: Assessment, Standard 5: Instructional Planning and Strategies, Standard 6: Professional Learning and Ethical Practices, & Standard 7: Collaboration. (Updated Fall 2014 to align with the revised CEC Standards)

GMU POLICIES AND RESOURCES FOR STUDENTS:

a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].

b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].

c. 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.

d. 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/>].

e. 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/>].

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

g. 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/>].

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

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/>]

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

Course Policies & Expectations

Attendance.

Students are expected to attend **all** class sessions during the course. As adult learners, you make personal decisions about enacting professional responsibilities, including those as a student. Students are expected to arrive on time and stay for the duration of class time. Attendance, timeliness, and professionally relevant, respectful and active participation are expected. Attendance and professional participation at all sessions is very important because all of the activities in class are planned in such a way that they cannot be recreated outside the class session.

In the unlikely event that you are not able to attend, 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 including assignment discussions/clarifications/explanations and assignments given and due. It is your responsibility to arrange with another student for collection of materials and to promptly obtain class notes, handouts, lecture details, explanations of content, and procedures/assignments, etc. It is also recommended that you notify the instructor about absences in advance or within 24 hours after an absence.

Be aware that any points earned for participation in class activities during a time of absence will not be earned and cannot be made up. **Two or more absences will result in a loss of all participation points.**

***NOTE: It is impossible to fully participate in this class while texting, Facebooking, tweeting, grading papers, working on other documents, etc. Please be *fully* present in class 😊**

Participation

You are expected to be present, prepared, and exhibit professional dispositions for each class session. Activities resulting in points toward your final grade will be completed during class sessions. Quality of product and completion of the activity within class will impact points earned. **Points missed due to absences during class activities will NOT be made up.**

Quality participation includes:

- (a) Arriving on time, including back from break(s),
- (b) Staying in the classroom/activity area for the duration of the class time,
- (c) Participating in all class activities (face-to-face and outside of class, including by electronic means),
- (d) Having on hand all materials required for the class session as per course assignments and the syllabus, and
- (e) Demonstrating professional behavior. The GMU CEHD Professional Dispositions serve as a minimum standard (<http://gse.gmu.edu/facultystaffres/profdisp.htm>)

Late Work.

All assignments must be submitted *on or before* the assigned due date. **In fairness to students who make the effort to submit work on time, 5% of the total assignment points will be deducted each day from your grade for late assignments. After one week, NO POINTS will be awarded towards any assignments and the assignment will no longer be accepted. A score of 0 will be entered into the grade book for that assignment.**

Other Considerations

This is a 3-credit graduate level course. Traditionally, 3-credit courses across a 15-week semester require an average of 45 hours of in-class time and approximately 90 hours of independent reading and assignment completion. Be prepared to put in that amount time for this class and plan your schedule accordingly.

Some assignments require you to synthesize material from the Course and outside sources into coherent statements of your ideas. In such cases, your writing should be databased, meaning that you must support statements and ideas with evidence from these sources, giving these sources credit. The standard format for writing in the field of education is outlined in the *Publication Manual of the American Psychological Association, 6th edition* (www.apastyle.org). Specifically, the Final version of your Instructional Program should be written in APA style, including a cover page, running head, pagination, headings (as needed), citations (as needed), and reference pages. The citation for this manual is included in the section entitled “Recommended Texts”. For online resource, see www.apastyle.org.

It is expected that you know how to paraphrase and cite information appropriately to meet both APA guidelines and to avoid plagiarism. This website provides some useful information on how to avoid plagiarism in your writing: <http://www.plagiarism.org/>

Communication.

The most efficient way to contact me is through email. I check email daily Monday through Friday. If your email has reached me by either of those times, I will respond immediately. Otherwise, I will respond within 24 hours during the week. Keep in mind that I teach from 4:30-8:30pm. On weekends, I check my Mason account on Sunday evenings and will respond to all received then. Do not email me an hour before an assignment is due and expect a response. If you would prefer to meet with me either before or after class (or at another time during the day/after school), please do not hesitate to contact me.

Written Language: Students at the graduate level are expected to compose with accuracy (grammar, spelling, other mechanics, form, structure, etc.) and at a conceptual level commensurate with advanced degree study. APA Style is the standard format for any written work in the College of Education and Human Development. If you are unfamiliar with APA format, it would benefit you to purchase the current edition of the Publication Manual of the American Psychological Association. You are required to use APA guidelines for all course assignments as noted in the assignment descriptions. This website links to APA format guidelines: <http://apastyle.apa.org> .

Oral Language: Use “person-first language” in class discussions and written assignments (and, ideally, in professional practice). In accordance with terminology choices in the disability community, strive to replace the term “Mental Retardation” with “Intellectual Disabilities” in oral and written communication and to avoid language labels by stating, for example, a “student with disabilities” (SWD) rather than a “disabled student”. Please refer to guidelines for non handicapping language in APA Journals, including information available at: <http://www.apa.org/pi/disability/resources/policy/resolution-ada.pdf> and <http://supp.apa.org/style/pubman-ch03.15.pdf> .

TaskStream Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, *Instructional Plan and Implementation* to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

If you have never used TaskStream before, you MUST use the login and password information that has been created for you. This information is distributed to students through GMU email, so it is very important that you set up your GMU email. For more TaskStream information, go to <http://cehd.gmu.edu/api/taskstream>.

Grading Scale

A	95 – 100 points
A-	90 – 94 points
B	80 – 89 points
C	70-79 points
F	69% and below

Assignments

Performance-based Assessment (TaskStream submission required).

1. Detailed Instructional Program (50 points)

Course participants must identify and work with an appropriate target student with severe disabilities ages 5-21 who is participating in the adapted curriculum. You will need permission to read this student's confidential file, and engage in observation, interview and assessment activities with that student and her/his family and team members in order to complete the major assignments for the class. It is your responsibility to identify an appropriate target student. It is expected that you will need at least 20-25 hours across the course of the semester to engage in assessment activities with your target student, their family and team members.

In this assignment you will develop and implement an instructional program for teaching a skill to a student with severe disabilities. You will hand in draft sections of the program to your instructor for feedback. At the end of the course, you will hand in a final version of your program that includes up to date data on student performance as well as analysis of the results of your program and discussion of future directions. Further information can be found in Assignments on Blackboard.

Component	Essential Elements	Points
Abstract	< 120 words Describe student, target skill, settings, instructional procedures, and results	/3
Introduction	a. Topical focus of program in 1 st paragraph b. Purpose and importance of focus 1 st paragraph c. Relevant literature reviewed (at least 2 studies; 4 references) 1. Population studied – people first language 2. Procedure summarized 3. Relates literature to program d. Includes a closing transition from review into program (1-3 sentences)	/8
Method	a. Participant(s) b. Setting and materials c. Collaborative Team d. Measurement (Dependent Variables) 1. Program Objectives (PLOP, short-term objectives)	/15

	<p>or benchmarks, goal; meet criteria covered in class)</p> <ol style="list-style-type: none"> 2. Assessment procedures (baseline and probe) 3. Data collection (test and training data) <ul style="list-style-type: none"> <input type="checkbox"/> How you recorded data <input type="checkbox"/> Interrater reliability (and results) e. Teaching procedures (Independent Variables) <ol style="list-style-type: none"> 1. When intervention occurred 2. Where intervention occurred 3. What antecedent strategies were used (requests, prompts, fading, materials, teaching arrangement, task analysis, etc.) 4. What consequence strategies were used (motivation approaches, reinforcement, error correction, etc.) 5. Who was responsible 6. Brief Teaching Program Guide as Table 1 f. Design: How was AB design implemented over time 	
Results	<ol style="list-style-type: none"> a. Narrative description (no inferences, objective; reliability results presented here but counted under Methods-d-3) b. Electronic Graphs and tables (proper labeling, explain and refer to) 	/8
Discussion	<ol style="list-style-type: none"> a. Relevance of behavior change (<i>not</i> a study) b. Integration of findings with previous research c. Limitations and solutions d. Implications for teachers and for future research e. Conclusion 	/8
References	<p>At least 2 studies; 4 references total.</p> <p>Use APA style for in text citation and reference page.</p>	Scored under Writing Style
Writing Style	<ol style="list-style-type: none"> a. APA style (headings, in-text referencing, reference list, double spacing, page number, Tables and Figures, etc.) b. Quality of written expression (typos & misspellings; flow of writing; consistent past tense; data are plural, etc.) c. “People first” language 	/8
Total		/50

Performance-based Common Assignments (No TaskStream submission required).

There are no common assignments for this class.

Other Assignments.

2. Detailed Instructional Program Proposal (5 points)

An instructional plan proposal must be submitted and approved by the instructor before you can begin the assignment. You will receive the full 5 points upon submitting your proposal. No partial credit will be given.

You will need to submit a one paragraph proposal prior to implementing the program in which you:

- Provide the student/individual information: age, school placement, identified eligibility and/or disability, level of academic ability, other pertinent information such as verbal abilities and physical or behavioral limitations. (this information may be bulleted)
- Briefly Identify the objective and provide a rationale for teaching it to this person,
- Identify the teaching strategy selected

3. Classroom Plan (25 points)

This assignment will require that you submit an hour by hour classroom plan for your students with disabilities for 5 consecutive days. You will also include 4 complete lesson plans (one for each subject that you teach. You will be submitting (basically) your lesson plan book for one week.

Component	Essential Elements	Points
Classroom Description	a. Age of students (lower/upper elementary; middle school; high school) b. Number of students c. Number of assistants d. Program type	/1
Program Overview	How does your program run? Including: a. Are you self-contained? b. Do you rotate classes? c. Do you coordinate with other classes for work sites? d. Do you have students moving in and out for inclusion?	/2
Weekly Plan	A complete hour by hour (or block by block) plan for what you, your students and your assistants are doing for one week.	/10
Four Complete Lesson Plans	Four complete lesson plans; you will want to submit one for each subject (English, math, life skills, vocational training, science, history, etc.) that you teach. If you do not teach four different subjects, you may submit lesson plans for multiple days in the	/12

	subjects that you do teach to get to four lesson plans. ** You may use whichever lesson plan model for these lesson plans you prefer.	
Total		/25

*If you do not teach in a classroom for students with severe disabilities, you will need to complete an alternative assignment; please speak directly with the instructor about this.

4. Weekly In-Class Assignments (20 points)

Each week there will be an in-class, small group assignment. **These cannot be made up if you are absent** because they will require group interaction and effort.

GRADING

1. Detailed Instructional Program: Proposal	5 points
2. Detailed Instructional Program: Final Program	50 points
3. Classroom Plan	25 points
4. In Class Weekly Assignments	20 points
TOTAL	100 POINTS

Schedule

****Starting January 26th, be sure to come to class prepared with the week's handouts electronically downloaded or as hard copies (whichever works best for you).****

Date	Class Topic	Reading Assignments <i>~Read by date on which readings are listed</i> <i>~Bring readings to class</i> <i>~Additional readings TBA for some classes</i>	In-Class Assignments and Assignments Due <i>~In class (IC) assignments due by end of class session</i> <i>~Other assignments due on Blackboard by 4:30 on date listed</i>
1/12	<ul style="list-style-type: none"> • Introductions and Icebreaker • Syllabus and Course Expectations • Overview of Students with Severe Disabilities • Educational Assumptions • Overview of Instructional Program Assignment 	Snell & Brown (2011) (S & B): Ch. 1	-Student information form <i>-IC: Dissection of a Research Study</i>
1/19	No Class: Martin Luther King Day		
1/26	<ul style="list-style-type: none"> • Unit Development • Lesson Plan Development 		Instructional Program Proposal Due <i>-IC: Unit Organizers and Lesson Plans</i>
2/2	<ul style="list-style-type: none"> • IEP Development • Data Collection • Instructional Strategies 	S & B Ch. 3 (Pgs. 112-116) S & B Ch. 4 S & B Ch. 5 (Pgs. 205-220)	<i>-IC: IEP Goals and Data Systems</i>
2/9	<ul style="list-style-type: none"> • Teaching Functional Academics • General Curriculum Access (Inclusion) 	S & B Chs. 6 & 13	<i>-IC: TBD</i>
2/16	No Class: President's Day		
2/23	<ul style="list-style-type: none"> • Communication • Visual Strategies • Overflow/catch up 	S & B Ch. 12	Classroom Plan Due <i>-IC: TBD</i>

	time		
3/2	<ul style="list-style-type: none"> • Teaching Life Skills and Self Care Skills • Community Based Instruction 	S & B Chs. 10 & 14	<i>-IC: TBD</i>
3/9	<ul style="list-style-type: none"> • Peer Supports • Supporting Paraprofessionals • Transition to Adulthood • Review for Exam 	You will be assigned one of the following readings: S & B Ch. 11 S & B Ch. 15 S & B Ch. 16	Instructional Program Due <i>-IC: TBD</i>
3/16	<ul style="list-style-type: none"> • Including Samuel • Course Evaluations 		Final Exam due on Blackboard by 4:30 on 3/16 <i>-IC: Including Samuel reflections</i>

Appendix