VIRGINIA CONSORTIUM FOR TEACHER PREPARATION
IN SEVERE DISABILITIES AND AUTISM

Spring 2015
Teaching Strategies, 3 Credits

Consortium Titles
- Virginia Commonwealth University: MNRT 610 Teaching Strategies for Students with Severe Disabilities
- Radford University: EDSP 566 Teaching Students with Individualized Adapted Curriculum
- Norfolk State University: SPE 538 Nature of and Strategies for Teaching Individuals with Severe Disabilities
- George Mason University: EDSE 661 Curriculum and Methods: Severe Disabilities
  - EDSE 661 001, CRN: 15088

Instructor: Dr. Melissa Ainsworth	**Meeting Dates:** 1/20/2015 - 5/13/2015
Phone: 703-380-9633 (text please)	**Meeting Day(s):** Tuesdays
E-Mail: mainswor@gmu.edu	**Meeting Time(s):** 4:30 pm-7:10 pm
Office Hours: By appointment	**Instructing University:** GMU

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.

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. Students should refer to their faculty advisor at their participating university.

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.

(GMU) 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

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

Required Resources
None

Additional Readings
As assigned and found on Blackboard under the "Readings" tab

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, 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)

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.

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.

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 their UNIVERSITY email, so it is very important that you set up your UNIVERSITY 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

Note: Spelling, grammar and writing style are important components of professional writing. Accurate, clear, concise writing is required of all professionals and will be considered in the grading of all assignments. Written assignments will be evaluated for content, clarity, format, cohesiveness, and use of person-first language. Additionally, points will be deducted for spelling, grammatical, and word processing errors.

All written papers should follow the American Psychological Association format (6th edition) http://www.apa.org/publications/

Assignments

Performance-based Assessment (TaskStream submission required).

The performance-based assessment for this course is the Detailed Instructional Program. See the *Other Assignments* section for complete assignment information.

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

There are no common assignments.

Other Assignments.

In-Class Quizes: 100 points possible total
There will be 5 unannounced quizzes/reading checks throughout the semester. Each quiz is worth 25 points. I will drop the lowest one for a total of 100 possible points.

Classroom plan: 100 points possible
This assignment will require that you submit an hour by hour classroom plan for your students with disabilities for 5 consecutive days. Additionally, you will include 4 complete lesson plans (one for each subject that you teach). If you do not teach in a classroom for students with severe disabilities, you will need to do one of the alternative assignments. A detailed description of the class plan is available on Blackboard.

Instructional Program (Signature Assignment)
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, instruction 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 instructional and assessment activities with your target student, their family and team members. Please see Blackboard for a detailed description and rubric.
        In this assignment you will develop and implement an instructional program for teaching a skill to a student with **severe** disabilities

** An appropriate target student must have an intellectual disability with a reported IQ below 70. Appropriate target students may have concurrent physical or sensory disabilities or autism.

This assignment has 3 Parts. *Each part will be graded individually.*

Part 1: <u>Detailed Instructional Program Proposal (5 points)</u>
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

Part 2: <u>Draft of the first section: (50 points).</u>
Based upon instructor feedback, students may select to rewrite this section before it is resubmitted with part 3 on final due date as listed in the syllabus. Regardless of rewriting, part 2 must be handed in with part 3 for a complete paper on the final due date.

○ Write the instructional program plan or method:
- Describe student/individual thoroughly
- Describe the setting where instruction will occur
- Describe the collaborative teaming you used to plan
- Include a complete instructional objective (conditions, behavior, and criterion and develop a data collection method and data collection sheets,)
- Describe teaching procedures, including antecedents, teaching strategies and consequences

Part 3: 100 points possible

○ Implement and record data on the program which you will present in a results section of your paper (**You must turn in your Data collection sheets with the final product)**
○ Provide a discussion of the program including evaluation of the program based on student performance, and limitations/suggestions for changes in future implementation. We will discuss the details in subsequent class sessions.

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**(Please note that if you do not currently teach students with severe disabilities you will need to find a student outside of your class to develop a plan for.)

Instructional Plan sections and due dates

Date due	Section due	points
January 27	1 (Instructional plan proposal)	5 (all or nothing)
March 3	2 draft	50
April 7	2 & 3	150

<mark>Schedule</mark>

A draft class schedule of class topics, due dates and reading assignments is available on the last page of this syllabus as well as on Blackboard. Please note that this schedule may change due to the needs of the class, inclement weather or at the instructor's discretion. If there is a change in the class schedule, students will be notified and an updated schedule will be available on blackboard.

SD CONSORTIUM SYLLABUS STATEMENTS AND POLICIES

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
NSU: http://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/
NSU: http://www.nsu.edu/disabilityservices/index.html

Inclement Weather
If classes are cancelled at George Mason University, a message will be posted on the class Blackboard site and all class members will receive an email. 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, dial the University phone number (703-993-1000) or visit the university website (www.gmu.edu). Do not email us; I will email you regarding weather as soon as it is announced. Please note, the cancellation of classes due to inclement weather is determined by the decision of the instructing university only. If the instructing university 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 should 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 4:30 pm or 7:20 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://mymason.gmu.edu

NON GMU Students: Your login for Blackboard Organizations 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.

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 submitting assignments are available on Blackboard in the *TaskStream* folder within the *Syllabus* section.**

The signature assignment(s) for this class is: *Detailed Instructional Program*

Remote Site Student
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, there are situations in which students are unable to attend classes at the university sites and may be permitted to take a course as a "remote site" student. To be considered, students must meet the **requirement of more than 90 minutes of one-way travel time to the closest participating university (under normal**

circumstance). OR have a documented medical need. In addition, **t**here are several technology and procedural requirements that are detailed on the Consortium website: http://kihd.gmu.edu/sdc/ and posted on Blackboard. Students must obtain permission from both the course instructor and the consortium coordinator to be considered a remote site student. Students' continued participation as a remote site will be re-assessed each semester.

In *special* circumstances where students would otherwise miss class (in accordance to the attendance policy) students may request to participate as a remote site if they (a) have met all of technical and procedural requirements, (b) have received permission from the instructor at least *one week* prior to class, and (c) have had a successful test session with GMU tech support personnel.

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 me ahead if at all possible (or later if need be). Because of the potential of 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 drop box). You may direct your questions about Blackboard to the facilitator at the class site as well as to email Marci Kinas Jerome (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 that 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.

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 and click on the link for specific class.

Student may also view the PowerPoints, communicate with the instructor, and interact with other at home students using Adobe Connect. Each consortium class has their own Adobe Connect website. To get to your Adobe Connect course site go to:
- Teaching Strategies: http://webcon.gmu.edu/teaching/
- Teamwork: http://webcon.gmu.edu/teamwork/
- Communication: http://webcon.gmu.edu/communication/

You will login with the guest username (sdcguest@gmu.edu) and password (sdcsite).
The first time you use Adobe Connect you may be prompted to download a plug in, it only takes a few seconds to install.

(GMU ONLY) POLICIES AND RESOURES FOR STUDENTS:

GMU POLICIES AND RESOURES 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/]

Class Schedule

Week	Class Topic	Assignment Due	Reading Assignment (To be completed before coming to class)
Jan 20	Introduction: Nuts & Bolts Educational Assumptions		none
Jan 27	Writing Goals & GMU Discussion	Instructional Plan Proposal (part 1) due	Snell & Brown Chapters 1 & 3
Feb 3	Data Collection/Assessments & VCU/NSU/RU Discussion		Snell & Brown Chapter 5
Feb 10	General strategies and organizing your classroom for effective instruction		Snell & Brown Chapter 5
Feb 17	Instructional Strategies: building lessons & Units		Spooner, Browder and Mims Chapter 4 (on BB)
Feb 24	Designing effective lessons		Schmoker, M. (2012) The Stunning power of good, traditional lessons (on BB)
March 3	Communication	Instructional Plan part 2 due	Snell & Brown Chapter 12
March 10	Spring Break- No class		
March 17	Instructional Strategies: general/ science / Reading		Spooner, F., Knight, V. F., Browder, D. M., & Smith, B. R. (2011). Evidence-based practice for teaching academics to students with severe developmental disabilities. Spooner, F., Knight, V., Browder, D., Jimenez, B., & DiBiase, W. (2011). Evaluating evidence-based practice in teaching science content to students with severe developmental disabilities.
March 24	Instructional Strategies: Math		Snell & Brown Chapter 13
March 31	Instructional Strategies: Life skills		Snell & Brown Chapter 10 Bouck, E.C., & Joshi, G. (2012). Functional curriculum and students with mild intellectual disability: Exploring postschool outcomes through the NLTS2

April 7	Self-Contained: Schedules/ grades/transitions	Instructional Plans parts 2 & 3 due	
April 14	Inclusion		Snell & Brown Chapters 6 & 11
April 21	Preparing for Adulthood	Class plan Due	Snell & Brown Chapters 15 & 16
April 28	Wrap up.		Snell & Brown Chapter 2

Note: This is a draft class schedule which is subject to change.