VIRGINIA CONSORTIUM FOR TEACHER PREPARATION IN SPECIAL EDUCATION ADAPTED CURRICULUM

Spring 2016
Teaching Strategies, 3 Credits

Consortium Titles
- VCU: SEDP 610: Teaching Strategies for Students with Severe Disabilities
- RU: EDSP 674: Teaching Students with Individualized Adapted Curriculum
- NSU: SPE 538 Nature of and Strategies for Teaching Individuals with Severe Disabilities
- JMU: EXED 584: Methods of Instruction for Students with Moderate/Severe Disabilities
- ODU: SPED 676: Curriculum and Methods: Severe Disabilities
- GMU: EDSE 661 Curriculum and Methods: Severe Disabilities
  - EDSE 661 001, CRN: 13841; EDSE 661 6U1, CRN: 18867

Instructor: Dr. Melissa Ainsworth	**Meeting Dates:** 01/19/16 - 04/26/16
Phone: office 703-993-5469 Cell: given first night of class	**Meeting Day(s):** Tuesday
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.
Hours of Lecture or Seminar per week: 3, Hours 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 Textbook

Fredda E Brown and John J. McDonnell

Instruction of Students with Severe Disabilities, Pearson eText with Loose-Leaf Version -- Access Card Package...
Jul 16, 2015

Recommended Textbooks

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

Required Resources

Access to BlackBoard and a laptop. You will need your laptop for many of our in class activities

Additional Readings

As assigned and 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)

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. We will be covering a lot of material during each class period. 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.

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.

Tk20 Performance-Based Assessment Submission Requirement

Every student registered for any Special Education course with a required performance-based assessment is required to submit the *Instructional Plan and Implementation* to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale

A 93 – 100 points

A- 90 – 92 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 (TK20 submission required).

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.*

   Please review the detailed description of this assignment on Blackboard. **Follow and use all headings as they appear on the detailed description**

Part 1: 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. No credit will be given for late proposals unless explicit permission is given by the instructor for a late turn in.

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,

Briefly Identify the teaching strategy selected

Part 2:   Intro, literature Review and Method Section: (50 points).

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.

Please review the detailed description of this assignment on Blackboard. **Follow and use all headings as they appear on the detailed description**

○ 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: Complete paper including all of part 2 and the results, graphs and discussion sections 100 points possible

Please review the detailed description of this assignment on Blackboard. **Follow and use all headings as they appear on the detailed description**

○ 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
Feb 2	1 (Instructional plan proposal)	5 (all or nothing)
March 1	2	50
April 12	2 (revised) & 3	100

Other Assignments.

In-Class Assignments: 100 points possible total
There will be 5 unannounced quizzes/reading checks or in class activities throughout the semester. Each is worth 20 points for a total of 100 possible points. <u>If you miss class, these may **NOT** be made up.</u>   In the event that you miss ONLY one in class assignment and have not missed any other classes and it is the deciding factor between an A and a B, then you will be given a makeup assignment at the end of the semester and will have one night to complete it and hand it in as grades are due 48 hours after the last class.

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 the alternative assignment. A detailed description of the class plan is available on Blackboard.

Class Schedule

Class Schedule – Draft and subject to change

Week	Class Topic	Assignment Due	Reading Assignment (To be completed before coming to class)
Jan. 19	Introduction: Nuts & Bolts; Educational Assumptions		none
Jan 26	Instructional Strategies		Brown, McDonnell & Snell chapter 5
Feb 2	Designing effective lessons & Units through organization	Instructional Plan Proposal (part 1) due	Schmoker, M. (2012) The Stunning power of good, traditional lessons (on BB)
Feb 9	Phone a professor: NO FORMAL CLASS	Sign up on BB for a phone conference to talk about your instructional plan.	Online quiz (20 pt assignment) covering readings and class material so far. Quiz will be open from 4:00 pm today until 10:00 pm tonight.
Feb 16	Writing effective IEP Goals & Assessment		Brown, McDonnnell & Snell Chapters 3
Feb 23	Communication		Brown, McDonnell & Snell Chpater 11 and 12
March 1	Inclusion VS (?) Self-Contained	Instructional Plan part 2 due	Brown, McDonnell & Snell Chapter 6 (Article found on Bb in tonight's content folder) *An Examination of Teacher and Student Behaviors in Classrooms for Students With Moderate and Severe Intellectual Disability* by Robert C. Pennington & Ginevra R. Courtade
March 8	Spring Break		
March 15	Instructional Strategies: general/ science / Reading		Both articles are in tonight's folder on BB 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 22	Instructional Strategies: Math		Brown, McDonnell & Snell Chapter 13
March 29	Instructional Strategies: Life skills		Brown, McDonnell & Snell Chapter 10 Bouck, E.C., & Joshi, G. (2012). Functional curriculum and students with mild intellectual disability: Exploring post school outcomes through the NLTS2 (Article in BB content folder for tonight)
April 5	The role of research in your teaching practice		Come to class with the articles posted in tonight's folder read!
April 12	No class	Instructional Plans parts 2 & 3 due	
April 19	Preparing for Adulthood	Class plan Due	Snell & Brown Chapters 15 & 16
April 26	Wrap up.	Last 20 pt in class activity	

ADAPTED 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 may be asked 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
JMU: http://www.jmu.edu/honor/code.shtml
ODU: https://www.odu.edu/about/monarchcitizenship/student-conduct

Accommodations for Disability
At all the participating universities, accommodations can be made with the instructor if a student has a documented disability. 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
JMU: https://www.jmu.edu/ods/
ODU: https://www.odu.edu/life/diversity/accessibility

Inclement Weather
If classes are cancelled at the teaching 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, visit the teaching university's website. 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. 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 expected to have an active university 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 under the ORGANIZATIONS tab.

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. For **new** students (beginning Summer 2015), you will receive an email (to your university email) with your Blackboard password.

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.

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 site 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).

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 through the assignment submission link). You may direct your questions about Blackboard to Marci Kinas Jerome (mkinas@gmu.edu). She will be the best resource.

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 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:
- Characteristics: http://webcon.gmu.edu/characteristics/
- Teaching Strategies: http://webcon.gmu.edu/teaching/
- Positive Behavior Supports: http://webcon.gmu.edu/pbs
- Curriculum and Assessment: http://webcon.gmu.edu/assessment
- Positioning and Handling: http://webcon.gmu.edu/positioning

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 Field Experience Requirement

A Field Experience is a part of this course. A field experience is a variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, and/or conduct research. Field experiences may occur in off-campus settings, such as schools (NCATE, 2008). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THIS COURSE

1. Prior to representing George Mason in off-campus settings, visit this site: http://cehd.gmu.edu/teacher/internships-field-experience.The site has a comprehensive PowerPoint on the registration process and tips for a successful field experience. This is called the Field Experience Presentation. View this.

2. Complete the online field experience registration form [http://cehd.gmu.edu/endorse/ferf] at the beginning of the semester (if not before) and complete the information requested REGARDLESS if you need assistance in 'finding' an individual for the project/assignment or not. This information is required by the state. It is important that you do this within the first two classes so that the Clinical Practice Office has sufficient time to find a placement for you.

Please indicate how your placement will be arranged.*

- o I will need George Mason (Clinical Practice Specialist) to arrange a placement for my field experiences (including observations and/or case studies).
- o I have been assigned a placement by my program for my field experiences (including observations and/or case studies).
- o I will arrange my own field experience (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace.
- o I will arrange my own field experiences (observations and/or case studies) because I am conducting a case study or individualized child portfolio with an individual outside of the school system (Special Education, Early Childhood Education PK-3, Dual Licensure Early Childhood Education PD-3 and Early Childhood Special Education only).
- o I will arrange my own placement for my field experiences (including observations and/or case studies because my instructor has offered access to a student(s) inside of a school system.

Fields marked with * are required. Your preferences may not be guaranteed.

NOTE: When selecting options of "I will arrange my own…" you will be asked to specify further, and/or identify the region and/or school of your arrangement. You will also be asked to obtain permission from a school principal or school administrator. Students should keep this documentation.

o   I understand that I must obtain permission from my principal/school administrator.

NOTE: It is not recommended that you work with your own child.

NOTE: If you selected the last option above, an email from the host teacher and the administrator is required to be sent to cuanseru@gmu.edu. The email serves as documentation of the approval. The administrators must approve all visitors in their school.

Policies and Resources Specific for GMU 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 George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. 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/]

Digital Library
Effective summer 2015, the Division of Special Education and disAbility Research will discontinue the use of the Pearson Digital Library. No further registrations will be accepted. Students who hold current subscriptions will continue to have access to the library for the remainder of their subscription time. However, no further updates will be made to the digital library. During this time, should a textbook be revised or a new book is adopted for a class where the text is included in the digital library, Pearson will have options available to you and will provide you with an individual e-text or, if there is no e-text, a printed copy. Students, who have purchased a 3-year subscription directly through Pearson Education, will also have an option to obtain a prorated refund. However, 3-year subscription access cards purchased via the GMU bookstore will need to speak with a George Mason Bookstore Representative. Please be aware that the issuance of a refund, in this case, is at the discretion of the George Mason bookstore. Concerns or questions may be directed to Molly Haines at Molly.Haines@pearson.com.