Virginia Consortium for Teacher Preparation in Special Education Adapted Curriculum
Fall 2019
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: 21416; Section 6U1, CRN: 22501; Section 6Y1: CRN: 22515

Instructor: Dr. Kristin Joannou Lyon	**Meeting Dates**: 1/22/2019-4/30/2019
Phone:	**Meeting Day(s)**: Tuesday
E-Mail: klyon5@gmu.edu	**Meeting Time(s)**: 7:20 pm-10 pm
Office Hours: By appointment	**Meeting Location**: Online
Office Location: WebEx	**Instructing University**: GMU

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

Prerequisite(s): None   **Co-requisite(s)**: None

GMU 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. Note: Field experience required. Offered by Graduate School of Education. May not be repeated for credit.

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 teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Course Delivery Method
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

This course will be delivered online (76% or more) using synchronous format via WebEx. All connection information is available on the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on January 22.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

General Technical Requirements
To participate in this course, students will need to satisfy the following technical requirements:
- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
  To get a list of supported operation systems on different devices see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- Students must maintain consistent and reliable access Webex, their university email and Blackboard, as these are the official methods of communication for this course.
- Students will need a webcam and headset microphone for use with the WebEx web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player:
    https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

General Technology Expectations
- Course Week: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 2 times per week. In addition, students must log-in and be present on camera for the entirety of all scheduled online synchronous meetings.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:

Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
  Online learners who require effective accommodations to insure accessibility must be registered with their university's Office of Disability Services and must provide the instructor with official notification letter of allowed accommodations from the Office of Disability Services.

Specific Expectations for Students Participating Using Web Conferencing (WebEx):
- WebEx Access: Links for synchronous class sessions will be provided on the course Blackboard site. Students do not need a WebEx login to participate.
- Web conferencing requirements:
  - You must have a working web camera and headset/microphone combination.
  - Use your real name to sign in—no aliases, please.
  - Mute your microphone when not speaking.
  - Your camera output must remain live in order to document your attendance during class. Please don't freeze your camera.
- Web conferencing decorum: Remember that while you are participating in the class via web conferencing, you are visible to the entire class and must maintain an appropriate professional demeanor. This includes preventing auditory and visual interruptions from your site, dressing professionally, and managing the area from which you broadcast, including setting up an appropriate neutral backdrop and adequate lighting.

- Technical problems: Avoid problems: Test your system several days before the first class. WebEx requires a high bandwidth connection. Students attending at home should advise others in the home they may not use the Internet for online games, movies, etc. during class time. Avoid public Wi-Fi; the bandwidth is shared and you may experience dropout or shutdown. Test your system before the first class.
  - The professor cannot help you with the technical side of web conferencing--signing on, problems with the interface, etc. You should have become familiar with WebEx before class begins and tested your system. As a web conferencing participant, you alone are responsible for the equipment that you use to join the class.
  - Students who experience technical problems with their courses must contact the CEHD Office of Technology Support at (703) 993-5654 or cehdtech@gmu.edu. Contact Tech Support as soon as you have determined you cannot correct your connection problem.
  - If you have problems with your home computer that prevent you from web conferencing, it is your responsibility to locate another computer or temporarily join the class at the site nearest you as quickly as possible to avoid missing classes and losing points.
- Attendance: If you are registered into a web conferencing section, please be make sure that you check in with the professor at the beginning of each class period and check out at the end to be credited for attendance in this class. Web conferencing in the special education program requires synchronous attendance (you must be viewing the class at the time it is meeting). If you can't attend synchronously, please drop the class. Participant login frequency and duration is tracked in WebEx.
- Asking questions: Ask your questions verbally rather than using the hand raise icon or typing your comments. The professor will answer as many questions in class as possible. All students should email the professor with any questions that cannot be answered in class or are private in nature.
- Taking tests: All testing will be done on Blackboard at your home or another secure computer and requires no proctors. Avoid public Wi-Fi; the bandwidth is shared and you may experience system dropout or shutdown that will end your test attempt.

Learner Outcomes
Upon completion of this course, teacher candidates/students will be able to:
1. Write IEPs so they define individualized sequences of measurable objectives for teaching needed functional skills that link to standards of learning general curriculum and begin with present level of performance and end with goal performance.
2. Construct, use, and interpret nonstandard, informal skill assessment (such as task analysis and observation) to identify appropriate objectives, evaluate student performance during baseline and intervention, and make improvements in instruction for students with disabilities in an adapted curriculum across the K-12.levels.
3. Assess target skills before (baseline probes) and during (instructional probes) instruction using direct observation or assessment of permanent products.
4. Create dated graphs of student performance data using Excel; draw aim and trend lines using Excel.
5. Use "raw" and graphed student performance data (along with aim and trend lines and problem analysis) to evaluate the effects of instruction and make data-based decisions for

improving student performance.

6. Embed instruction on targeted IEP objectives into functional daily routines and activities.
7. Plan, implement, and evaluate instructional programs that use effective antecedent teaching strategies (e.g., observational learning, milieu approach, system of least intrusive prompts, simultaneous prompting, time delay, graduated guidance, picture assists, audio/ video-modeling, backward and whole task chaining) and consequent strategies (e.g., shaping, error correction, consequential strategies, and interspersed review).
8. Write and implement an instructional plan that specifies a sequence of instructional objectives leading to a goal, uses a task analysis (for multiple step skills) or a skill sequence (for discrete skills), incorporates antecedent and consequence teaching strategies aimed at a specific stage of learning, and specifies a plan for collecting and analyzing student performance data on an ongoing basis.
9. Understand general education teaching practices that promote inclusion of students with severe disabilities in the general education curriculum and support them in the least restrictive environment (e.g., curriculum and instructional adaptation, group instruction, self-management, schedule following, cooperative learning, peer tutoring). Understand when and how to use small group instruction, peer tutoring, community-based instruction, simulated instruction, video-modeling instruction, and instruction involving both typical students and students with disabilities.
10. Apply a model to plan with general educators any adaptations and modifications that are needed in the general education curriculum and class activities in order to meet the instructional needs of students with severe disabilities.
11. Train paraprofessional support staff to use appropriate teaching methods and supportive interaction styles with students to support students without encouraging dependency. Provide these staff members with supervision and feedback.

Course Relationship to Program Goals and Professional Organizations
This course is part of The Virginia Consortium for Teacher Preparation in Special Education Adapted Curriculum, a grant from the Virginia Department of Education that includes George Mason University, Virginia Commonwealth University, Radford University, Norfolk State University, Old Dominion University, and James Madison University. Through the completion of the Adapted Curriculum 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, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 1: Learner Development and Individual Learning Differences (InTASC 1,2); CEC Standard 2: Learning Environments (InTASC 3); CEC Standard 4: Assessment (InTASC 6); CEC Standard 5: Instructional Planning and Strategies (InTASC 7,8); CEC Standard 6: Professional Learning and Ethical Practices (InTASC 9) & CEC Standard 7: Collaboration (InTASC 10).

This course contains at least on Common Assessment developed by the College of Education and Human Development to assess our candidates' performance on nationally accepted standards for

beginning teachers (InTASC) and our programs' performance on national accreditation standards (CAEP).

Required Textbooks
Brown, F.E., McDonnell, J.J., & Snell, M.E. (2016). *Instruction of students with severe disabilities* (8th ed.). Upper Saddle River, NJ: Pearson.

Recommended Textbooks
American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Additional Readings
Additional readings will be posted on Blackboard

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 Performance-Based Assessment Submission Requirement
It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 661, the required PBA is Instructional Plan and Implementation. Please check to verify your ability to upload items to Tk20 before the PBA due date.

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Assignments

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Performance-based Assessment (Tk20 submission required)
The performance-based TK20 assignment is the Instructional Plan and Implementation. See the Course Assignments section for assignment description.

College Wide Common Assessment (TK20 submission required)
The Colelge Wide Common assessment for GMU students is the Instructional Plan with Data and Implementation. See the Course Assignments section for assignment description.

Performance-based Common Assignments (No Tk20 submission required)
none

GMU Field Experience Requirement
A field experience is a part of this course. A field experience includes a variety of early and ongoing field-based opportunities in which candidates may observe, assist, and/or tutor. Field experiences may occur in off-campus settings, such as schools (CAEP, 2016). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THIS COURSE.

Complete the online EDSE Field Experience form. This online form will be sent to your GMU email from EDSEfld@gmu.edu on the first day of the semester. Click on the link and complete the form as soon as possible. ALL students should complete the form, regardless of whether you need assistance in locating a field experience placement or not. This information is required by the state. Please direct any questions about the form to Dr. Kristen O'Brien at EDSEfld@gmu.edu.

If you are arranging your own field experience because you are a full-time contracted school system employee and will complete the field experience at your worksite, you will be asked to specify the school at which you will be completing the field experience.

If you request a field experience placement to be arranged, you will receive information via your GMU email account about your assigned internship placement from the Clinical Practice Specialist in the College's Educator Preparation Office (EPO). Check your GMU email regularly for important information regarding your field experience. Follow all instructions for the necessary Human Resource (HR) paperwork required to access the assigned field experience placement.

View the EDSE Field Experience Introduction presentation. On the first week of classes and prior to representing George Mason in off-campus settings, your instructor will show a video presentation or provide a link to the presentation, which includes important information about the registration process for EDSE field experiences and tips for a successful field experience. After the presentation, sign the document provided by your instructor to indicate that you have watched the presentation and are aware of the EDSE field experience professionalism expectations.

Document your field experience hours. Your instructor will provide you with access to field experience documentation forms to use. There are two different field experience documentation forms – one for those completing field experience at their worksite and one for those completing field experiences in other classroom settings (e.g., GMU arranged a placement for you). Use the form that is most appropriate for your field experience placement. Your instructor will provide more directions on how to use and submit the documentation form.

Complete the field experience end-of-semester survey. Towards the end of the semester, you will receive an email from EDSEfld@gmu.edu with a link to an online survey. This brief survey asks you to report about important features of your field experience placement.

Instructional Plan and Implementation (200 points) Tk20 submission required
You must identify and work with an appropriate target student with a severe disability ages 5-21 who is participating in an adapted curriculum. 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.

In this assignment you will develop and implement an instructional program for teaching an academic skill to the student. 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.

Part 1: Instructional Program (100 points)
Write the instructional program plan or method:
- Describe student/individual thoroughly (age, school placement, identified disability, level of academic ability, other pertinent information such as verbal abilities and physical or behavioral limitations)
- 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 2: Results (100 points)
- Implement the Instruction Program and record data. You must turn in your data collection sheets and graph the results.
- Write a report discussing student results. Provide a discussion of the program including evaluation of the program based on student performance, and limitations/suggestions for changes in future implementation.

Lesson Plans (50 points each, 200 points total)
As we cover different instructional areas you will be asked to turn in 1 lesson plan per area for a total of 4 lessons plans (mathematics, science, social studies, and life skills).

Teaching Academic Skills Online Module (50 points)
During the two weeks that the universities in the consortium have Spring Break, we will not meet either week. Instead, there will be on online module on Blackboard that you will need to complete anytime during the two weeks.

Attendance, Participation, and Homework (10 points/ class; 130 points total)
You are expected to prepare for class by thoughtfully reading all assigned readings and reviewing prior class notes. Each week, there will be 10 points for attendance, participation, and

homework. This portion of your grade will be evaluated in multiple ways, including attendance, in-class activities, quizzes, and homework. Unless otherwise stated, homework assignments are independent. You are not allowed to work on homework with any other student or receive outside help.

Grading Scale
93-100% A
90-92% A-
87-89% B+
80-86% B
70-79% C
< 70 = F

Course Policies and Expectations

Attendance/Participation
Regular and punctual attendance in class is expected. Only excused absences will be allowed. If you must miss a class, arrive late, or leave early from a class session, please contact the instructor as soon as possible. Each class, there will be 10 Attendance, Participation, and Homework points that you will only receive if you attend class that week.

Late Assignments
It is expected that you will turn in your work on time. You may receive permission to turn in a late assignment if you contact the instructors at least 24 hours prior to the due date with your reasons for needing additional time. If permission is given, you will be given a new due date. If you fail to contact your instructor at least 24 hours before the due date, permission is not given, or if you fail to submit the assignment by the new due date, late assignments will be deducted 10% each day late; assignments turned in more than 7 days late will receive no credit.

Revising Assignments
For the major assignments, if you score a C or below, you may be asked to revise and resubmit your project by a certain date and time. All revised assignments will be assigned a final grade one level below your final scored performance. For example, if you bring your revised assignment score up to an A, you would receive a B for your grade.

*Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." Work submitted <u>must</u> be your own or with proper citations (see https://catalog.gmu.edu/policies/honor-code-system/).

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times. See https://cehd.gmu.edu/students/polices-procedures/. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least three points in each student's program – a self-evaluation at the start of their program, an instructor's evaluation in the middle of their program, and a university supervisor's evaluation during internship. When dispositions are assessed, it is important that for areas where a positive disposition is 'occasionally evident' or 'rarely evident,' the student takes steps to grow as an educator. See https://cehd.gmu.edu/epo/candidate-dispositions. In special education licensure programs, the mid-point evaluation is completed by instructors in EDSE 628, EDSE 661, and EDSE 616, and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785.

Core Values Commitment
The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/
Adapted Consortium 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).

Students at all universities pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." Work submitted must be your own or with proper citations

A complete copy of each university's Honor System document is available through
GMU: http://oai.gmu.edu/the-mason-honor-code/
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

Student Support Resources
At all the participating universities, students have access to free counseling and support services. University specific information can be found at:
GMU: https://caps.gmu.edu/
VCU: https://counseling.vcu.edu//
Radford: https://www.radford.edu/content/student-counseling/home.html
NSU: https://www.nsu.edu/Campus-Life/Services-Resources/Counseling-Center

JMU: https://www.jmu.edu/counselingctr/
ODU: https://www.odu.edu/counselingservices

Inclement Weather
Since students connect from home class will occur regardless of university closures for inclement weather. However, in the rare occurrence of a system-wide outage or extreme weather a message will be posted on the class Blackboard site and all class members will receive an email. Students experiencing connection issues related to weather are expected to communicate with their instructor and will be expected to connect to class via phone.

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 Courses tab.

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.

Blackboard Access and Non-Mason Students
Non-GMU students will be required to activate and utilize their GMU login credentials to access Blackboard. NEW students this semester should have received an email with activation directions from Marci Kinas Jerome. Any questions please contact Marci Kinas Jerome, mkinas@gmu.edu. Passwords must be reset every 6 months. If students do not receive the change password email request, they will need to request a password reset if they can no longer login. Students can reset their password at https://password.gmu.edu

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.
Viewing Course Archives
All students have access to the video archives of this class, which are typically posted 24-48 hours after the class has met. Use this resource to prepare final assignments and review other

class information. The special education program does not allow students to take a class via archive—you must be present when the class meets. The archive links will be posted on the course blackboard site.

Policies and Resources for GMU Students

Policies
- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).
- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).
- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources
- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/.

Class Schedule

*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Date	Topic	Reading	Assignment Due
Jan 22 Week 1	Course Introduction	Chapter 1	
Jan 29 Week 2	Measuring Student Behavior and Learning	Chapter 4	
Feb 5 Week 3	Selecting Teaching Strategies and Arranging Educational Environments	Chapter 5	
Feb 12 Week 4	Evidence-Based Practices	On Blackboard	
Feb 19 Week 5	Evidence-Based Practices, cont.	On Blackboard	
Feb 26 Week 6	Teaching Academic Skills	Chapter 13	**Instructional Plan and Implementation Part 1 Due**
March 5 March 12	**SPRING BREAK**		**Teaching Academic Skills Online Module**
March 19 Week 7	Teaching Mathematics Skills	On Blackboard	
March 26 Week 8	Teaching Science Skills	On Blackboard	**Mathematics Lesson Plan Due**
April 2 Week 9	Teaching Social Studies Skills	On Blackboard	**Science Lesson Plan Due**
April 9 Week 10	Teaching Life Skills	Chapter 10 Chapter 14	**Social Studies Lesson Plan Due**
April 16 Week 11	Designing and Implementing Instruction for Inclusive Classes	Chapter 6	**Life Skills Lesson Plan**
April 23 Week 12	Promoting Social Competence and Peer Relationships	Chapter 11	
April 30 Week 13	Peer Supports	On Blackboard	**Instructional Plan and Implementation Part 2 Due**

Appendix

Assessment Rubric(s)
Instructional Plan with Data and Implementation Scoring Guide

	Does Not Meet Expectations **1**	**Meets Expectations** **2**	**Exceeds Expectations** **3**
Abstract and Introduction CEC/IIC Standard 5	Candidate fails to provide a clear overview of all elements of the instructional plan and use evidence-based practices validated for the specific characteristics of learners with moderate to severe exceptional learning needs to establish a clear need for behavior change. Candidate cites literature that supports the development of the instructional program.	Candidate provides a clear overview of all elements of the instructional plan and uses evidence-based practices validated for the specific characteristics of learners with moderate to severe exceptional learning needs to establish a clear need for behavior change. Candidate cites literature that supports the development of the instructional program.	Candidate provides a clear overview of all elements of the instructional plan and uses evidence-based practices validated for the specific characteristics of learners with moderate to severe exceptional learning needs to establish a clear need for behavior change. Candidate establishes a clear and explicit connection between the literature and the development of the instructional program that reflects the theories and research that form the basis of curriculum development and instructional practice.
Learner Description CEC/IIC Standard 1	Candidate provides limited demographic and background information related to the target learner's physical, sensory, and/or medical needs as well as academic needs and levels of support. Candidate does not accurately discuss the educational impact of the	Candidate provides demographic and background information related to the target learner's physical, sensory, and/or medical needs as well as academic needs and levels of support. Candidate accurately discusses the educational impact	Candidate provides demographic and background information related to the target learner's physical, sensory, and/or medical needs as well as academic needs and levels of support. Candidate accurately discusses the educational impact

	Does Not Meet Expectations 1	**Meets Expectations 2**	**Exceeds Expectations 3**
	learner's exceptionality and current physical, sensory, and/or medical needs, attitude, interests, values, and behavior and the effect these conditions can on the life of a learner with moderate to severe exceptional learning needs.	of the learner's exceptionality and current physical, sensory, and/or medical needs, attitude, interests, values, and behavior and the effect these conditions can on the life of a learner with moderate to severe exceptional learning needs. Candidate discusses the educational impact of the learner's exceptionality that implicitly justifies the need for the development of goals and planned instruction.	of the learner's current physical, sensory, and/or medical needs, attitude, interests, values, and behavior and effect these conditions can on the life of a learner with moderate to severe exceptional learning needs. Candidate discusses the educational impact of the learner's exceptionality that explicitly justifies the need for the development of goals and planned instruction by providing specific examples.
Setting and Materials CEC/IIC Standard 2	Candidate describes the learner's classroom and school setting, inclusive of the demands of the learning environments, design and management of daily routines, and teacher attitudes/behaviors, but does not discuss how these factors may influence the behavior of the learner with moderate to severe exceptional learning needs, and the basic behavior management theories and strategies being utilized is limited. Candidate does not list the ancillary services available for the	Candidate describes the learner's classroom and school setting, inclusive of the demands of the learning environments, design and management of daily routines, and teacher attitudes/behaviors that may influence the behavior of the learner with moderate to severe exceptional learning needs, and the basic behavior management theories and strategies being utilized. Candidate describes the ancillary services available for	Candidate describes the learner's classroom and school setting, inclusive of the demands of the learning environments, design and management of daily routines, and teacher attitudes/ behaviors that may influence the behavior of the learner with moderate to severe exceptional learning needs, and the basic behavior management theories and strategies being utilized. Candidate describes the ancillary services available for

	Does Not Meet Expectations **1**	**Meets Expectations** **2**	**Exceeds Expectations** **3**
	student with moderate to severe exceptional learning needs or the specialized materials utilized, including assistive technology.	the student with moderate to severe exceptional learning needs, but does not identify the specialized materials utilized, including assistive technology.	the learner with moderate to severe exceptional learning needs and the specialized materials utilized, including assistive technology. Candidate summarizes their perspectives and philosophy regarding effective management of teaching and learning.
Collaborative Teaming CEC/IIC Standard 7	Candidate describes the roles the families and school and community personnel played in the development and implementation of the instructional program, but does not consider the input of the learner with moderate to severe exceptional learning needs. Candidate fails to specifically address the role of the paraeducator in the data collection and instructional procedures in order to maximize the direct instruction for individuals with severe exceptional learning needs. Candidate describes teaming in a manner that lacks cultural responsiveness and does not promote effective communication and collaboration with families and school/community personnel.	Candidate describes the roles the learner with moderate to severe exceptional learning needs, families, and school and community personnel played in the development and implementation of the instructional program. Candidate specifically addresses the role of the paraeducator in the data collection and instructional procedures in order to maximize the direct instruction for the learner with moderate to severe exceptional learning needs. Candidate describes teaming in a manner that demonstrates awareness of culturally responsive factors that promote effective communication and collaboration with	Candidate describes the roles the learner with moderate to severe exceptional learning needs, families, and school and community personnel played in the development and implementation of the instructional program. Candidate specifically addresses the role of the paraeducator in the data collection and instructional procedures in order to maximize the direct instruction for the learner with moderate to severe exceptional learning needs. Candidate describes teaming in a manner that demonstrates awareness of culturally responsive factors that promote effective communication and collaboration with

	Does Not Meet Expectations **1**	**Meets Expectations** **2**	**Exceeds Expectations** **3**
		families and school/community personnel.	learners with moderate to severe exceptional learning needs, families, and school/community personnel.
Selection of Target Skills CEC/IIC Standard 3	Candidate fails to consider the general curriculum and does not prioritize the learning needs of students with moderate to severe exceptionalities by not developing an age and ability appropriate instructional goal for at least two target skills and includes related short-term objectives that accommodate the student's individualized learning needs.	Candidate considers the general curriculum and prioritizes the learning needs of students with moderate to severe exceptionalities by developing an age and ability appropriate instructional goal for at least two target skills and includes related short-term objectives that accommodate the student's individualized learning needs.	Candidate considers the general curriculum and prioritizes the learning needs of students with moderate to severe exceptionalities by developing an age and ability appropriate instructional goal for at least two target skills, including related short-term objectives that accommodate the student's individualized learning needs while also integrating communication, social, and life skills with academic curricula.
Selection and Implementation of Instructional Intervention CEC/IIC Standard 5	Candidate fails to select, adapt and describe age and ability appropriate instructional strategies and specialized materials to address the target behavior of the learner with severe exceptional learning needs. Candidate provides a limited description of accommodations and/or modifications, which demonstrates that they have interpreted some	Candidate selects, adapts and describes age and ability appropriate instructional strategies and specialized materials to address the target behavior of the learner with severe exceptional learning needs. Candidate provides a thorough description of a variety of accommodations and/or modifications,	Candidate selects, adapts and describes age and ability appropriate instructional strategies and specialized materials to address the target behavior of the learner with severe exceptional learning needs. Candidate provides a thorough description of a variety of accommodations and/or modifications,

	Does Not Meet Expectations 1	**Meets Expectations 2**	**Exceeds Expectations 3**
	sensory, physical and health needs. Candidate's description of procedures used to increase the learner's self-reinforcement and describes strategies to facilitate maintenance and generalization of skills across learning environments is limited. Candidate fails to detail which evidence-based practices validated for specific characteristics of learners and settings were used and describes the plan to evaluate and modify instructional practices in response to ongoing assessment data.	which demonstrates that they have interpreted sensory, physical and health needs. Candidate describes procedures used to increase the learner's self-reinforcement and describes strategies to facilitate maintenance and generalization of skills across learning environments. Candidate details which evidence-based practices validated for specific characteristics of learners and settings were used and describes the plan to evaluate and modify instructional practices in response to ongoing assessment data.	which demonstrates that they have interpreted sensory, physical and health needs. Candidate describes procedures used to increase the learner's self-reinforcement and describes strategies to facilitate maintenance and generalization of skills across learning environments. Candidate details which evidence-based practices validated for specific characteristics of learners and settings were used and describes the plan to evaluate and modify instructional practices in response to ongoing assessment data. Candidate describes instructional procedures, which include a plan for individualized reinforcement systems and environmental modifications.
Data Collection CEC/IIC Standards 3 and 4	Candidate develops an assessment plan, which allows for nonbiased informal assessment of the target skill and accommodates the unique abilities and needs of the student with severe exceptional learning needs is limited.	Candidate develops an assessment plan, which allows for nonbiased informal assessment of the target skill and accommodates the unique abilities and needs of the learner with moderate to	Candidate develops an assessment plan, which allows for nonbiased informal assessment of the target skill and accommodates the unique abilities and needs of the learner with moderate to

	Does Not Meet Expectations 1	**Meets Expectations 2**	**Exceeds Expectations 3**
	Candidate does not describe the methods of maintaining records or outlines a plan for using baseline ongoing data to modify instructional practices.	severe exceptional learning needs. Candidate reflects theories and research that form the basis of curriculum development and instructional practice (3) by developing an assessment plan that includes methods of maintaining learner records and outlines a plan for systematically collecting baseline and ongoing data on learner performance.	severe exceptional learning needs. Candidate reflects theories and research that form the basis of curriculum development and instructional practice by developing an assessment plan that utilizes a variety of methods of assessing learner performance, outlines a plan for systematically collecting baseline and ongoing data on learner performance, and how data are to be used to modify instructional strategies and materials.
Results CEC /IIC Standard 4	Candidate fails to report assessment and intervention results effectively both in graph and written form, based on the data collected on the target behavior. Candidate fails to report on inter-observer agreement and use basic assessment terminology accurately.	Candidate reports assessment and intervention results effectively both in graph and written form, based on the data collected on the target behavior. Candidate reports on inter-observer agreement and uses basic assessment terminology accurately.	Candidate reports assessment and intervention results effectively both in graph and written form, based on the data collected on the target behavior. Candidate reports on inter-observer agreement and uses specialized terminology used in the assessment of individuals with severe exceptional learning needs accurately.
Discussion CEC/IIC Standards 4	Candidate fails to interpret information and use learner data to evaluate the efficacy of	Candidate interprets information and uses learner data to evaluate the efficacy of the	Candidate interprets information and uses learner data to evaluate the efficacy of the

	Does Not Meet Expectations 1	**Meets Expectations 2**	**Exceeds Expectations 3**
	the behavior change program (selection and use of specialized strategies appropriate to the abilities and needs of the individual, effectiveness of plan to improve target behavior across environments, etc.). Candidate fails to use learner data to guide educational decisions and to provide feedback to the learner.	behavior change program (selection and use of specialized strategies appropriate to the abilities and needs of the individual, effectiveness of plan to improve target behavior across environments, etc.). Candidate uses learner data to guide educational decisions and to provide feedback to the learner.	behavior change program (selection and use of specialized strategies appropriate to the abilities and needs of the individual, effectiveness of plan to improve target behavior across environments, etc.).Candidate uses organized and graphed learner data to guide educational decisions and to provide feedback to the learner.
Discussion CEC/IIC Standards 5	Candidate fails to use learner data to reflect on the student's response to the behavior change process, including the advantages, limitations, variety of techniques used, integration of appropriate adaptations and technology in order to improve instruction and guide professional growth. Candidate fails to integrate findings with current evidence-based practices.	Candidate uses learner data to reflect on the student's response to the behavior change process, including the advantages, limitations, variety of techniques used, integration of appropriate adaptations and technology in order to improve instruction and guide professional growth. Candidate integrates findings with current evidence-based practices.	Candidate uses learner data to reflect on the student's response to the behavior change process, including the advantages, limitations, variety of techniques used, integration of appropriate adaptations and technology and details areas of focus for future behavior change in order to improve instruction and guide professional growth. Candidate integrates findings with current evidence-based practices.