

**Virginia Consortium for Teacher Preparation in Special Education Adapted Curriculum
Spring 2021
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 463 DL1: Curriculum and Methods in Severe Disabilities; Section DLI CRN: 20868
- GMU: EDSE 661 Curriculum and Methods: Severe Disabilities; Section DL1 CRN: 16251; 6U1 CRN: 24474; Section 6Y1: CRN: 24449

Instructor: Dr. Melissa Ainsworth	Meeting Dates: 1/25/21 – 4/28/21
Phone: 703-993-5469	Meeting Day(s): Wednesday
E-Mail: mainswor@gmu.edu	Meeting Time(s): 7:20 pm – 10 pm
Office Hours: by appointment	Meeting Location: N/A; Online
Office Location: Finley 206A	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

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.

Course Overview

EDSE 661 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.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Course Delivery Method

Learning activities include the following:

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

This course will be delivered online (76% or more) using a synchronous format via 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 pre-recorded lectures for the following week will be available by Friday end of day each week.

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.

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: [Browser support](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers) (https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see: [Tested devices and operating systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems) (https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their University email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Zoom 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/) (<https://get.adobe.com/reader/>)
 - [Windows Media Player](https://support.microsoft.com/en-us/help/14209/get-windows-media-player) (<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>)
 - [Apple Quick Time Player](http://www.apple.com/quicktime/download/) (www.apple.com/quicktime/download/)

Expectations

- Course Week:
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 once per week. **In addition, students must log-in for 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 a Mason 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 ensure accessibility must be registered with their University's Office of Disability Services.

Specific Expectations for Students Participating Using Web Conferencing (Zoom):

- Zoom Access: Links for synchronous class sessions will be provided on the course Blackboard site. Students do not need a Zoom 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. Zoom 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 Zoom 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 Zoom.
- 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.
12. Demonstrate proficiency in the use of educational technology for instruction.
13. Apply course concepts to K-12 school settings through field-based learning experiences (e.g., field experiences in K-12 classrooms, field-based case studies, field-based virtual/online learning experiences, etc.).

Professional Standards

(Council for Exceptional Children (CEC), Interstate Teacher Assessment and Support Consortium (InTASC). Upon completion of this course, students will have met the following professional standards: 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 one 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 Texts

Browder, D. M., Spooner, F., and Courtade, G. R. (2020). *Teaching students with moderate and severe disabilities*. (2nd Ed). The Guilford Press. 9781462542383

Recommended Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Required Resources

Access to Blackboard

Additional Readings

As required and posted on Blackboard in the “Additional Readings” tab on the side menu

Course Performance Evaluation

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

VIA 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 VIA (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 VIA.

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

Assignments and/or Examinations

Performance-based Assessment (VIA submission required)

The performance-based VIA assignment is the Instructional Plan and Implementation. See the Course Assignments section for assignment description.

College Wide Common Assessment (VIA 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).

Students must be able to perform the essential functions of the practicum site assigned with or without an accommodation. Contact Disability Services (ods@gmu.edu) for questions related to accommodations.

*Please note that due to barriers with accessing field experience placements in Spring 2021 as a result of COVID-19, there will be changes to the field experience process in this course. Students will be notified by their instructors with field experience options in their course. If the instructor allows field experiences to be completed on-the-job for students working in schools, you must have administrator approval and access to all field experience-related tasks and requirements. Please note that if you are not completing your field experience on-the-job or if your worksite does not meet the necessary requirements, you will use an alternative option provided by your instructor; **you may NOT arrange your own field experience placement (i.e., do NOT reach out to teachers or administrators on your own).** Check your Mason email regularly for important information regarding your field experience.

Course Assignments

Instructional Plan: 150 points

You will select a target student to follow from the provided selection of students participating in the case study research project. This assignment will require you to do the following:

1. Conduct and write a literature review based upon either the methodology used in the case study research or the subject matter covered in the case study research.
2. Analyze and annotate the methods used in the case study research.

3. Analyze and interpret the data of the selected tier from the case study research.
4. Discuss the results of the target students in that tier and the implications for future practice.
5. See Blackboard for detailed assignment description and rubric.

Lesson Plans: 100 pts total (25 pts each)

As we cover different academic areas you will be asked to turn in 1 lesson plan per area for a total of 4 lessons plans (1 each for the following areas: math, science OR history, communication, life skills). NOTE: *undergraduates*: will only do the first three lesson plans for a total of 75 points. Each lesson plan is worth 25 points. Each lesson plan has a different due date. Detailed descriptions of the directions for each lesson plan is found on blackboard under the assignments tab

Small Group Participation: 120 pts (10 pts per week, Weeks 2 – 13)

Each week you will participate in a small group discussion led by the instructor. The discussion will be based upon **the pre-recorded lecture that you will watch prior to class**. You must upload your completed copy of TQE’s based on the lecture prior to your assigned group time and come to your assigned small group with a copy of your TQE ready and prepared to discuss them. You must participate in the group session as well as upload your TQE’s to receive your points for the session.

Reading Check/Blackboard Activity: 65 points (5 points per week)

Each week as part of class time there will be a reading quiz or other on line activity posted in the weekly content folder on blackboard. These 5 point activities will be available beginning at 7:00 pm each Wednesday and will be due by midnight of that day. They are intended to part of your 7:00 – 10 pm in-class time.

Assignment	Due Date	Points possible
Math lesson Plan		25
Science OR History lesson plan		25
Life Skills Lesson Plan		25
Communication Lesson Plan (<i>Grad students only</i>)		25
Instructional Plan		150
Small Group Participation	Weekly for 11 weeks (see class schedule)	110 (10 points each)
Reading Check/Blackboard Activity	Weekly	65 (5 points per week)
Total Points Possible		425 (grad students) 400 (under graduate)

Course Policies and Expectations

Attendance/Participation

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 log in on time for their assigned small group time each week and stay for the duration of small group time.
- No points can be awarded for missed small group time.
- **Attendance, timeliness, and professionally relevant, respectful and active participation are expected.** Please see participation points under the assignments section.

In the unlikely event that you are not able to attend, it is your responsibility to ensure that you have covered the material missed. Students who are absent are held responsible for the material covered including assignment discussions/clarifications/explanations and assignments given and due.

If you anticipate that you will miss more than two sessions, it is recommended that you drop the class and take it in a semester where you can ensure appropriate attendance.

Late Work

All assignments are due posted to blackboard by 7:00 PM on the dates listed in the course schedule in this syllabus. Ten percent of the available points for the assignment will be deducted each day for late submissions during the first week after the due date. After one week from the due date, assignments will not be accepted. Thus, an assignment that is three days late is able to obtain only 70% of the points for the assignment regardless of the quality of the work. After one week, the assignment will no longer be accepted and a score of zero will be entered into the grade book for the assignment. If you are having difficulty with an assignment, please contact the instructor as soon as possible. Submitting an assignment late does not alter the due dates of the other assignments and prevents timely feedback that may be of value in later assignments. Strive to keep up with the assignment schedule.

****Late or incorrectly turned in/uploaded assignments will be graded at the convenience of the instructor and therefore may not provide timely feedback. Late work may not be returned until the end of the semester**

Grading Scale

Graduate:

93-100% = A	
90-92% = A-	
87-89% = B+	

80-86% = B
70-79% = C
< 70% = F

Undergraduate:

93-100% = A		
90-92% = A-		
87-89% = B+		
84-86% = B		
83 – 80 = B-		
79-77 = C+		
76 – 74 = C		
73 – 70 = C-		
69 – 67 = D+		
66 – 65 = D		
64-60 = D-		
< 60 = F		

***Note:** The George Mason University Honor Code will be strictly enforced. See [Academic Integrity Site](https://oai.gmu.edu/) (<https://oai.gmu.edu/>) and [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>). 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 must be your own new, original work for this course or with proper citations.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See [Policies and Procedures](https://cehd.gmu.edu/students/policies-procedures/) (<https://cehd.gmu.edu/students/policies-procedures/>). Students are expected to exhibit professional behaviors and dispositions at all times. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least two points in each student’s program – a self-evaluation at the start of their program, and a university supervisor’s evaluation during internship. In special education licensure programs, the self-evaluation is an online survey distributed via email upon program entry for graduate students and within initial courses (EDSE 241, EDSE 361, and EDSE 311) for undergraduate students. 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>.

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: See [Core Values](http://cehd.gmu.edu/values/) (<http://cehd.gmu.edu/values/>).

Class Schedule

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

Week	Class Topic	Assignment Due	Reading Assignment (To be completed before coming to class)	Group Assignments
1/27	Introduction: Educational Assumptions/ What's up with Education?	<ul style="list-style-type: none"> BB Activity (1): Student Information Sheet due 10:30 pm 	None	Whole Group 7:10 – 10 pm
2/3	Instructional Strategies: Overview & Lessons vs Instructional Plans vs IEP Goals	<ul style="list-style-type: none"> TQE (1) due 7:20 pm BB Activity (2) due 10 pm 	<p>Text: Browder, Spooner & Courtade - chapter 1</p> <p><i>Find on Blackboard under the Additional Readings Tab</i></p> <p>Article: Archer & Hughes (2011)</p>	<p>7:20 – Group A 8:05 – Group B 8:50 – Group C 9:30 - Office hour</p> <p>Complete weekly assignment in Blackboard when not in group.</p>
2/10	Instructional Strategies: General and Special Education	<ul style="list-style-type: none"> TQE (2) due 7:20 pm BB Activity (3) due 10 pm 	<p>Text: Browder, Spooner & Courtade - chapter 6</p>	<p>7:20 – Group C 8:05 – Group A 8:50 – Group B 9:30 - Office hour</p> <p>Complete weekly assignment in Blackboard when not in group.</p>
2/17	Designing Effective Lessons	<ul style="list-style-type: none"> TQE (3) due 7:20 BB Activity (4) due 10 pm 	<p>Article: Schmoker, M. (2012) The Stunning power of good,</p>	<p>7:20 – Group B 8:05 – Group C 8:50 – Group A 9:30 - Office hour</p> <p>Complete weekly assignment in Blackboard when not in group.</p>
2/24	Instructional Strategies: Math	<ul style="list-style-type: none"> TQE (4) due 7:20 pm BB Activity (5) due 10 pm 	<p>Text: Browder, Spooner & Courtade - chapter 10</p> <p>Article: Graduate students: Root et al. (2018)</p>	<p>7:20 – Group A 8:05 – Group B 8:50 – Group C 9:30 - Office hour</p> <p>Complete weekly assignment in</p>

				Blackboard when not in group.
3/3	Instructional Strategies: Math Continued	<ul style="list-style-type: none"> · TQE (5) due 7:20 · BB Activity (6) due 10 pm <p>Lesson Plan Math due end of day Friday 3/ 5</p>	Text: Browder, Spooner & Courtade - chapter 11	<p>7:20 – Group C 8:05 – Group A 8:50 – Group B 9:30 - Office hour</p> <p>Complete weekly assignment in Blackboard when not in group.</p>
3/10	Instructional Strategies: Science/History	<ul style="list-style-type: none"> · TQE (6) due 7:20 · BB Activity (7) due 10 pm 	<p>Text: Browder, Spooner & Courtade - chapter 12 & 13</p> <p>Graduate students: Article: Spooner, F., Knight, V. F., Browder, D. M., & Smith, B. R. (2011). Evidence-based practice for teaching academics to students with severe developmental disabilities.</p> <p>Article: 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</p>	<p>7:20 – Group B 8:05 – Group C 8:50 – Group A 9:30 - Office hour</p> <p>Complete weekly assignment in Blackboard when not in group.</p>
3/17	Data Analysis and Long-term Skill Planning	<ul style="list-style-type: none"> · TQE (7) due 7:20 · BB Activity (8) 10 pm <p>Lesson Plan Science OR History due 7:20 pm</p>	Text: Browder, Spooner & Courtade - chapter 5	<p>7:20 – Group A 8:05 – Group B 8:50 – Group C 9:30 - Office hour</p> <p>Complete weekly assignment in Blackboard when not in group.</p>
3/24	Instructional Strategies: Life Skills	<ul style="list-style-type: none"> · TQE (8) due 7:20 · BB Activity (9) due 10 pm 	<p>Text: Browder, Spooner & Courtade - chapter 14 & 16</p> <p>Graduate students: Article: Bouck, E.C., & Joshi, G. (2012).</p>	<p>7:20 – Group C 8:05 – Group A 8:50 – Group B 9:30 - Office hour</p>

				Complete weekly assignment in Blackboard when not in group.
3/31	Instructional Strategies: Communication	<ul style="list-style-type: none"> · TQE (9) due 7:20 · BB Activity (10) due 10 pm <p>Lesson plan Life Skills due 7:20 pm</p>	Text: Browder, Spooner & Courtade - chapter 3	<p>7:20 – Group B 8:05 – Group C 8:50 – Group A 9:30 - Office hour</p> <p>Complete weekly assignment in Blackboard when not in group.</p>
4/7	Writing Meaningful IEP's	<ul style="list-style-type: none"> · TQE (10) due 7:20 · BB Activity (11) due 10 pm <p>Lesson plan Communication due 7:20 pm</p>	<p>Text: Browder, Spooner & Courtade - chapter 4</p> <p>BB reading: deBettencourt & Howard (2015) Chapter 4</p>	<p>7:20 – Group A 8:05 – Group B 8:50 – Group C 9:30 - Office hour</p> <p>Complete weekly assignment in Blackboard when not in group.</p>
4/14	Inclusion & Self-Contained Classrooms	<ul style="list-style-type: none"> · TQE (11) due 7:20 · BB Activity (12) due 10:00 pm 	Text: Browder, Spooner & Courtade - chapter 17	<p>7:20 – Group C 8:05 – Group A 8:50 – Group B 9:30 - Office hour</p> <p>Complete weekly assignment in Blackboard when not in group.</p>
4/21	Effective teaching through an Organized classroom	<ul style="list-style-type: none"> · TQE (12) due 7:20 · Instructional Plan due 7:20 pm 	Text: Browder, Spooner & Courtade - chapter 2	<p>7:20 – Group B 8:05 – Group C 8:50 – Group A 9:30 - Office hour</p>
4/28	Successful Teachers	<ul style="list-style-type: none"> · In class BB activity (13) due 7:20 pm 		Whole Group 7:20 – 10 pm

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).

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/counselingservicesnclement 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 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 [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing. See [Responsible Use of Computing](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/) (<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 [Disability Services](https://ds.gmu.edu/) (<https://ds.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 either Tk20 or VIA should be directed to <https://cehd.gmu.edu/aero/assessments/>
- Questions or concerns regarding use of Blackboard should be directed to [Blackboard Instructional Technology Support for Students](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/) (<https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>).

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

- As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing the [Title IX Coordinator](mailto:titleix@gmu.edu) (titleix@gmu.edu).
- For information on student support resources on campus, see [Student Support Resources on Campus](https://ctfe.gmu.edu/teaching/student-support-resources-on-campus/) (<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 [College of Education and Human Development \(http://cehd.gmu.edu/\)](http://cehd.gmu.edu/).

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 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 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 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.	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 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.

<p>Setting and Materials CEC/IIC Standard 2</p>	<p>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 student with moderate to severe exceptional learning needs or the specialized materials utilized, including assistive technology.</p>	<p>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 the student with moderate to severe exceptional learning needs, but does not identify the specialized materials utilized, including assistive technology.</p>	<p>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 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.</p>
<p>Collaborative Teaming CEC/IIC Standard 7</p>	<p>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.</p>	<p>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 families and school/community personnel.</p>	<p>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 learners with moderate to severe exceptional learning needs, families, and school/community personnel.</p>
<p>Selection of Target Skills</p>	<p>Candidate fails to consider the general curriculum and</p>	<p>Candidate considers the general curriculum and</p>	<p>Candidate considers the general curriculum and</p>

CEC/IIC Standard 3	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.	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.	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 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.	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, 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 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, 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	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

	<p>exceptional learning needs is limited. Candidate does not describe the methods of maintaining records or outlines a plan for using baseline ongoing data to modify instructional practices.</p>	<p>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.</p>	<p>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.</p>
<p>Results CEC /IIC Standard 4</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Discussion CEC/IIC Standards 4</p>	<p>Candidate fails to interpret information and use learner data to evaluate the efficacy of 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.</p>	<p>Candidate interprets information and uses learner data to evaluate the efficacy of 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 uses learner data to guide educational decisions and to provide feedback to the learner.</p>	<p>Candidate interprets information and uses learner data to evaluate the efficacy of 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 uses organized and graphed learner data to guide educational decisions and to provide feedback to the learner.</p>

<p>Discussion CEC/IIC Standards 5</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
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