Teaching Strategies for Students with Severe Disabilities
Spring 2005, Tuesdays 4 to 6:40 pm

Host University

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Tech support: Marci Kinas Jerome, GMU, Project Coordinator (mkinas@gmu.edu)

Participating Universities

The Virginia Consortium for Teacher Preparation in Severe Disabilities

UVa: EDIS 589 Teaching Strategies for Students with Severe Disabilities [Rm. 281]
VCU: MNRT 610: Teaching Strategies for Students with Severe Disabilities
GMU: EDSE 661: Curriculum and Methods: Severe Disabilities
Radford University: EDSP 660.04 Teaching Strategies for Students with Severe Disabilities

Web Site: http://kihd.gmu.edu/sdc


Course Description: This course reviews the basic principles of instruction and learning, explains and gives practice using teaching guidelines and evidence-based strategies for teaching students with severe disabilities. Principles address stages of learning, motivation for learning, skill shaping, prompting and fading, level of symbolic representation and communication, teaming, functionality, adaptation, and inclusion. Instructional guidelines are given for writing goals and objectives, documenting progress, planning and scheduling instruction, teaching individuals and groups in special and inclusive settings and in the community, adapting the general education curriculum, and working with paraprofessional support staff. Evidence-based strategies in several curricular areas (self care, communication, functional academics, community skills) will be reviewed and applied.

Course Goals: Upon completion of this course, you should have improved ability to:

1. Write IEPs so they define individualized sequences of measurable objectives for teaching needed functional skills, beginning with the present level of performance and ending with goal performance.
2. Use an informal skill assessment to identify appropriate objectives and evaluate student performance; assess using either a task analytic or a discrete behavior approach.
3. Assess target skills before (baseline) and during (probe) instruction using direct observation or assessment of permanent products.
4. Create graphs 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 targeted IEP objectives into functional daily routines and activities.
7. Select appropriate instructional strategies for teaching various learning objectives based on the student(s) and the desired learning outcome of the objective.
8. Plan, implement, and evaluate a variety of (a) antecedent teaching strategies (e.g., observational learning, milieu approach, system of least intrusive prompts, simultaneous prompting, time delay, graduated guidance, backward and whole task chaining) and consequent teaching strategies (e.g., shaping, error correction, consequential strategies, and interspersed review).
9. 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.
10. Understand general education teaching practices that promote inclusion of students with severe disabilities in the general education curriculum (e.g., curriculum and instructional adaptation, group instruction, self management, schedule following, cooperative learning, peer tutoring).
11. Adapt and modify general education curriculum and class activities to meet the instructional needs of students with severe disabilities.
12. Train paraprofessional support staff to use appropriate teaching methods and supportive interaction styles with students; provide them with supervision and feedback.

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<th>In-class Assignments &amp; Assignments Due</th>
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<td>Jan 25</td>
<td>Syllabus &amp; Assignments</td>
<td></td>
<td>1/30: Fax team name, rules; drop student info sheet on BB</td>
</tr>
<tr>
<td>Feb 1</td>
<td>Phase 1: Writing measurable goals and objectives</td>
<td>Chapter 3, Sowers &amp; Powers</td>
<td>#1: Writing objectives 2/1: Bring to class good/poor goal &amp; obj.</td>
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<tr>
<td>Feb 8</td>
<td>Phase 1: Measuring student performance; Graphing with Excel &amp; aim lines <em>(Guest: Marci Kinas Jerome, 2nd half)</em></td>
<td>Chapter 5 (173-200); Farlow &amp; Snell</td>
<td>#2: Measuring and graphing performance, aim lines</td>
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<td>Feb 15</td>
<td>Phase 2: Stage of learning, antecedent methods</td>
<td>Chapter 4 (115-137; 151-160)</td>
<td>#3: Prompting &amp; fading 2/13: Complete on BB Paraprofessional Issue Survey</td>
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<td>Feb 22</td>
<td>Phase 2: Consequent methods, planning adaptations</td>
<td>Chapter 4 (137-150; 160-172); Hunt et al.</td>
<td>2/20 Proposal due: Student &amp; objectives</td>
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<td>March 1</td>
<td>1) Teaching Self Care Skills</td>
<td>Chapters 8 (313-328), 9; Sewell; Chapter 5 (197-206)</td>
<td>#4: Consequence strategies apply to students</td>
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<tr>
<td>March 8</td>
<td>Phase 3: Analyzing performance &amp; improving programs; trend lines and graphing with Excel <em>(Guest: Marci Kinas Jerome, whole class)</em> Computers in class with Excel (1 for every 2-3 students) 4:30-6:40</td>
<td>Pemberton; Austin; Review Ch 5 (197-206), &amp; Farlow &amp; Snell</td>
<td>3/6 Mid semester exam due #6 Graphing, analyzing learning problems</td>
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<td>March 15</td>
<td><strong>Spring Break</strong></td>
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<td>3/13 Teaching Introduction and Methods Draft due</td>
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<td>March 22</td>
<td>Teaching Nonsymbolic Communication</td>
<td>Chapter 11; Hwang &amp; Hughes</td>
<td>#7 Nonsymbolic communication</td>
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<td>March 29</td>
<td>Teaching Symbolic Communication</td>
<td>Chapter 12; Hughes et al.</td>
<td>#8 Milieu methods 3/28: Start baseline, 3/30 start intervention</td>
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<td>April 5</td>
<td>Teaching Functional Skills</td>
<td>Chapter 13; McDonnell et al.</td>
<td>#9 Teaching academics 4/4: Start intervention for Teaching Project</td>
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<td>April 12</td>
<td>Teaching Community Skills</td>
<td>Chapter 14; Taber et al.</td>
<td>#10 Teaching community skills</td>
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April 19  
Teaching students with deaf-blindness: **Guests: Maria Beck and John Eisenberg: Together We Can: VA Deaf-Blind Project-whole class**  
TBA  
4/17: Abstract, Results, & Discussion Draft due – Continue intervention, #11  
Teaching students with deaf-blindness

April 26  
1) Teaching functional skills to students with deaf-blindness: **Guests Deborah Nickerson, Maria Beck, & John Eisenberg** (2nd half)  
2) Working with Paraprofessionals  
TBA

May 3  
Working with Paraprofessionals  
**Doyle**  
#12 Teaching paraprofessionals  
5/1: Final project due

**Final project due 5/1** (2 days baseline data and 2 weeks intervention data minimum required; 3 days of baseline data and 4 weeks intervention data ideal)

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**Assigned Readings on Blackboard**

(Key: listed in regular font in schedule = text; underlined = research; italicized = non-research reading)


Course Topics, Readings, and Activities

January 25 Introduction/Syllabus/Assignments

Topics
- Team cohesiveness is improved by ground rules, shared values, and distributed leadership
- 6:00 p.m.-6:40: Blackboard training with Marci Kinas Jerome

In-class Activity: Form class teams (2-4), identify team name, create ground rules and shared values using distributed leadership roles. Write down and submit to me by FAX during or after class.

After Class Activity: Complete and submit your student information sheet via blackboard

February 1 Phase 1 Program Development: Writing measurable goals and objectives

Topics
- Phase 1 program development: Writing measurable goals and objectives
  - Write a measurable objective that is supported by an ecological inventory for student
  - How does the component model influence a task analysis and target goals and objectives?
  - How and why would you identify a student’s preferences?

In-class Research Article Activity: Identify the PLOP, objectives, and goals used with students by Sowers and Powers. What were the independent (intervention) and dependent variables (target behaviors) used by Sowers and Powers. What might you apply with your students?

Readings: Chapter 3, Sowers & Powers

In-class Assignment #1: Bring in one “good” and one “not so good” IEP goal and objective (have a pseudonym but student’s actual age, disability label). As a group, evaluate with checklist and rewrite.

February 8 Phase 1 Program Development: Measuring and graphing student performance using Excel and aim lines

Guest: Marci Kinas Jerome (1/2 class)

Topics
- Phase 1 program development: Measuring and graphing student performance
  - Write a measurable objective that is supported by an ecological inventory for student
  - Define an measurement approach to assess student performance (test performance during baseline and probes and training performance) and a data collection sheet
  - Assess student’s PLOP (baseline), re-examine/revise objectives and specify sequence of objectives from PLOP, objectives, goal (all must be measurable)
  - Graph baseline performance
  - Graph first few day’s of training performance, set aim, draw aim line onto graph

In-class Research Article Activity: How did Sowers and Powers measure student performance on target objectives (dependent measures)? What are some other ways student performance could have been measured? What kinds of student performance data did they report: baseline test data, probe test data, training performance data? How did they assess inter-rater agreement? Was it OK? Why is this important?

Readings: Chapter 5, Farlow and Snell (in press)


In-class Assignment #2: Measuring and graphing performance, aim lines. Take the data provided in class for a student and create a graph of those data. Create a second graph from data given in class and draw an aim line. Need to have computers available in class with Excel (1 for every 2 students).
February 15  Phase 2 Program Development: Stage of Learning, Antecedent Teaching Methods
Topics

- **Phase 2 program development**: Identify teaching methods and use them
  - Select methods that fit student, setting, and skill?
  - Select methods that match student’s stage of learning?
  - Can you use the methods appropriately/ can other staff use them?
- Tell how stage of learning affects task analyses, antecedent and consequent teaching strategies, and the wording of an IEP objective (conditions, behavior, and criterion)?
- Describe the options for instruction: direct instruction in classroom, school or community setting in various formats (1 to 1, small or large group), activity-based or embedded instruction across day, direct instruction plus activity-based application
- Describe basic approaches for supporting students in inclusive classrooms
- Tell how one can build group participation skills?
- Demonstrate methods for promoting motivation and participation in small group instruction
- Task analyze discrete and multiple stepped skills; add to a TA using the component model
- Apply the following terms to examples: discriminative stimuli, stimulus and response prompting, response latency, prompt fading
- Be able to demonstrate prompt systems and select systems that are advantageous for certain students and skills (simultaneous, constant time delay, progressive time delay, system of least prompts, most to least prompts, graduated guidance)
- What alternatives to prompt systems can a teacher select from?
- Instruction involves interaction between teachers and students – how can teachers positively and negatively influence this interaction? What are appropriate nurturing and affective behaviors of teachers?

**In-class Research Article Activity**: What prompt procedures did Sowers and Powers use? Did they talk about a response latency? What grouping methods? What other antecedent strategies did they use?

**Readings**: Chapter 4 (pp. 115-136, 151-160)

**In-class Assignment #3**: Role play prompt procedures and complete data recording; use procedural checklists to monitor your accuracy.

February 22: Phase 2 Program Development: Consequent methods, planning adaptations of general education school work
Topics

- **Phase 2 program development**: Identify teaching consequent teaching methods and use them
  - Apply the following terms about reinforcing consequences to examples: positive reinforcement, types of reinforcement, reinforcement schedules
  - Describe ways to promote student motivation through naturalistic instruction (Pivotal Response Training, Koegel, Koegel, & Carter, 1999):
    - antecedent approaches (choice, using preferred activities, interspersing easy/difficult, embedding instruction in ongoing activities, following the student’s lead or shared control, varying materials to promote interest and generalization, using fast paced small group instruction, and
    - consequent approaches (use of specific reinforcement that is directly related to task, reinforcing approximations, teaching self initiation)
  - Describe and demonstrate shaping, chaining (backward, forward, total task)
  - Describe and demonstrate error correction and give the advantages/disadvantages of each approach
- What is procedural reliability and why is it important?
- Apply the model for making adaptations (curriculum, instruction, and ecological adaptations)
• Know that the most effective adaptations are a) only as special as necessary and b) facilitate both social and instructional participation in class activities.
• Explain how universal design can help all students and avoid unnecessary adaptations.

**In class Activity:** Create math game adaptations for a student. [Gracie math video]

**In class Research Article Activity:** How did Powers and Sowers motivate students to perform? Identify supportive school practices, guiding team principles, and desirable student outcomes illustrated in the Hunt et al. study. Identify examples from the Hunt et al. study that mesh with the model for making adaptations. How do Hughes’ findings have relevance for your current or past students?

**Readings:** Chapter 4 (pp. 137-150; 160-172); Hunt et al. (2002)

**Optional Sources:**

**In-class Assignment #4:** Role play consequence methods (reinforcement, error correction, naturalistic methods to promote student motivation)

**March 1:** 1) Teaching Self Care Skills; 2) Visual analysis of student performance data

**Topics Self Care (1st half)**
• How, when, and where can self care skills be taught without stigmatizing students?
• What factors influence the teaching methods (graduated guidance, delay, system least prompts, simultaneous prompting) and teaching intensity you will use?
• Describe and demonstrate shaping, chaining (backward, forward, total task)
• How does the team select appropriate positioning and handling procedures and adaptive equipment for students with movement limitations?

**In-class Research Article Activity:** Name the antecedent and consequent teaching strategies used in the Sewell at al. (1998) study. What skills were taught and how measured (dependent measures)? What training strategies were used to teach these skills (independent variable)? What did you like/dislike about this study? How do these findings have relevance for your current or past students?

**Topics Visual analysis (2nd half)**
• Explain when/how you use aim lines and trend lines to judge progress.
• Understand data trend terms (ascending, flat, descending), data level terms (low, moderate, high), and data variability terms (not variable, variable) and how they influence student progress.
• Tell when you’d use a problem analysis worksheet.

**Readings:** Chapters 8 (313-328), 9; Sewell; Chapter 5 (197-206)

**In-class Assignment #5:** Write a task analysis of a self care skill on a data collection form; role play the use of graduated guidance and simultaneous prompting to teach the self care task; record student performance of the form.

**March 8:** Phase 3: Analyze performance, make improvements in program; graphing with Excel, trend lines (Guest: March Kinas Jerome, whole class, class starts at 4:30 ends 6:45)

**Topics:**
• Use Excel to create line graphs of student performance data
  o Selecting data points and creating a legend to identify different types of data
  o Labeling phases and x and y axes
  o Using graphing conventions to connect data and divide phase changes
  o Create aim lines as a visual aid to monitor performance over time
  o Draw and use trend lines as an visual aid to clarify uncertain trend
  o Use a problem analysis worksheet when student performance is poor

**Readings:** Pemberton; Austin; Review Ch 5 (197-206); review Farlow and Snell
**In-class Assignment #6:** Create a line graph to display student performance data; draw an aim line and use it to make decisions; draw a trend line and a problem analysis worksheet to make decisions about student’s performance.

**March 22: Teaching Nonsymbolic Communication**

**Topics**
- Complete a communication dictionary for one of your students and teach others to use it as a guide for interacting with that student
- Describe what is meant by communication forms and functions; identify these for one of your students who does not use any or many symbolic forms.
- Use the Tri-Focus framework to identify how you can improve the communication context for a particular nonsymbolic communicator.
- Siegel and Wetherby describe communication and environmental guidelines for intervening with nonsymbolic communicators; apply these guidelines to a specific child who is not using symbolic communication.

**In-class Research Article Activity:** Name the antecedent and consequent teaching strategies (independent variable) used in the Hwang & Hughes study. What social-interaction skills (dependent variables) were taught to students and how were they measured (dependent measures)? What did you like/dislike about this study? How do these findings have relevance for your current or past students?

**Readings:** Chapter 11, Hwang & Hughes (2000)

**In-class Assignment #7:** Devise and role play teaching strategies to teach a nonsymbolic communicator in a (a) joint action routine (using the communication and environmental guidelines) and (b) communication temptation (environmental arrangement)

**March 29: Teaching Symbolic Communication**

**Topics**
- Demonstrate the four milieu teaching approaches (model, mand-model, time delay, incidental) and describe when you would use them
- What is responsive conversational style? What are joint attention and turn taking?
- What are environmental arrangement strategies and how can you use them to create opportunities for spontaneous communication?
- Devise and role play teaching strategies to teach a beginning symbolic communicator (pictures, signs, or words) using milieu methods: model, mand-model, delay.

**In-class Research Article Activity:** Name the antecedent and consequent teaching strategies (independent variable) used in the Hughes study. What social-interaction skills (dependent variables) were taught to students and how were they measured (dependent measures)? What did you like/dislike about this study? How do these findings have relevance for your current or past students?

**Readings:** Chapter 12, Hughes et al. (2000)

**In-class Assignment #8:** Design a teaching plan and data gathering form for promoting communication within a game or art activity for a mix of 2-5 students [1-2 have little communication, (uses word combinations, uses word approximations plus pictures, uses only AAC) 1-2 are typical peers]. [Gracie Video Art/Math Game]

**April 5: Teaching Functional Academics**

**Topics**
- Describe the four options for teaching academic skills and the factors that influence selection of options
- Demonstrate use of small group format for instruction, observational learning, incidental learning, and peer tutoring
- Apply various prompt procedures to teach functional academics
• Give examples of ways to promote generalization
• Apply methods for teaching math and reading using (a) generalized and (b) specific embedded approaches
• Identify the following proven approaches for teaching functional math skills: next-dollar strategy, dollar–first sequence, and the sequenced objectives for counting, one-to-one correspondence, and numerals

**In-class Research Article Activity:** Name the antecedent and consequent teaching strategies used in the McDonald et al. (2001) study. What skills were taught and how measured (dependent measures)? What training strategies were used to teach these skills (independent variable)? What did you like/dislike about this study? How do these findings have relevance for your current or past students?

**Readings:** Chapter 13, McDonald et al. (2001)

**In-class Assignment #9:** Role play small group instruction of an academic skill with diverse levels of ability and skill objectives; include observational learning OR incidental learning along with various strategies for promoting motivation to participate (Chapter 4, 133-137).

**April 12: Teaching Home and Community Skills**

**Topics**
• Describe how person-centered planning strategies can help the team plan what and how to teach in ways that are consistent with the family’s and student’s preferences
• Integrate choice, self-prompting, and self-management strategies into instruction as a means for encouraging student self-determination
• Apply efficient and effective teaching strategies, peer instruction, and observational learning to teach home and community skills (e.g., selection of teaching setting, use of general case instruction, observational learning, and instructive feedback)
• Give examples of teaching strategies for food preparation, housekeeping and laundry, home safety and first aid, telephone use, sex education, community safety, making purchases, dining out and buying snacks, community leisure, banking, and mobility.
• Name the antecedent and consequent teaching strategies used in the Taber et al. (2003) study. What safety and community skills were taught to students and what training strategies were used? What did you like/dislike about this study? How does it relate to you?

**In-class Research Article Activity:** Name the antecedent and consequent teaching strategies used in the Taber et al. (2003) study. What skills were taught and how measured (dependent measures)? What training strategies were used to teach these skills (independent variable)? What did you like/dislike about this study? How do these findings have relevance for your current or past students?

**Readings:** Chapter 14, Taber et al. (2003)

**In-class Assignment #10:** Plan and role play teaching a student to self prompt or self manage while learning a designated community skill.

**April 19 Teaching Students with Deaf-Blindness**

**Guests:** Maria Beck, John Eisenberg: Together We Can: VA Deaf-Blind Project

**Topics**
• What is the Together We Can project and how might it assist you?
• How would you define and assess Deaf-Blindness
• Describe some of the risk factors, some information about its various etiologies, criteria for Virginia’s census
• How diverse is this population in its ability and disability? (includes students who will participate in the general assessment as well as those with high support needs)
• What implications do these students have for instruction with a focus on communication and team-based decision making?

**Readings:** TBA
In-class Assignment #11: TBA

April 26:  1) Complete unfinished topics (1st half)
2) Teaching Functional routines to students with deaf blindness

Guests (2nd half): Maria Beck & Deborah Nickerson (parent), Together We Can Project

Topics
- How can teachers work with parents to facilitate generalization of skills to home and community settings in students with deaf-blindness (including mobility and orientation concerns)
- Describe "a day in the life" of a young child with Deaf-Blindness from a parent’s perspective
- Comment on the added supports needed to make transition and vocational training successful for youth with Deaf-Blindness

Readings: TBA

May 3 Working with and Training Paraprofessionals

Topics
- How does the role of paraprofessionals and their supervising teachers change in inclusive versus self-contained programs?
- Identify important steps to help paraprofessionals become effective team members (e.g., job and role description, defined classroom routine, student information profiles, IEP at a glance and matrix, student learning priorities and support, guides for teaching specific skills systematically, etc.)
- With input from the para and other relevant team members, devise ways suited to your teaching situation to improve the para’s role on the team: (a) creation of job responsibilities list and teaching schedule; (b) plan for having daily communication with paraprofessionals, (c) plan for supervising and giving feedback to para, and (d) plan for including them in teaming sessions.
- Describe some effective approaches for teaching paras
- Delineate the skills Shepis et al. targeted for the 4 paraprofessionals they taught, the intervention procedures they used to teach these skills, and the methods for measuring change. What application does this study have to you?

Readings: Doyle (2002)

In-class Assignment #12: Team together to problem-solve strategies for teaching needed skills or to initiate the needed improvements in a paraprofessional school staff member; design a brief action plan to use to implement strategies.

Assignments

This course is designed to teach the skills needed to deliver instruction effectively to students with severe disabilities in a variety of settings. You are expected to participate actively in class by asking and answering questions, making comments, participating fully in team applications, and completing in-class activities. Come to class having completed the readings and being ready to participate. It is good to bring the readings for that class with you. You will be asked to provide your input on the course by completing an anonymous course evaluation on the Blackboard web site at the middle and end of the term; however please contact me by email if issues arise sooner. I will do my best to make sure that the course meets your needs for learning.

All individual draft and final assignments and the exam must be pledged (e.g., type the words: PLEDGED by __[your name]__ [date]).

1. Weekly In-class Assignments (5 points each, due weekly in class, 10/12 count; 50 pts.)

Almost every week there will be an in-class assignment that may involve role play and team problem solving. Most will involve a form available in the folder for that class. Class facilitators
will make these available for class teams. Assignments will be completed in small teams in class and submitted to me in one of several ways:

a. FAXED at the end of class (Tuesday) or the next day (Wednesday)
b. Or typed as a word file (or scanned) dropped in the drop box after class by a member of the class team or by the next day.
c. OR shown in class on the class document camera and approved

**Late in-class assignments will be penalized 2 points per day late.** Class teams will write the answer together but only send one response for the group; the whole group will receive the same grade. Class teams will consist of up to 4 students from the same university site and will be formed the second class and changed part way through the semester. I will count 10 of the 12, dropping two with the lowest scores. *These cannot be made up if you are absent because they require group interaction and effort.*

**Teams for In-Class assignment.** Class team members will operate as a team and organize themselves into distributed leadership roles depending on the number in the group: a) facilitator, b) recorder and presenter of assignment verbally or on the document camera in classroom, c) drop box person (if not presented in class) who either scans or retypes answer form as a computer file and delivers it to the drop-box, d) time keeper. If there are only two in a group, combine roles as follows: a) plus d) and b) and/or c). Group members will also take on “actor” roles as needed for assignments that involve role-playing.

2. **Detailed Instructional Program** (points: 10+80 = 90)

   a. More detailed information on this assignment is provided on the Blackboard materials site in the folder dated 1/20 under the titles: (a) *Instructional Programs 2005 Guidelines*, (b) *Instructional Program Rubrics and Feedback Drafts & Final* and (c) *Rubrics Brief Teaching Guide*. I will use the feedback forms when responding to your drafts. We will discuss the details in subsequent class sessions.

   b. In this assignment you will develop and implement an instructional program in which you teach a skill to a student with severe disabilities. You will develop the program by handing in drafts of the following sections and incorporating my feedback into each section. You will:

   c. Submit a **proposal on 2/20** or earlier (2 pts. in on time & complete):
      i. Describe the student/individual (1st name, age, disability, skills),
      ii. Identify the PLOP, objective (s), and goal; provide a rationale for teaching these skills to this person,
      iii. Describe in general terms the teaching strategy you may use,
      iv. Describe in general how you will measure the student’s performance of the target skills

   d. Once the proposal is approved, write the a fairly complete draft of the **introduction and method** (by 3/13 – 4 points on time and complete)
      i. Introduction
         1. Topical focus, purpose and importance, relevant literature reviewed *(minimum of 2 relevant studies and 2 additional supportive references)*, and transition from introduction to method
      ii. Method
         1. Describe the setting where instruction will occur
         2. Describe the collaborative teaming you used to plan
         3. Include the PLOP, the targeted instructional objective(s), and the goal (all should be stated in measurable terms with conditions, behavior, and criterion), describe your method for testing the student on the target skill(s) during baseline and probe, and include your data collection sheet,
4. Describe in detail your teaching procedures, including antecedents, teaching strategies and consequences.
5. Summarize these procedures (1-4) in a 1-2 page table form in simple but complete terms for all team members to understand (use the Brief Teaching Guide form).

e. Once the method has been approved, you will collect at least 2 days of baseline data (starting by 3/28) and then implement the teaching procedures (starting 3/30 or 4/4), recording periodic data during training and during probes (tests/using the baseline assessment procedures).
   i. You will write a draft abstract (<120 words) (4/17)
   ii. You will present these data in draft of the results section of the paper. Include in this draft, both an objective explanation of the results and a graph or a graph and a table of the student performance data. The graph will include baseline and intervention sections with an aim line (drawn after three days of teaching) and trend lines drawn if the trend is confusing at any point. (4/17, 2 pts. in & complete).
   iii. Provide a discussion section for the program, including evaluation of the program based on student performance, and limitations/suggestions for changes in future implementation (4/17, 2 pts. in & complete).

f. Revise program and submit final paper (5/1, 80 pts., plus up to 10 points for drafts). Drafts for Instructional Program. Due to the number of assignments, drafts must be received in the Blackboard drop box on time in order to get my feedback. Note however that it is very important to get my feedback so you know you are on the right track. I expect your drafts to reflect careful writing, not quickly written outlines. Accurate, clear, concise writing is required of professionals and will be considered in the grading of all assignments. Final, written programs will be evaluated for writing style (spelling, grammar, APA), content, clarity, format, cohesiveness, and use of person-first language. Additionally, points will be deducted for spelling, grammatical, and word processing errors. All drafts and final papers should be prepared according to 5th Edition APA guidelines. A short guide to APA writing style is available on the Blackboard site under the Course Documents section.

3. Mid-semester Exam (50 points). The mid-semester exam (answer sheet due 3/6) is worth 50 points and will be both objective (TF, multiple choice, matching) and short answer applications of the concepts and material you have learned throughout the first half of the course. Knowledge of the course readings and understanding of the concepts covered in class will be essential to formulating each response. The exam must be pledged and will be open book and open notes, but no discussion with others. There will be no final exam.

NOTE: If at any point during the semester, you encounter problems, or unexpected circumstances arise, please let me know so we might problem-solve how you can meet the requirements of this class. Waiting until the last few weeks of class will not work.

Revised Dates and Points

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<th>Assignment/Requirement</th>
<th>Due Date</th>
<th>Point value</th>
</tr>
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<td>In-Class Assignments</td>
<td>Across 12 weeks</td>
<td>10@5=50</td>
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<td>Detailed Instructional Program</td>
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<tr>
<td>a. Proposal</td>
<td>2/20</td>
<td>2</td>
</tr>
<tr>
<td>b. Draft of introduction and method</td>
<td>3/13</td>
<td>4</td>
</tr>
<tr>
<td>c. Draft of abstract, results, and discussion</td>
<td>4/17</td>
<td>4</td>
</tr>
<tr>
<td>d. Final paper</td>
<td>5/1</td>
<td>80</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>Weekly</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>150</td>
</tr>
</tbody>
</table>
Course Details and Policies

1) Relationship of Course to Program Goals and Professional Organizations
This course is part of The Virginia Consortium for Teacher Preparation in Severe Disabilities, a grant from the Virginia Department of Education that includes George Mason University, Virginia Commonwealth University, the University of Virginia, and Radford University. Through the completion of the SD Consortium program, students are eligible for teacher licensure in the Commonwealth of Virginia in the special education area of Severe Disabilities. This program complies with the standards for teacher licensure established by the Virginia Department of Education. Furthermore, the SD Consortium strives to uphold the Special Education Content Standards established by the Council for Exceptional Children, the major special education professional organization.

The Virginia Licensure Regulations for School Personnel are listed on the following website:
http://www.pen.k12.va.us/VDOE/Compliance/TeacherED/nulicvr.pdf

The CEC Standards are listed on the following web site:
http://www.cec.sped.org/ps/perf_based_stds/standards.html#standards

Competencies and standards specific to this class can be viewed at:
http://kihd.gmu.edu/sdc/competencies.htm

2) Honor Code
Each university has its own honor code and it is important for you to review the honor code at your university. However, all students taking this course, regardless of the university they are enrolled in, are expected to follow this honor code and also to pledge all assignments and their exam to indicate that they have followed the honor code. A pledge means that you have not cheated or plagiarized, nor have you given or received assistance that violated the description of how assignments are to be completed for this course. The shortened version may be used: “Pledged” followed by the date and your full name (typed “signatures” will be OK for assignments/tests submitted electronically).

A complete copy of each university’s Honor System document is available through

GMU: http://mason.gmu.edu/~montecin/plagiarism.htm
VCU: www.students.vcu.edu/rg/policies/rg7honor.html
UVA: http://www.virginia.edu/honor/
Radford: http://www.radford.edu/~dos-web/handbook02-03/Honor_Code.pdf

3) Attendance
Since many of the classes involve activities, videotapes, discussion, etc., regular attendance is vital to gain maximum benefit. Anyone who misses more than two classes will have their earned grade lowered one grade for each additional class missed after the second absence (e.g., A- to B+). Significant tardiness or early departure will count as an absence. If you know ahead of time you will not be in class, please contact me the week before the class.

4) Accommodations for Disability
At all the participating universities, accommodations can be made with the instructor if a student has a disability. Students are expected to identify their disability and discuss accommodations on the first night of class. Students are also expected to follow the policies and procedures outlined by the Disability Resource Center at their home university, which are available at:

GMU: http://www.gmu.edu/student/drc/services.html
VCU: http://www.students.vcu.edu/dss/index.html
UVA: http://www.virginia.edu/vpsa/services.html
Radford: http://www.radford.edu/~dro/

5) Inclement Weather
If classes are cancelled at University of Virginia a message will be posted on the class Blackboard site and all class members will receive an email. Because such cancellations are often at the last minute, it may be difficult to get this message prior to leaving for class. If UVA is closed, class will be cancelled; however it is also possible that the Curry School of Education can cancel classes after 4 pm, even if the university if not closed. Do not email us; I will email you regarding weather as soon as it is announced. Please note, the cancellation of classes due to inclement weather is determined by the decision of the instructing university only. If the instructing university is open and operational then you are expected to attend class.

6) Cell Phones and Weapons
All cell phones and beepers should be deactivated while in the classroom. Also, University rules at all participating universities prohibit the possession any firearm, other weapon, or explosive. Please consult the student handbook and your university for specific information concerning this policy at your university.
7) Course Materials
This course gives you access to PowerPoint files, class lecture notes, handouts, and copyrighted articles. For the articles (available both on Blackboard and on a class CD), copyright laws must be followed: print only one copy per student. The PowerPoint presentations, notes, and handouts are provided on Blackboard for your convenience and to facilitate your mastery of concepts presented in this course; PowerPoints will be available on Blackboard by noon of the class day or sooner. If you plan to print copies of PowerPoint slides, this must be done before class begins (before 4 pm or 7:20 pm) and using a 3 or more slides per page handout format (do not print full slide pages). All of these materials should be regarded as authored materials, which if used or referred to must be fully credited through reference to the author, the class, and date. If used beyond citation, permission of the instructor/author is required.

8) Technology Proficiencies
All students participating in this course are expected to be proficient in several technology skills. Students are expected to be proficient in using the Internet and have reliable and consistent Internet access. Students are also expected to have an active email account and to check email regularly. This course requires students to use Blackboard, which is our online course management system located at http://blackboard.gmu.edu. 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. Although Microsoft PowerPoint is part of the Microsoft Office Suite, students who do not have PowerPoint can download a free viewer that will allow at http://www.microsoft.com/downloads/details.aspx?FamilyId=D1649C22-B51F-4910-93FC-4CF2832D3342&displaylang=en Adobe Acrobat Reader is a free software program used to read PDF files and can be downloaded at http://www.adobe.com/support/downloads/product.jsp?product=10&platform=Windows

9) Course Facilitators
Each class will have a facilitator or assistant who will assist with the class. Learn who that person is as they will be taking role and keeping track of class participation and reporting it to me weekly. However, if you think you must miss a class, please email me ahead if at all possible (or later if need be). Because of the potential of confusion caused by people speaking at the same time in this multi-site course, it will be important to raise hands before asking questions or making comments. Along with the facilitators, I will try hard to enforce this rule and to be alert to questions from the distance sites. Facilitators will also FAX in-class written tasks following class or early the next day to me. When in class assignment forms or handouts are send the day of the class, facilitators will need to download and copy them for class members.

10) Blackboard Assistance
This course requires that you be a regular email user and be able to use various features of Blackboard (sign on, download materials, hand in completed assignments electronically in the drop box). You may direct your questions about Blackboard to the facilitator at the class site as well as to email Marci Kinas Jerome (mkinas@gmu.edu). She will be the best resource. We are all learning this system together and some of us will be faster than others. I know that I will also rely on Marci for assistance. Expect some snafus along the way, but please help each other out as you can. You will want to download all the required materials early in the semester or as soon as they are posted. Please note, that some handouts/readings may be given to you in class that are not posted on blackboard. Also check Blackboard for announcements. Sometimes I will place handouts for class on Blackboard and will alert you by email or in the previous class; in these cases please download and bring them to class.

11) Remote Site Viewing:
All Consortium courses are recorded and archived on a video-streaming server. Students and faculty are welcome to view previous classes at http://129.174.36.100/SDC/ and clicking on Recorded Calls button. Since the Consortium includes some remote site students, all consortium classes are broadcast live via the Internet at the same website. It is the policy of the consortium that students attending classes at university sites are expected to be present at those university sites during class time. However, in instances where students would otherwise miss class (in accordance to the attendance policy) students may participate in the class via the live web stream. However, students who participate in the web-stream instead of at their university site are still subject to the response cost as outlined in the attendance policy for this course. Directions for viewing the video-stream can be found in the course Blackboard site.