GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
SPECIAL EDUCATION

EDSE 661 Section 5S1 (3 credits)
Curriculum and Methods: Severe Disabilities
Fall 2005
Tuesdays 4:30-7:10
Irving Middle School Room 139

PROFESSOR
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COURSE DESCRIPTION
This course 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.

NATURE OF COURSE DELIVERY
Class lectures, discussions & participation; study and independent library research; collaborative problem solving; small group application activities; presentations; observations, videos & other relevant media presentations

STUDENT OUTCOMES
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.

**RELATIONSHIP OF COURSES TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATIONS**

This course is part of the George Mason University, Graduate School of Education, Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Mental Retardation and/or Severe Disabilities. This program complies with the standards for teacher licensure established by the Council for Exceptional Children, the major special education professional organization. As such, the learning objectives for this course cover many of the competencies for curriculum and methods for teaching individuals with mental retardation and severe disabilities kindergarten through grade 12.

The CEC Standards are listed on the following web site:
http://www.cec.sped.org/ps/perf_based_stds/common_core_4-21-01.html

CEC standards that will be addressed in this class include some of the following:

**Standard 4: Instructional Strategies**

**Skills:**
- Use strategies to facilitate integration into various settings.
- Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs.
- Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.
- Use strategies to facilitate maintenance and generalization of skills across learning environments.
- Use strategies that promote successful transitions for individuals with exceptional learning needs.
Standard 7: Instructional Planning

Knowledge:
- Theories and research that form the basis of curriculum development and instructional practice.
- Scope and sequences of general and special curricula.
- National, state or provincial, and local curricula standards.
- Technology for planning and managing the teaching and learning environment.

Skill:
- Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.
- Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members.
- Involve the individual and family in setting instructional goals and monitoring progress.
- Use functional assessments to develop intervention plans.
- Use task analysis.
- Sequence, implement, and evaluate individualized learning objectives.
- Integrate affective, social, and life skills with academic curricula.
- Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.
- Incorporate and implement instructional and assistive technology into the educational program.
- Prepare lesson plans.
- Prepare and organize materials to implement daily lesson plans.

REQUIRED TEXTS


*Relevant readings will also be assigned.

ASSESSMENT OF COURSE REQUIREMENTS

All assignments should be word-processed and are due on the dates indicated. Consult with the instructor in advance if there is a problem. In fairness to students who make the effort to submit papers on time, there will be a 10% cost reduction per day for late papers. (For example, a 20 point assignment will lose 2 points per day while a 50 point assignment will lose 5 points per day.) Please retain a copy of your assignments in addition to the one you submit. All assignments should reflect graduate-level spelling, syntax, and grammar. If you experience difficulties with the writing process you will need to document your work with the GMU Writing Center during this course to improve your skills.

It is recommended that students retain ELECTRONIC copies of all course products to document their progress through the GSE ED/LD/MR and/or SD licensure.
program. Products from this class can become part of your individual professional portfolio used in your portfolio classes that documents your satisfactory progress through the GSE program and the CEC performance based standards.

NOTE:
If you need course adaptations or accommodations because of a disability or if you have emergency medical information to share with me or need special arrangements, please call and/or make an appointment with me as soon as possible.

COURSE EXPECTATIONS

- Students are expected to (a) attend all classes during the session, (b) arrive on time, (c) stay for the duration of the class time and (d) complete Blackboard discussion boards and other assignments.
- In-depth reading, study, and work on course requirements require outside class time. Students are expected to allot approximately three hours for class study and preparation for each credit hour weekly (a three credit hour course would require nine hours of work weekly in a 45-hour, semester course).
- Use APA guidelines for all course assignments. This website links to APA format guidelines. [http://www.psywww.com/resource/apacrib.htm](http://www.psywww.com/resource/apacrib.htm)
- We will use person-first language in our class discussions and written assignments (and ideally in our professional practice). Please refer to “Guidelines for Non-Handicapping Language in APA Journals” [http://www.apastyle.org/disabilities.html](http://www.apastyle.org/disabilities.html)
- Please subscribe to the GMU/GSE Special Education list serve. Send an email to listproc@gmu.edu and type the following in the message of the text: Subscribe (special-education-program) (your full name). For example: subscribe special-education-program John Doe. Send the email message and you will receive an email confirmation of your subscription to the list. This allows you to receive important notices from special education.

COURSE ASSIGNMENTS

1. Attendance and Participation (15 points)
Attendance at all sessions is very important because many of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. Information, activities, guest speakers, and role plays will be presented in class that are not a part of the text and can only be experienced in the class sessions. Furthermore, as part of this course you are expected to be an active and respectful participant, which includes actively engaging in class discussions and activities. If you arrive on time, stay for the duration of the class and are an active participant you will receive 5 points per class. If you arrive late (after 4:50) or leave early (before 6:50) you will receive 2 points for that class session. On a day you are absent you will receive 0 points. You will receive attendance/participation points for 14 class sessions, and your lowest two scores will be dropped. The remaining 12 sessions enable you to earn a maximum of 60 points. I will subtract 45 points from your total score to rescale your score to the 15 pt. scale. The matrix below illustrates this policy:
2. General Curriculum Adaptations Plan (20 points)
Using the information provided in Chapter 4 and from the class presentation on access to the general curriculum you will develop an adaptation plan for students with disabilities to access the general curriculum. You will select a lesson from the SOL Enhanced Scope and Sequence for English, Math, or Social students (available from www.ttacomline.org) that matches the grade level of the students you currently work with (or grade level you are interested in working with if you are not currently teaching) and develop an adaptation plan for students with intellectual disabilities to access the content. The plan will include both general and specific instructional adaptations. You will present your lesson plan and adaptation options in class. You are expected to create at least three instructional adaptation artifacts to show doing your presentation. You are also expected to provide a handout to everyone in the class. The handout should list specific and general adaptations for that lesson plus any available resources that may be helpful to teachers teaching this lesson. (Due Nov. 1).

3. Life Skills/ Social Skills Adaptation Plan (15 points) Using information from class presentations (functional communication training, visual strategies, self care, living skills, job skills, and leisure time skills) and class readings, you will develop a life skills/social skills adaptation plan. For this plan you will describe the present level of performance for a student in a specific functional life skills area. You will then develop a lesson plan to teach the student in your selected area. The lesson plan should include goals and objectives, description of procedures and materials, and an evaluation plan. You are expected to present your lesson plan and include one artifact to display (such as your adapted game, social story, or picture symbol recipe cards). (Due Dec. 6).

4. Detailed Instructional Program (50 pts)* More detailed information on this assignment and rubrics are provided on the Blackboard materials site in the Assignments section. I will use the feedback forms when responding to your drafts. We will discuss the details in subsequent class sessions.

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:
  a. Submit a proposal on 9/27 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

b. Once the proposal is approved, write a fairly complete draft of the introduction and method (by 10/18 – 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).

c. Once the method has been approved, you will collect at least 2 days of baseline data (starting by 10/31) and then implement the teaching procedures (starting 11/2), recording periodic data during training and during probes (tests/using the baseline assessment procedures).

i. 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. (11/29), 2 pts. in & complete).

ii. Provide a discussion section for the program, including evaluation of the program based on student performance, and limitations/suggestions for changes in future implementation (11/29, 2 pts. in & complete)

d. Revise program and submit final paper (12/12, 40 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.
* This assignment has been designated as the performance based assessment for this course. Starting this semester, the Special Education Program will evaluate student work in its relation to meeting the CEC Content Standards as part of NCATE requirements. Students in this class will be expected to submit their designated assignment to True Outcomes (web-based portfolio system) for a faculty member in the Special Education program to score on a 4-point rubric. Although your score on this rubric will not affect your grade in this class, your submission of the assignment to True Outcomes can affect your grade. Students are expected to post their assignment to True Outcomes on the same day the assignment is due in class to the Instructor. The assignment will be considered completed and submitted on time when it is received by BOTH the instructor and submitted on True Outcomes. The assignment lateness policy of a 10% cost reduction per day will be enforced if either of these submissions is late.

**Grading Scale**

95-100 = A  
90-94 = A-  
85-89 = B  
80-84 = B-  
70-79 = C  
< 70 = F

**College of Education and Human Development Statement of Expectations**

All students must abide by the following:

- Students are expected to exhibit professional behavior and dispositions. See [http://gse.gmu.edu](http://gse.gmu.edu) for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See [http://www.gmu.edu/catalog/apolicies/#TOC_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12) for the full honor code.
- Students must agree to abide by the university policy for Responsible Use of Computing. See [http://mail.gmu.edu](http://mail.gmu.edu) and click on Responsible Use of Computing at the bottom of the screen.
- Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, the first week of class. See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.
### PROPOSED CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Learning Experiences</th>
<th>Readings</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>8/30</td>
<td>Syllabus &amp; Assignments</td>
<td>Course Introduction</td>
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<td>9/6</td>
<td>Writing measurable goals</td>
<td>CEC document Access Center document</td>
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<td>and objectives</td>
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<td>9/13</td>
<td>Measuring Student</td>
<td>Chapter 3</td>
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<td>Performance; Graphing on</td>
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<td>Computer</td>
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<td>9/20</td>
<td>Stage of learning,</td>
<td>Chapter 4</td>
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<td>Antecedent Methods</td>
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<td>9/27</td>
<td>Consequent Methods,</td>
<td>Chapter 4</td>
<td>Proposal due:</td>
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<td></td>
<td>Planning Adaptations</td>
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<td>Student &amp; objectives</td>
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<td>10/4</td>
<td>Adaptations and Access to</td>
<td>Chapter 13</td>
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<td>the General Curriculum</td>
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<td>10/11</td>
<td>Columbus Day Break: No</td>
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<td>Class</td>
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<td>10/18</td>
<td>Analyzing Performance and</td>
<td>Chapter 5 Austin Article</td>
<td>Teaching Introduction and Methods Draft due</td>
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<td>Computer Graphing</td>
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<td><em>(Bring a Laptop if you can!)</em></td>
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<td>10/25</td>
<td>Functional Communication</td>
<td>Chapters 11 –12</td>
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<td>Training/Visual Strategies</td>
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<td><em>(Meet in Krug 108, Class 4:00-6:40)</em></td>
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<td>11/1</td>
<td>Functional Academics</td>
<td>Review Chapter 13</td>
<td>10/31: Start Baseline</td>
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<td><em>(Reading/Writing) Adaptation Presentations</em></td>
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<td>11/2: start intervention General Curriculum Adaptation Plan due</td>
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<td>11/8</td>
<td>Functional Academics</td>
<td>Review Chapter 13</td>
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<td><em>(Science, Math)</em></td>
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<td>Adaptation Presentations</td>
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<td>11/15</td>
<td>Testing Accommodations and</td>
<td>VDOE documents</td>
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<td>Alternatives/VAAP</td>
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<td>11/22</td>
<td>Self Care and Living Skills</td>
<td>Chapter 9</td>
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<td>11/29</td>
<td>Job Skills and Leisure-Time</td>
<td>Chapters 14-15</td>
<td>Results &amp; Discussion Draft due</td>
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<td>Skills</td>
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<td>12/6</td>
<td>Student Presentations</td>
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<td>Life Skills Adaptation due</td>
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<td>12/12</td>
<td>Finals Week (no class)</td>
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<td>Final Project due</td>
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<td><strong>Final project due 12/12</strong></td>
<td><em>(2 days baseline data and 2 weeks intervention data minimum required; 3 days of baseline data and 4 weeks intervention data ideal)</em></td>
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