Teaching Strategies for Students with Severe Disabilities
Spring 2006, Tuesdays 4 to 6:40 pm

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

<table>
<thead>
<tr>
<th>Participating Universities</th>
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</thead>
<tbody>
<tr>
<td>The Virginia Consortium for Teacher Preparation in Severe Disabilities</td>
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<tr>
<td>UVA: EDIS 589 Teaching Strategies for Students with Severe Disabilities [Rm. 281]</td>
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<tr>
<td>VCU: MNRT 610: Teaching Strategies for Students with Severe Disabilities</td>
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<tr>
<td>GMU: EDSE 661: Curriculum and Methods: Severe Disabilities</td>
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<td>NSU:</td>
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<td>Radford University: EDSP 660.04 Teaching Strategies for Students with Severe Disabilities</td>
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<td>Web Site: <a href="http://kihd.gmu.edu/sdc">http://kihd.gmu.edu/sdc</a></td>
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Course Description: This course reviews the basic principles of instruction and learning, explains and gives practice using 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 consequent 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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Assigned Readings</th>
<th>In-class Assignments &amp; Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 24</td>
<td>Syllabus &amp; Assignments 5:40-6:40 Blackboard/Breeze orientation</td>
<td></td>
<td>1/29 Submit via BB assignments: team name, rules (1 per team); <strong>info sheet on BB (all)</strong></td>
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<tr>
<td>Jan 31</td>
<td>Phase 1: Assessment, identifying, writing measurable goals and objectives; stage of learning</td>
<td>Chapter 3, 4 (111-123); Fetko et al. (1999)</td>
<td>2/1 #1: Objectives <strong>Bring to class good/poor goal &amp; objectives</strong></td>
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<tr>
<td>Feb 7</td>
<td>Phase 2: Antecedent &amp; consequent methods</td>
<td>Chapter 4 (123-169); Fetko</td>
<td>2/8 #2: SLP, Constant time delay</td>
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<tr>
<td>Feb 14</td>
<td>Finish Phase 2: Consequent methods, planning adaptations</td>
<td>Chapter 4 (170-188); Johnson et al. (2004); Fetko</td>
<td>2/15 #3: Consequences, adaptations 2/18 Proposal due: Student &amp; objectives</td>
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<tr>
<td>Feb 21</td>
<td>Phase 3: Measurement, analysis, and evaluation <strong>Document cameras on &amp; available</strong></td>
<td>Chapter 5 (188-205); Johnson; Fetko</td>
<td>2/21 #4: Assessment <strong>Bring graphing paper, pencils, rulers to class</strong></td>
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<tr>
<td>Feb 28</td>
<td>Phase 3: Analyzing performance &amp; improving programs; Graphing with Excel, drawing and using aim and trend lines <em>(Guest: Marci Kinas Jerome)</em> Computers in class with Excel <em>(1 for every 2-3 students)</em></td>
<td>Chapter 5 (173-200); <em>Farlow &amp; Snell; Austin</em></td>
<td>2/27 Mid semester exam ready 2/29 #5: Measuring and graphing performance, aim lines</td>
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<tr>
<td>March 7</td>
<td>Teaching Self Care Skills</td>
<td>Chapters 8, 9; Sewell et al. (1998)</td>
<td>3/5 Mid semester exam due <strong>3/8 #6 GG &amp; Simultaneous prompting</strong></td>
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<tr>
<td>March 14</td>
<td>Spring Break</td>
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<td>3/12 Teaching Introduction and Methods Draft due</td>
</tr>
<tr>
<td>March 21</td>
<td>Teaching students with deaf-blindness: <em>Guests: Mark Campano (Together We Can: VA Deaf-Blind Project) and Deborah Nickerson (Parent)</em></td>
<td>TBA</td>
<td>3/22 #7 Teaching students with deaf-blindness 3/20 or sooner: <em>Start baseline</em> 3/22-23: <em>Start intervention</em></td>
</tr>
<tr>
<td>March 28</td>
<td>Teaching Nonsymbolic Communication</td>
<td>Chapter 11; Hwang &amp; Hughes (2000)</td>
<td>3/29 #8 Nonsymbolic communication</td>
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<td>April 4</td>
<td>Teaching Symbolic Communication</td>
<td>Chapter 12; Hughes et al. (2000)</td>
<td>4/3: <em>Start intervention for Teaching Project</em> 4/2: Complete on BB Paraprofessional Issue Survey</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading/Assignment</td>
<td>Notes</td>
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<td>April 11</td>
<td>Teaching Functional Academic Skills and General Curriculum Access</td>
<td>Chapter 13; McDonnell et al. (2001) OR Hunt et al. (2002)</td>
<td>4/5 #9 Milieu methods</td>
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<td>April 18</td>
<td>Teaching Community Skills; CBI</td>
<td>Chapter 14; Taber et al. (2003)</td>
<td>4/12 #10 Teaching academics</td>
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<td>April 25</td>
<td>Working with Paraprofessionals Guest: Gordon Myers</td>
<td>Doyle</td>
<td>4/19 #11 Teaching community skills 4/16: Abstract, Results, &amp; Discussion Draft due Continue your intervention!</td>
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<tr>
<td>May 2</td>
<td>Inclusion; presentation of select programs</td>
<td>Chapters 1, 10</td>
<td>4/30: Final project due</td>
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**Final project due Sunday April 30:**

**Minimum required:** 2 days baseline data and 2 weeks (4 days) intervention data

**Ideal:** 3 days of baseline data and 4 weeks (8 days) intervention data

In-class assignments are due the day after class; other assignments are due the Sunday before class; exception is Draft of Teaching Introduction and Methods due the Monday following spring break 3/20.

**Assigned Readings on Blackboard** [http://blackboard.gmu.edu](http://blackboard.gmu.edu)


Hunt, P., Soto, G., Maier, J., Muler, E., & Goetz, L. (2002). Collaborative teaming to support students with augmentative and alternative communication needs in general education classrooms. *Augmentative and Alternative Communication, 18*, 20-35. [Read this instead of McDonnell if you work with younger students.]


Johnson, J.W., McDonnell, J., Holzwarth, W.N., & Hunter, K. (2004). The efficacy of embedded instruction for students with developmental disabilities enrolled in general education...
2006 Syllabus: Teaching Strategies


Course Topics, Readings, and Activities

**January 24 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), list names, identify team name, and create ground rules and shared values using distributed leadership roles. Write these things down and one person from team submit to me on the assignment section of Blackboard (use Class Team form).

**After Class Activity:** Go to the BB assignment section, open, complete, and submit the information form on the assignment section of Blackboard. Due 1/29 or sooner.

**January 31 Phase 1 Program Development: Assessment, identifying/writing measurable goals and objectives, stage of learning**

**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?
  - Explain the stages of learning and how they impact your goals and objectives
  - Match each part of the rubrics for final instructional program to corresponding sections of the Fetko et al. article.

**Research Article Activity:** Identify the PLOP, objectives, and goals used with students by Fetko et al. (1999). What were the independent variables (intervention) and dependent variables (target behaviors) in this study. What might you apply with your students?

**Readings:** Chapter 3, 4 (111-123), Fetko et al. (1999)

**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 on assignment #1 form. Due 2/1

**February 7 Phase 2 Program Development: 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 antecedent 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 are some alternatives to prompting systems?
• 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?

Research Article Activity: What prompt procedures did Fetko et al. (1999) use? Did they follow good procedures for analyzing the target task? Did they talk about a response latency? What grouping methods? What other antecedent strategies did they use?

Readings: Chapter 4 (pp. 123-169); review Fetko et al. (1999)

Assignment #2: Role play prompt procedures and complete data recording; use procedural checklists to monitor your accuracy. Due 2/8

February 14 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
  o Apply the following terms about reinforcing consequences to examples: positive reinforcement, types of reinforcement, reinforcement schedules
  o 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
  o Describe and demonstrate shaping, chaining (backward, forward, total task)
  o 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)
  o Know that the most effective adaptations are a) only as special as necessary and b) facilitate both social and instructional participation in class activities.
  o Explain how universal design can help all students and avoid unnecessary adaptations.

Activity: Create math game adaptations for a student. [Gracie math video]
**Research Article Activity:** How did Fetko et al. (1999) and Johnson et al. (2004) motivate students to perform? Identify supportive school practices and desirable student outcomes illustrated in this study. Identify examples from this study that mesh with the model for making adaptations.

**Readings:** Chapter 4 (170-188); Johnson et al. (2004); review Fetko

**Optional Readings:**

**Assignment #3:** Role play consequence methods (reinforcement, error correction, naturalistic methods to promote student motivation). Due 2/15

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**February 21**

**Phase 3: Measuring, graphing, analyzing, and improving student performance**
- Define an measurement approach to assess student performance (test performance during baseline and probes and training performance) and a data collection sheet
- Role play assessment procedures including response latency, directions to student, and data collection
- 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

**Activity:** We will be graphing student performance data in class using graphing paper, pencil, and rulers. Please have your document cameras up and ready so you can show your graphs.

**Readings:** Chapter 5 (188-205); review Johnson; Fetko

**Assignment #4:** Develop and role play a testing procedure to measure performance on a chained task and a discrete behavior. Due 2/21

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**February 28**

**Phase 3: Analyzing performance with aim and trend lines, making improvements in program; graphing with Excel**

**Guest:** Marci Kinas Jerome

**Topics:**
- Selecting data points and creating a legend to identify different types of data
- Labeling phases and x and y axes
- Using graphing conventions to connect data and divide phase changes
- Create aim lines as a visual aid to monitor performance over time
- Draw and use trend lines as an visual aid to clarify uncertain trend
- 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 and when you wouldn’t.

**Research Article Activity:** How did Fetko et al. (1999) and Johnson et al. (2004) 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 (173-200); *Farlow & Snell; Austin*

**Optional Readings:**
Exceptional Children, 35 (4), 16-20. (on BlackBoard)

Assignment #5: Graphing student performance data and creating aim lines and trend lines - Due 2/29
Each class site needs to have computers available in class with Excel (1 for every 2 students). Marci will demonstrate the steps involved in creating graphs in Excel, following the procedures in the Austin reading. You create several graphs using these steps; you will learn to draw aim lines and trend lines (Farlow and Snell reading; Chapter 5 text). Graphing assignment worksheet file available closer to class date.

March 7 Teaching Self Care Skills
- 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?
Readings: Chapters 8, 9; Sewell et al. (1998)

Assignment #6: Role play the use of graduated guidance and simultaneous prompting to teach removal of a coat; record student performance on the form. Due 3/8

March 14 SD Consortium Spring Break: No class

March 21 Teaching Students with Deaf-blindness

Guests: Mark Campano, Together We Can: VA Deaf-Blind Project-whole class
Deborah Nickerson, Parent of a child with deaf-blindness

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?
- 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
Assignment #7: TBA Due 3/22

March 28 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.
• What are repair strategies (student and peer/adult communication partner)? How can you assess a person’s skill with repairing breakdowns in communication and improve it?

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)

Assignment #8: 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) Due 3/29

April 4 Teaching Symbolic Communication

Topics
• Demonstrate the four enhanced milieu teaching procedures (modeling, mand-model, time delay, incidental teaching) and describe when you would use them.
• What are responsive conversational strategies? What are joint attention and turn taking?
• What are environmental arrangement strategies and how can you use them to create opportunities for spontaneous communication and peer interaction?
• 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)

Assignment #9: Design a teaching plan and data gathering form for promoting communication within an 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] Due 4/5

April 11 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

**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, read either the McDonnell OR Hunt research article

**Assignment #10:** TBA Due 4/12

**April 18: 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?

**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)

**Assignment #11:** TBA Due 4/19.

**April 25 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 paraprofessional and other relevant team members, devise ways suited to your teaching situation to improve the paraprofessional’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 paraprofessional, and (d) plan for including them in teaming sessions.
• Describe some effective approaches for teaching paraprofessionals

**Readings:** Doyle (2002)

**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. Due 4/26.
May 3  Inclusion; Presentation of select programs  
Topics  
• How does your school (school system) rate on basic inclusive practices?  What areas are priorities for action?  
• Are students with disabilities in your school matched to their inclusion options (no accommodations required, support or program accommodations required, support and program accommodations required)?  
• What is the rationale for making adaptations and accommodations “only as specialized as necessary”?  
• Apply the IEP planning form (page 396 in text) to help plan a student’s goals for peer relationships.  
Readings: Chapters 1, 10  
Activity: TBA  
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. 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 group and individual draft and final assignments and the exam must be pledged (e.g., type the words: PLEDGED by __[your name]__[date]).  Put complete names for all group members who participated on weekly assignments.  If a group member is absent (or did not participate) do not list their name.  

1. Weekly In-class Assignments (5 points each, due weekly right after class or by next day; submit completed form through Blackboard assignment section; 10/12 count; 50 pts.)  
Almost every week there will be an in-class assignment that may involve role play and team problem solving.  All will involve a form available under the assignment section of BB.  Class facilitators will make these assignment forms available for class teams to use during class activity time.  Assignments will be completed in small teams in class and submitted to me in one of several ways:  
A.  Electronically: Typed by a member of the class team onto the assignment form as a word file that is available on BB in the assignment section; then uploaded to BB either after class or by the next day.  [All sites except UVA]  
B.  UVA only: Handed in hard copy end of class or next day.  
C.  Only if unable to access BB: FAXED at the end of class (Tuesday) or the next day (Wednesday)  
D.  Sometimes we might show the assignment on the class document camera and get approval.  
Late in-class assignments will be penalized 1 point per day late.  Class teams will write the answer together but only person will 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.  Students at distant sites by themselves must make plans to work with the group by phone.  
Teams for weekly 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 who
keeps group focused, b) recorder and presenter of assignment verbally or on the document camera in classroom, c) person who downloads assignment form from BB, enters group answers onto the form, and uploads it to BB, d) time keeper. If there are only two in a group, combine roles as follows: a) plus d) and b) and/or c). Rotate roles every week. Group members will also take on “actor” roles as needed for assignments that involve role-playing.

2. Detailed Instructional Program (points: 15+80 = 95)

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 2006 Guidelines, (b) Instructional Program Rubrics and Feedback Drafts & Final and (c) Rubrics Brief Teaching Guide. I will use the rubrics 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 for teaching 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:

1. Submit a proposal on 2/18 or earlier (5 pts.= in on time, complete, good quality):
   - Describe the student/individual (1st name, age, disability, skills),
   - Identify the PLOP, objective (s), and goal; provide a rationale for teaching these skills to this person (functional/needed, age appropriate, suits PLOP, etc.)
   - Describe in general terms the teaching strategy you may use,
   - Describe in general how you will measure the student’s performance of the target skills

2. Once the proposal is approved, write the a fairly complete draft of the introduction and method (due 3/12; 5 points = in on time, complete, good quality)
   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 (due 3/12)
      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).

3. Once the method has been approved, you will begin by collecting at least 2 days of baseline data (starting by 3/20) and then implementing the teaching procedures (starting 3/22-23), recording periodic data during training and during intervention probes (tests/using the baseline assessment procedures).

4. Write and submit draft of abstract, results, and discussion, while continuing to implement the program and gather data (4/16, 5 points = in on time, complete, good quality). Continue your intervention.
   i. You will write a draft abstract (<120 words)
   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.

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.

5. Revise program and submit final paper (4/30, 80 pts., plus up to 15 points for drafts).

Drafts for Instructional Program. Due to the number of assignments, drafts must be submitted to the assignment section of Blackboard on time in order to get my feedback. Note 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.

Extra Credit (optional): 5 minute video (or digital file) of instructional program with permissions.
This videotape will show you (and/or your para) teaching one or more students in the instructional program developed for this course. You will get parental permission (permission form on BB under instructional program rubrics) so that I might use this in class but only for educational purposes. The tape should be planned, short (about 5 minutes), provide a good illustration of the teaching methods used in your instructional program. Accompany the tape with copy of signed paren. I will keep videotape, DC or DVD so make a copy first if you want one. I will provide feedback and determine if partial or full credit will be given. (**April 30: mail video or DVD, upload rest in extra credit on assignment section of BB; up to 10 points on time, complete, good quality**)

3. Mid-semester Exam (50 points). The mid-semester exam (answer sheet due 3/5) 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.

<table>
<thead>
<tr>
<th>Assignment/Requirement (to get full credit must be on time &amp; complete)</th>
<th>Due Date</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Class Assignments</td>
<td>Across 12 weeks</td>
<td>10@5=50</td>
</tr>
<tr>
<td>Detailed Instructional Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Proposal</td>
<td>2/18</td>
<td>5</td>
</tr>
<tr>
<td>b. Draft of introduction and method</td>
<td>3/12</td>
<td>5</td>
</tr>
<tr>
<td>c. Draft of abstract, results, and discussion</td>
<td>4/16</td>
<td>5</td>
</tr>
<tr>
<td>d. Final paper</td>
<td>4/30</td>
<td>80</td>
</tr>
<tr>
<td>e. Optional extra credit: 5 minute video (or digital file) of instructional program with permissions</td>
<td>4/30</td>
<td>(10)</td>
</tr>
<tr>
<td>Mid-semester exam</td>
<td>3/6</td>
<td>50</td>
</tr>
<tr>
<td>Attendance and Participation (-1 per class missed)</td>
<td>Weekly</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>210</td>
</tr>
</tbody>
</table>
Course Details

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, Radford University, and Norfolk State University. Through the completion of the SD Consortium program, students are eligible for teacher licensure in the Commonwealth of Virginia in the 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/hulicvr.pdf
The CEC Standards are listed on the following web site:
http://www.cec.sped.org/ps/perf_based_stds/standards.html#standards
Course specific competencies and standards are listed on the following website:
http://kihd.gmu.edu/sdc/competencies.html

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/rg7onor.html
UVA: http://www.virginia.edu/honor/
Radford: http://www.radford.edu/~dos-web/handbook02-03/Honor_Code.pdf
NSU: http://www.nsu.edu/student_judicial/policy.html

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.

Accommodations for Disability
At all the participating universities, accommodations can be made with the instructor if a student has a disability. If this is relevant to you, please contact me on the first night of class (can be through email) and indicate both what the disability is and how your university has made accommodations for you in the past. I will discuss (via email) this further with you until we reach consensus. 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
UVA: http://www.virginia.edu/vpsa/services.html
Radford: http://www.radford.edu/~dro/
NSU: http://www.nsu.edu/disabilityservices/index.html

Inclement Weather
If classes are cancelled at UVA, a message will be posted on the class Blackboard site and all class members will receive an email. Because such cancellations are often at the last minute, it may be difficult to get this message prior to leaving for class. If in doubt, dial (434-UVASNOW). Do not email us; I will email you regarding weather as soon as it is announced. Please note that the cancellation of classes due to inclement weather is determined by the decision of the instructing university only. If the instructing university is open and operational then you are expected to attend class.

Cell Phones and Weapons
All cell phones and beepers should be deactivated while in the classroom. Also, University rules at all participating universities prohibit the possession any firearm, other weapon, or explosive. Please consult the student handbook and your university for specific information concerning this policy at your university.

Course Materials
This course gives you access to PowerPoint files, class lecture notes, handouts, and copyrighted articles. 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 copy prints of PowerPoint slides, this must be done before class begins (before 4 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.

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](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](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](http://www.adobe.com/support/downloads/product.jsp?product=10&platform=Windows).

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.

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.

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/](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 attendance policy as outlined in the attendance policy for this course. Directions for viewing the video-stream can be found in the course Blackboard site. Student may also view the powerpoints, communicate with the instructor, and interact with other at home students using Breeze. Each consortium class has their own Breeze website. To get to your Breeze course site go to:
Teaching Strategies: [http://webcon.gmu.edu/teaching/](http://webcon.gmu.edu/teaching/)
You will enter as a guest. When you enter as a guest will have to wait to be accepted into the class. A tech person or the instructor will accept you. The first time you use Breeze you may be prompted to download a plug in, it only takes a few seconds to install.

Application to Individuals with Autism
This class has intended emphasis on school-aged individuals with autism by addressing topics of direct instruction, discrete trials, low error teaching procedures, and motivational methods. Many of the readings address research, or research-based strategies that have been developed for individuals on the autism disorder spectrum.