

EDSE 790: INTERNSHIP IN SPECIAL EDUCATION
George Mason University
College of Education and Human Development
Section: 001
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COURSE DESCRIPTION:

Supervised internships that apply university course work to instruction of children and their families in school and community settings.

Prerequisite(s): Passing scores on Praxis I prior to final internship, and permission of advisor.

PURPOSE:

The purpose of this internship is to provide intensive "hands-on" intervention experiences with and related to students with severe disabilities who access the adapted curriculum. Interns will have the opportunity to try new skills and to perform competencies which were developed throughout the teacher preparation program. The internship is individualized for each graduate student to ensure that she/he benefits fully from the internship experience.

COMPETENCIES:

During the internship students are expected to demonstrate the following competencies:

1. Demonstration of understanding of development and the ability to plan and execute curriculum appropriate to the chronological ages, developmental and functional levels of the students being taught.
2. Demonstration of the integration of the theoretical methodology with the practical applications in the field.
3. Demonstration of positive and appropriate interactions with students, families and other professionals. This includes the ability to manage the classroom/resource room, co-teach in a general education setting, develop and enforce classroom expectations, develop strategies to anticipate behaviors and deal with them, and work through transitions during the day. This also includes demonstration of confidentiality when communicating about students with disabilities.

4. Development and implementation of developmentally and functionally appropriate intervention activities within a variety of settings, including those that enhance and support integration and/or inclusion as well as those activities that are therapeutically based. This includes demonstration of a positive learning environment geared to the individual as well as the group. This may also be demonstrated in the general classroom environment as well as special education settings.
5. Demonstration of the ability to work collaboratively as part of a team including but not limited to general and special educators and therapists, parents and other related/support staff.
6. Demonstration of the *ability to be lead teacher* by overseeing the entire classroom while also meeting the individual needs of students, directing/teaming with assistants, and monitoring the ongoing activities and tone of the class. If working with students on an individual basis, demonstrate the ability to plan for that child based on goals and objectives and provide on-going assessment for both the child and the intervention sessions.
7. Demonstration of support within an *integrated environment*, as appropriate. This includes knowledge of general curriculum specific to the ages and grades of students, ability to modify the general education curriculum as needed, ability to work with general education staff in a manner which enhances the education of the student(s) with disabilities by providing direct or indirect support and the knowledge of how to work with groups of students demonstrating mixed abilities and needs (whether identified as disabled or not).
8. Selection, familiarity and utilization of assessment and/or monitoring tools and strategies, including but not limited to county-wide assessments, SOLs, ASOLs, VAAP, etc.
9. Development of developmentally, educationally and functionally appropriate IEPs.
10. Selection and utilization of workable and useful data/record keeping strategies.
11. Monitoring and analyzing teaching performance.
12. Demonstration of additional competencies contained in personal goals statement or delineated by the cooperating teacher and/or university supervisor.

PROFESSIONAL STANDARDS:

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 for students who access the adapted curriculum. The program aligns with the standards for teacher licensure established by CEC, the major special education professional organization in the United States (see the CEC standards on the following web site: <http://www.cec.sped.org>). As such, the learning objectives for this course touch on almost all aspects of the standards and corresponding competencies for curriculum and methods for teaching individuals with severe disabilities, kindergarten through grade 12:

Special Education Content Standard #1 Foundations

Special educators understand the field as an evolving and changing discipline based on

philosophies, evidence-based **principles and theories**, relevant **laws and policies**, diverse and **historical** points of view, and **human issues** that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these **influence professional practice**, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how **issues of human diversity** can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the **relationships of organizations of special education** to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.

Special Education Content Standard #2: Development and Characteristics of Learners

Special educators know and **demonstrate respect** for their students first as unique human beings. Special educators understand the **similarities and differences in human development** and the characteristics between and among individuals with and without exceptional learning needs (ELN)^{1/}. Moreover, special educators understand how **exceptional conditions** can **interact** with the domains of human development and they **use this knowledge to respond to the varying abilities and behaviors of individual's** with ELN. Special educators understand how the experiences of individuals with ELN can *impact* families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.

Special Education Content Standard #3: Individual Learning Differences

Special educators understand the **effects that an exceptional condition**^{2/} can have **on an individual's learning** in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are **active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition** to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions **provides the foundation** upon which **special educators individualize instruction** to provide meaningful and challenging learning for individuals with ELN.

Special Education Content Standard #4: Instructional Strategies

Special educators possess a repertoire of evidence-based **instructional strategies to individualize instruction** for individuals with ELN. Special educators select, adapt, and use these instructional strategies to promote **positive learning results in general and special curricula**^{3/} and to appropriately **modify learning environments** for individuals with ELN. They enhance the **learning of critical thinking, problem solving, and performance skills** of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the **development, maintenance, and generalization** of knowledge and skills across environments, settings, and the lifespan.

Special Education Content Standard #5: Learning Environments and Social Interactions

Special educators actively **create learning environments** for individuals with ELN that foster cultural understanding, safety and emotional well-being, positive social interactions, and **active engagement** of individuals with ELN. In addition, special educators **foster environments in which diversity is valued** and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape **environments to encourage the independence**, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. Special educators **help their general education colleagues integrate individuals** with ELN in regular environments and engage them in meaningful learning activities and interactions. Special educators use **direct motivational and instructional interventions** with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators can safely **intervene with individuals with ELN in crisis**. Special educators coordinate all these efforts and provide **guidance and direction to paraeducators and others**, such as classroom volunteers and tutors.

Special Education Content Standard #6: Language

Special educators understand **typical and atypical language development** and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Special educators use individualized strategies to **enhance language development and teach communication skills** to individuals with ELN. Special educators are familiar with **augmentative, alternative, and assistive technologies** to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences. Special educators provide **effective language models** and they use communication strategies and resources to **facilitate understanding of subject matter for individuals with ELN whose primary language is not English**.

Special Education Content Standard #7: Instructional Planning

Individualized decision-making and instruction is at the center of special education practice. Special educators develop **long-range individualized instructional plans** anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected **shorter-range goals and objectives** taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize **explicit modeling** and **efficient guided practice** to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are **modified based on ongoing analysis of the individual's learning progress**. Moreover, special educators facilitate this instructional planning in a **collaborative context** including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of **individualized transition plans**, such as

transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using **appropriate technologies** to support instructional planning and individualized instruction.

Special Education Content Standard #8: Assessment

Assessment is integral to the decision-making and teaching of special educators and special educators use **multiple types of assessment information** for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the **legal policies and ethical principles of measurement and assessment** related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand **measurement theory and practices** for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate **use and limitations** of various types of assessments. Special educators collaborate with families and other colleagues to assure **non-biased, meaningful assessments and decision-making**. Special educators conduct **formal and informal assessments** of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to **identify supports and adaptations** required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators **regularly monitor the progress** of individuals with ELN in general and special curricula. Special educators **use appropriate technologies** to support their assessments.

Special Education Content Standard #9: Professional and Ethical Practice

Special educators are guided by the profession's ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to **legal matters** along with serious professional and **ethical considerations**. Special educators engage in **professional activities** and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth. Special educators view themselves as **lifelong learners** and regularly reflect on and adjust their practice. Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are **sensitive to the many aspects of diversity** of individuals with ELN and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them **current with evidence-based best practices**. Special educators know their own limits of practice and practice within them.

Special Education Content Standard #10: Collaboration

Special educators routinely and effectively **collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways**.

This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a **resource to their colleagues** in understanding the laws and policies relevant to Individuals with ELN. Special educators use collaboration to **facilitate the successful transitions** of individuals with ELN across settings and services.

MATERIALS:

No texts are required for this course. Download the Special Education Internship Manual from http://cehd.gmu.edu/teacher/intpract/applications_manuals_handbooks/

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Expectations: All students are expected to abide by the following:

- Students **with disabilities** who seek accommodations in a course **must be registered** with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must adhere to the guidelines of the George Mason University **Honor Code** [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students must follow the university policy for **Responsible Use of Computing** [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of **university communications** sent to their George Mason University **email account and are required to activate their account and check it** regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all **sound emitting devices shall be turned off during class** unless otherwise authorized by the instructor. **Computers** and other electronic devices will **not be used during class sessions**. Power Point presentations may be downloaded prior to or after sessions, whenever they are available.
- Students are expected to exhibit **professional behaviors and dispositions** at all times.

Campus Resources:

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and

counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].

- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
 - Students are expected to use APA Guidelines for written work and provide credit when using the work of others. <http://apastyle.org/> is the official web site for the most recent edition of the APA manual. Be cautious when using websites or resources other than the APA manual because some may have erroneous information on them. Note that the most recent edition of the APA manual is listed as a required text for this course.
- Electronic feedback will be provided that directs you to specific parts of the APA manual about writing. One type of writing support during this course is your use of relevant parts of the APA manual. For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

George Mason University Email

Every student is required to establish a GMU email account. Course email correspondence and other important university emails will be sent to GMU email accounts. Once an email account has been established, it is possible to forward email sent to the GMU account to another email account.

George Mason Blackboard 9.1:

1. To access Courses in 9.1 go to the myMason portal, <http://myMason.gmu.edu>
2. Enter your Mason Net ID into the user name field & Strong Password (Patriot Pass credentials) into the Password field
3. Click the log in button or press Enter
4. Select the Courses Tab
5. Select this course from the 9.1 course list

George Mason Patriot Web: <https://patriotweb.gmu.edu/>

This is a self-service website for students, faculty, and staff of George Mason University. There is a wealth of useful links, information, and online forms on this website including program of studies details, application for graduation, request for transfer of credit, and internship application.

Advising Contact Information:

Please make sure that you are being advised on a regular basis as to your status and

progress through your graduate study program. You may wish to contact Jancy Templeton, GMU Special Education Advisor at 703-993-2387. When contacting her, be sure to be able to provide your G number to her.

TaskStream: www.taskstream.com

- This site serves two purposes. The first is to assist students with the development and display of their electronic portfolio. The second is to help GMU with national accreditations' process. Every student registered for any EDSE course as of the Fall 2007 semester has been required to begin submitting signature assignments with accompanying artifact entry forms to Task Stream (regardless of whether a course is an elective or part of an undergraduate minor). TaskStream information is available at <http://gse.gmu.edu/programs/sped/>

The PBS practicum assignment is the signature assignment for this course. The assignment must be submitted to TaskStream before a final grade for the course can be submitted.

Note: Every student registered for any EDSE course as of the Fall 2007 semester is required to begin submitting signature assignments to TaskStream (regardless of whether a course is an elective or part of an undergraduate minor). TaskStream information is available at <http://gse.gmu.edu/programs/sped/>. Failure to submit the assignment to TaskStream will result in reporting the course grade as Incomplete (IN) which will turn into an F nine weeks into the following semester if not changed by the instructor. A grade change will be submitted only upon posting the Signature Assignment to TASKSTREAM.

Evidence-Based Practices (EBPs)

This course will incorporate the evidence-based practices (EBPs) relevant to self-determination, facilitating transitions, alternative assessments, and social skills... Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

STUDENT INTERN RESPONSIBILITIES:

In addition to on-site responsibilities, each student intern is responsible for the following:

1. Scheduling an on-site orientation meeting with the university supervisor and the cooperating teacher and the site principal (if the administrator requests to be present or the student would like that person to attend). Please inform the administrator of this meeting regardless of his/her ability to attend.
2. Maintain a Special Education Log of Hours (Appendix A of the Internship Guidelines). The log must be completed daily and should be available to the university supervisor during observation visits. Interns are responsible for maintaining correct totals on each page of the log sheets.
3. Preparing for observations by the university supervisor, including the preparation of appropriate lesson plans and discussions of observed sessions with the university supervisor.
4. Completing all exit procedures, including a final meeting, and submitting necessary materials on time to university supervisor and the university as listed in the guidelines.
5. Submitting the practicum assignment for each of courses you are designed to complete this semester (Positive Behavior Support, Curriculum and Assessment, Communication, Teaching Strategies)

All information should be readily accessible to the supervisor during on-site visits.

The remainder of this syllabus provides detailed information about each of the above outlined responsibilities

ON-SITE ORIENTATION MEETING:

Schedule an orientation meeting for you, your cooperating teacher, program administrator (if desired) and university supervisor as close to the beginning of the internship as possible, preferably within the first two weeks. Please make sure to introduce the university supervisor to the building administrator if he/she does not attend the orientation meeting.

The purpose of the orientation meeting is to:

1. Discuss internship requirements with the on-site professionals.
2. Identify ways that the cooperating teacher and university supervisor can offer assistance and support.
3. Answer questions that arise regarding the internship placement and requirements

UNIVERSITY SUPERVISOR'S OBSERVATIONS:

During observations you should:

1. Have available for review:
 - a) A lesson plan for the observed session.
 - c) Internship log.
 - d) Practicum assignments

2. Be prepared to verbally analyze and critique the observed session, addressing the following type of thoughts:
 - a) Did the session go as planned?
 - b) What were the facilitating and inhibiting factors?
 - c) Did anything unexpected happen? How did you handle it?
 - d) What modifications did you make in implementing your plan and why?
 - e) What are your follow-up strategies?
 - f) What else would you like to share about the visit?

3. Be prepared to discuss your progress toward the goals outlined in your goals statement and to present any modifications to that plan.

EXIT PROCEDURES:

1. Turn in practicum assignments (**due before the exit meeting**). This can be emailed.
2. **Schedule an exit meeting** with the **university supervisor** and **cooperating teacher**. The building administrator may be invited (if that person indicates an interest in attending). The purpose of this meeting is to provide **feedback** about the overall internship experience and **determine a grade** for the course/internship experience.
3. Collect and submit the following:
 - a) Special Education **Log of Hours**** signed by the cooperating teacher and university supervisor (a summary of this sheet must be placed on TaskStream before a final grade can be submitted).
 - b) **Summary of Placement**. Please fill in all information except the final grade and please spell my name correctly.
 - c) One to two formal observations completed by the cooperating teacher
 - d) All Summary Observation Reports completed by the university supervisor.
 - e) Cooperating Teacher's Evaluation.
 - g) Internship Evaluation by the Intern.

PRACTICUM ASSIGNMENTS:

Students are expected to complete assignments related to coursework they have completed in the adapted curriculum licensure program as part of their internship experience. Specific assignment requirements are outlined at the end of this syllabus. Students will complete those specific assignments identified by their university supervisors for the current semester they are enrolled in internship.

PERFORMANCE-BASED ASSESSMENTS AND EVALUATION CRITERIA:

The team of the university supervisor, the cooperating teacher and intern, will determine a final grade for the internship. Grades will be based upon:

1. Ability to demonstrate course competencies and analyze intervention sessions.
2. **Progress toward the goals** identified at the beginning of the internship.
3. **Quality** of observations by the university supervisor and practicum assignment(s)
6. Timely completion of all requirements and submission of exit materials.

There are only two grades available for this course:

Satisfactory – student has successfully completed course requirements and successfully presented portfolio.

No Credit – student has not provided sufficient work to evaluate progress toward meeting portfolio requirements cooperative learning, application activities, and presentation of portfolios.

Time Guidelines

Internships vary in length depending upon the number of credits to be earned, the type of internship, and the number of different settings required. The following guidelines are used to determine the length of licensure internships:

- 1 credit hour** —75 contact hours -- 2.5-3 weeks full-time or its equivalent
- 2 credit hours** —150 contact hours -- 4-5 weeks full-time or its equivalent
- 3 credit hours**—225 contact hours -- 6-8 weeks full-time or its equivalent
- 4 credit hours**—300 contact hours -- 9-11 weeks full-time or its equivalent

Practicum for Positive Behavior Support

Overview: There are four assignments for the PBS practicum. For all four application assignments, select a target person of any age with disabilities who also demonstrates moderate to high priority problem behavior(s). It is important to involve the same person in all the application assignments as each assignment provides information needed to write a behavior support plan. You will need to obtain parent permission to complete these assignments if they are not consistent with the student's IEP. If you are not the teacher, you will need both permission of the teacher and collaborative planning with the teacher (and any other relevant team members) on every step of these assignments. If you are the teacher, involve other relevant team members in this process of assessment, planning, and implementation. Complete assignments 1-4 in order as they build on each other; the only exception is that assignment 3 can be done concurrently with assignment 2 if need be. The final version should be in APA form.

1. Functional Behavioral Assessment: Indirect Assessment (FAI)

This interview is focused on a person whose problem behavior is of great concern to teachers and care-providers. The interview takes 45 to 90 minutes or longer. In most cases you will interview teachers, parents, and other informants who know the individual well and have daily contact. Interviews may be conducted as a group or with individuals. In some cases the individual of concern may participate in the group interviews or may be interviewed separately. Follow the directions in O'Neill et al., chapter 2 and use the form at the end of the book. Both the chapter and the FAI interview form are available on the PBS course Blackboard web site in the reading folder.

The interview will yield enough information to guide the remaining parts in this assignment: preference assessment, FBA direct observation, and PBS support plan. It is important that all sections of the FAI be completed; the summary statements developed for each major predictor and/or maintaining consequence will serve as tentative hypotheses that will be validated by the FBA observation.

2. Assessment of a Student's Reinforcers and Activity Preferences

Select and use at least three of the methods described in class/readings to identify the reinforcers and activity preferences of the target individual. Start with one to two indirect methods followed by a direct method. Preferences will be used to help establish a positive relationship with the person and to teach replacement or alternative skills effectively. Plan to use one or two simpler indirect assessment approaches first (passive observation, interview). The indirect methods are likely to involve interview (teacher, parent, child) and possibly observation during the school day (recess, play, break). The results from the indirect assessment will help to structure the direct observation-based assessment. Next you will plan and use assessment method that involves direct and systematic observation (e.g., forced choice, free operant). Your assessment procedures should take into account the student's chronological age (CA), school rules, peer practices, parent and teacher opinion, and/or medical/physical needs (e.g., offering diet beverages and healthy snacks to students who have weight concerns or who have diabetes).

Draft of your plan: Before you begin your project, you will hand in a draft outlining your proposed plans for assessing the reinforcers/preferences of your target student. Attach your FAI which provides an understanding of the student and the problem behavior. Name the three methods you will use (citing references) and briefly describe each.

Your **final version** will contain four sections plus a reference list.

Student and Behavior Description: Include section A of the FAI.

Method: Name and describe each procedure in some detail (e.g., team interview, playtime observation, free operant assessment); give reasons for your choices and tell how you adjusted procedures to suit the student. Tell how the items/options were presented and what these options were. Describe how the student indicated their choice and how you kept track of this assessment information. For the direct observation procedures you used with your target student, how did you determine the appropriateness of the actual reinforcer / preference items presented? Did you apply some criteria to each item/activity before or after the assessment? Would this potential reinforcer be practical for use in school? Is this something that fits his/her age and that his/her peers might like? Some activities can be adapted so they are suitable for the child or for the school setting, while others will be eliminated from the list.

Results: Report your findings objectively (without subjective comment). Divide this section into paragraphs with headings for each reinforcement/preference identification procedure used and then summarize your findings in text, tables, and/or graphs.

Discussion: Discuss the strengths of the assessment (e.g., student's movement difficulties meant you had to adapt the acceptance/rejection response). Identify the shortcomings of your project and any problems encountered in the assessment. Discuss potential solutions to these problems (e.g., student only liked food; student preferred items that are not suited to her age). Finally, tell your plans for using the reinforcers/preferences as part of an intervention program.

References: These go in a list at the end; use APA style to cite the references in text and in the reference list.

3. Functional Behavioral Assessment: Direct Observation

Use a complete method (use Carr et al., 1994, O'Neill et al., 1997, or Crone & Horner, 2003) to assess the possible motivations of a behavior problem and to identify replacement behaviors and skills that could be taught in an effort to resolve the behavior problem. Depending on the approaches you use, your organization will differ, but each will describe the target behavior, present the results of interviews and observations, and give one or more hypotheses (tentative and revised).

Carr Approach: If you use Carr et al. (1994) communication-based intervention approach you will use the following organization for this assignment: a) Describe, b) Categorize, and c) Verify.

O'Neill Approach: This approach involves two types of assessment (a, b) and a support plan as follows:

- a) The FAI - Functional Assessment Interview (interview and interview summary forms) which was previously completed as assignment 1.
- b) The functional assessment observation (observation form and the summary form)
- c) Training and support plan (training & support form) which could suffice for assignment 4.

Crone & Horner Approach: If you use Crone & Horner, do a *full functional behavioral assessment* (full FBA) so that you get practice using an observation-based approach. Thus you will have several sections: a) Request for assistance form, b) FBA interviews (teacher/staff/parent; student, as appropriate), c) FA observation form, d) peer-referenced observation, e) final hypothesis (tentative hypothesis in b) is verified or modified with information from c) and d).

With any of the three organizations you could add extra assessment tools to gather more information [e.g., add the detailed interview from O'Neil et al. (1997) to either approach, add the MAS, add a scatter plot to Carr's approach], but this is not necessary, as these two approaches for functional assessment are complete as is.

You will not conduct a formal systematic manipulation or functional analysis because certain safeguards and specially trained consultants would need to be used (O'Neil, et al. 1997, pp. 54-64). But if your assessment yields unclear results, you should explore the use of an informal means to check your hypothesis with your supervisor. Carr's Verify step *does provide an informal means for checking your hypotheses* ("informal" functional analysis) but it is time-consuming in its thoroughness; several other possibilities will be described in class to informally validate your "hunches" about the function of the problem behavior (Bambara & Kern, 2005; Janney & Snell, 2008).

4. Behavior Support Plan and Results

The behavior support program will build upon all the earlier assignments. The draft plan and ideas gleaned from earlier parts of the applied assignments will be combined with information you gather near the end of the course as intervention programs are studied in more detail. **In order to have time to implement the program you will need to start it at least 6 weeks before the end of the semester and run it into exam period.** The outcome will be a detailed program description in three parts: BSP, Results, and Discussion.

Behavior support plan (BSP): Describe in an easy-to-use (but still complete) format. Several of the texts and readings offer organizations that you might use for the behavior support plan (Bambara & Kern, 2005; O'Neill et al., 1997; Crone & Horner, 2003; Janney & Snell, 2008).

The way you will respond to the problem behavior:

Crisis management plan if needed (use a separate page)

No crisis management plan is needed, but tell what staff will do when the behavior occurs;

The core behavior support methods (prevent, teach, respond)

The immediate approaches for preventing the behavior problem (making environment and program improvements, etc.)

The immediate approaches for teaching replacement behaviors (that match function)

The longer-term approaches for teaching needed skills (e.g., skills that may take longer to learn such as self-management, cognitive behavior management, some social skills, etc.); and

Additional procedures

Use a format that indicates actions/tasks, who is responsible, and the timeframe for implementation.

Write this plan with your team, implement it, gather relevant data, and discuss progress as a team. It would be useful to discuss the plan with your supervisor before or as you are implementing it, but because there is little time at this point, you will need to get feedback quickly and get the PBS plan in place around the 9 or 10th week of the semester and keep it in place until the end of the semester (with the intent that classroom staff will continue the program).

Results section: Briefly and objectively tell: (a) what BSP approaches were implemented; (b) the specific outcomes using graph(s) and tables as needed. Report data on both the target problem behavior and the targeted replacement skill(s); given that time is allowed, your graph should reflect baseline and intervention data on these behaviors.

Discussion section: Briefly (a) comment on the strengths of the program and its outcomes; (b) comment on the weaknesses of the program and describe ways it could be/will be improved in the future.

References: These go in a list at the end; use APA style to cite the references in text and in the reference list.

References

Bambara, L.M., & Kern, L. (2005). *Individualized supports for students with problem*

behaviors: Designing positive behavior plans. New York: The Guilford Press.

Crone, D.A., & Horner, R.H. (2003). *Building positive behavior support systems in schools: functional behavioral assessment.* New York: The Guilford Press.

Carr, R.G., Levin, L., McConnachie, G., Carlson, J.I., Kemp, D.C., & Smith, C.E. (1994).

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Janney, R.E., & Snell, M.E. (2008). *Practices for inclusive schools: Behavior support (2nd ed.).* Baltimore: Paul H. Brookes.

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Student Name:

Semester/Year ____ Grade / 20 ____

MAJOR COURSE ASSIGNMENTS GRADING RUBRIC

3 Target	2 Acceptable	1 Needs significant improvement
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3 = Target: All required elements are provided and meet the requirements of best practice as indicated on the evaluation rubric and/or as presented in class. A clear grasp of the purpose of each element of the task is demonstrated. In addition, the elements are presented coherently, creatively, thoughtfully, and professionally. Writing mechanics and composition are superior.

2 = Acceptable: All required elements are included, but there may be several errors in format, and one or two elements that are somewhat weak. A clear grasp of the purpose of all but one or two elements of the task is demonstrated. Quality of writing is average-corrections will be needed before this document is placed in the student's public record. Understanding of best practice is evident but inconsistent or weak.

1 = Needs significant improvement: Performance is below expectations. One or more required elements are missing and/or significantly weak, and there are significant errors in composition and/or mechanics.

Assignments

All practicum students are expected to plan their time such that practicum assignments will be completed and submitted to their university supervisor in a timely manner. Logs, if required, must also be submitted on a regular basis. Chronic disregard for deadlines may affect the student's final grade.

All assignments are expected to be submitted on time. If there are extenuating circumstances, be sure to contact the instructor as soon as an issue arises. SUBMIT VIA E-MAIL ATTACHMENT.

You are required to use APA guidelines (5th edition) for all course assignments. This website links to APA format guidelines. <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>

Timeline for Submission

Practicum Assignment for Positive Behavioral Support

Assignment	Fall Semester Due Dates
Sections A-F	October 8
Reinforcer assessment	October 22
FBA	November 12
Final behavior support plan with results and discussion	December 3

Required Elements and Criteria Grading Rubric

General Characteristics of Assignment:

- Builds upon all the earlier assignments
- Organized into 3 parts, BSP, Results, Discussion
- A draft of BSP in implemented about 4-6 weeks before the end of the semester and may run into the exam period.

<u>Behavior Support Plan</u>	<u>Score</u>	<u>Comments</u>
<i>Written in an easy-to-use (but still complete) format, NOT a long narrative</i>		
<p align="center">DESCRIPTION</p> <p>1. The way you will respond to the problem behavior</p> <p>- Crisis management plan if needed (use a separate page)</p> <p>-No crisis management plan is needed, but tell what staff will do when the behavior occurs</p> <p>2. The core behavior support methods (prevent, teach, respond)</p> <p>-The immediate approaches for preventing the behavior problem (making environment and program improvements, etc)</p>		

<p>-The immediate approaches for teaching replacement behaviors (that match function)</p> <p>-The longer-term approaches for teaching needed skills (e.g. Skills that may take longer to learn such as self –management, cognitive behavior management, some social skills, etc.</p> <p>-additional procedures</p> <p>-use a format that indicates actions/tasks, who is responsible, and by when</p>		
Score		

<u>Results Section</u>	<u>Score</u>	<u>Comments</u>
<ol style="list-style-type: none"> 1. Indicates what BSP approaches were implemented (and what was not in time period) 2. Reports the specific outcomes using graph(s) and tables 3. Reports data on both the target problem behavior and the targeted replacement skills(s), graph reflects baseline and intervention data on these behaviors as needed. 		
Score		

<u>Discussion Section</u>	<u>Score</u>	<u>Comments</u>
<ol style="list-style-type: none"> 1. Comment on the strengths of the program and its outcomes 2. Comment on the weaknesses of the program and describe ways it could be/will be improved in the future 		
Score		

<u>Writing Style and Form</u>	<u>Score</u>	<u>Comments</u>
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<ol style="list-style-type: none"> 1. Uses people first language 2. Has a minimum of typographical errors and misspellings 3. Reference list at the end of each section 4. Uses APA style (title page, headings, in-text references, reference list, page numbering, table and figure form, in-text references to tables and figures, etc.) 5. Written in an easy to read style 6. Written clearly and with adequate objective detail 		
SCORE		

Practicum for Curriculum and Assessment

Each practicum participant will focus on one target individual, gather new information to document his or her present level of academic and functional performance, read and evaluate the current IEP, and develop recommendations.

Part I Description of Target Student and Current Educational Plan. Includes:

1. Summary of what is known about the student.
 - a. A brief description of the settings throughout the school day where instruction occurs for this student.
 - b. A current daily schedule chart which depicts the major or priority IEP objectives being worked on at this time and the activities they are being implemented within across the person's day.
2. Your assessment of the opportunities for interaction with and learning from typical peers *available* within the activities of this student's current daily schedule. This should include:
 - a. A description of the inclusive interaction and learning that is actually taking place. Identify:
 - i. The activities that allow for interaction with and learning from typical peers.
 - ii. The model/s being used for special education instruction within that inclusive setting.
 - iii. Who is doing the teaching and what teaching arrangements are being used.
 - b. A description and explanation of what is working well, what isn't working well or has failed, and why, and the strategies you used to assess this.
 - c. A creative and critical examination of at least three possibilities that exist (but haven't been used) for interaction with and learning from typical peers in general education classrooms, after or before school activities or clubs, and/or community-based activities.

Part II Evaluation of Current Educational Plan

1. Chart (p. 108 in Snell & Brown) which assesses the most important current IEP goals and objectives/benchmarks for your target student.
2. Provided detailed answers to the following questions for what you believe to be the top four of the student's current goals:
 - a. How does it reflect the student's chronological age and grade level, culture, language, and profile of strengths and needs?
 - b. How does it reflect the student's personal and social needs, and family and individual preferences and choices?

c. How is it tied to the standards-based curriculum in reading language arts, mathematics, social studies or science? How does it increase access to the general education curriculum?

d. How does it lead to active participation in meaningful routines and activities within the natural environment?

e. How does it contribute to his/her self-determination?

Part III Evaluation of Current Plan – Services and Placement

1. Please make a list of the services the student is currently receiving and where, when and how they are receiving the services. Based on the information you are gathering for the PLOP as part of class assignments and research and readings from class, provide a rationale for which additional services should be provided or discontinued.

a. Special education services

b. Related services

i. Artistic/cultural programs

ii. Assistive Technology devices and services

iii. Audiology

iv. Counseling services

v. Medical Services

vi. Occupational Therapy services

vii. Orientation and Mobility Services including travel training

viii. Parent counseling and training

ix. Psychological services

x. Physical therapy services

xi. Recreation

xii. Rehabilitation services

xiii. School health

xiv. Social work

xv. Speech language Pathology

xvi. Transportation

c. Other aides and supports

Part IV Rationale for Placement

What rationale is provided for the child's current placement? How does the team identify how the child with participate with typical peers in general education and explain how and why the child

will **not** participate with non-disabled children in the regular class and other activities, is required in the IEP. Does the IEP identify the supports that would be needed or contain a plan for the child's movement to a less restrictive environment?

Student Name:

Semester/Year ____ Grade ____

Grading Rubric

Case Study is to be well organized and professional in appearance. Spelling, grammar, and writing mechanics are correct. References are APA style. Case Study must reflect integration and synthesis of readings and discussion for class.

3 Target	2 Acceptable	1 Needs significant improvement
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3 = Target: Every criteria is addressed; quality of written responses is superior, and respectful, People First language is used consistently; concepts gained from class readings, presentations, videos and discussions are addressed and well-integrated.

2 = Acceptable: Most criteria are addressed and there are no serious omissions; quality of written responses is average; there is evidence of integration of at least some concepts from readings and other tools of learning for this class.

1 = Needs significant improvement: criteria were not addressed or there were serious omissions of critical information; little or no evidence of new learning from readings or other tools of learning for this class; quality of written responses is unacceptable.

All assignments are expected to be submitted on time. If there are extenuating circumstances, be sure to contact the instructor as soon as an issue arises.

You are required to use APA guidelines (5th edition) for all course assignments. This website links to APA format guidelines. <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

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<http://www.apastyle.org/disabilities.html>

Timeline for submitting practicum Assignment for Curriculum and Assessment: Environmental Assessment

Assignment	Part Fall Semester Due Dates	Due Date
Target student description	Part I	October 1
Evaluation of Current Educational Plan Evaluation of Current support service and placement	Parts II - IV	December 3
Final written report including new goals and objectives	Parts I - IV	December 10

Required Elements and Criteria Grading Rubric

<u>Target student description</u>	<u>Score</u>	<u>Comments</u>
<ol style="list-style-type: none"> 1. Positive portrayal as used to introduce student, brief description of the setting, and current daily schedule chart which depicts the major or priority IEP objectives 2. Your assessment of the opportunities for interactions, Description of the inclusive interactions and learning, Description and Explanation of what is working well, what isn't working, and A creative and critical examination of at least three possibilities that exist for interaction with learning from typical peers in general education classrooms. 		
Score		

<u>Evaluation of Current Educational Plan</u>	<u>Score</u>	<u>Comments</u>
<p>1 Chart (p.108 in Snell & Brown)</p> <p>2. Details answers to the following. A. Student's chronological age and grade level, culture, language, and profile of strengths and needs. B. Student's personal and social needs, and family and individuals preferences and choices. C. tied to the standards-based curriculum. D. Lead to active participation in meaningful routines and activities within the natural environment. E. How it contribute to his/her self-determination.</p>		
Score		

<u>Evaluation of Current Plan</u>	<u>Score</u>	<u>Comments</u>
<ol style="list-style-type: none"> 1. List of services the student is currently receiving and where, when, and how they are receiving the services. 2. Provide a rationale for which additional services should be provided or discontinued. 3. Discuss other aides and supports 		
Score		

<u>Rational for Current Placement</u>	<u>Score</u>	<u>Comments</u>
<ol style="list-style-type: none"> 1. What rationale is provided for the child's current placement 2. How does the team identify how the child will participate with typical peers in general education and explain how and why the child will not participation with no-disabled children in the regular class and other activities, is require in the 		

<p>IEP.</p> <p>3. Does the IEP identify the supports that would be needed or contain a plan for the child's movement to a less restrictive environment?</p>		
<p>4. Writing style (APA, Quality of Written Expression, "People first" language)</p>		
<p>Score</p>		

Writing style (APA, Quality of Written Expression, "People first" language)

Practicum for Communication and Severe Disabilities

AAC Assessment Part I: Basic Identifying and Background Information

This assignment focuses on providing basic identifying and background information regarding the targeted individual, which may have an impact on functional communication skills. Please provide a narrative including the title and separate sections A-D.

Basic identifying information:

Describe the individual including the following information: individual's name or pseudonym, chronological age, identified disability, current educational placement, type of classroom, and any medications taken.

Sensory and Motor Skills:

Briefly describe current vision and hearing capabilities and concerns, means of mobility (i.e., walking independently, and manual wheelchair), seating and positioning status if applicable, and access capabilities (i.e., functional hand use).

Communication Capabilities and Concerns:

Briefly describe the communication capabilities of the individual, and the team's primary communication concerns.

AAC Assessment Part II: Functional Communication History

This assignment focuses on identifying the individual's functional communication history, to assist in the AAC assessment and decision-making process. Please provide a narrative including the title and separate sections A-D.

Past Modes of Communication:

Identify and describe the communication modes the individual has used in the past to interact with others and the level of effectiveness of each communication mode as judged by team members.

Past Low-Tech AAC Systems or Strategies Used:

Identify and describe any low-tech AAC systems or strategies that have been explored and/or used with the individual in the past, and the level of effectiveness of each system or strategy as judged by team members.

Past High-Tech AAC System or Strategies Used:

Identify and describe any high-tech AAC system or strategies that have been explored and/or used with the individual in the past, and the level of effectiveness of each system or strategy as judged by team members.

Motor Access of Low or High-Tech AAC Systems:

Identify how the individual has successfully motorically accessed low or high tech AAC systems in the past, as reported by team members. Information regarding the individual's motor access capabilities (i.e., direct selection, scanning) will play a significant role in decision making regarding an individual's low and/or high tech AAC system.

AAC Assessment Part III: Communication Environments

This assignment is designed to explore the communication demands within an individual's current environment. Please provide a narrative including the title and separate sections A-C. You may choose to use tables to display some of the information.

A. A Typical Day in the Individual's Schedule:

Provide the individual's schedule and activities during a typical day. This information will be important in determining the communication demands that may be placed on the individual.

B. Communication Demands across Current Activities or Environments:

Identify and describe potential communication demands that may be placed on an individual within targeted activities or environments. In other words, what communication acts (i.e., requesting, commenting, answering questions) and messages are necessary to actively participate within identified activities and environments.

C. Communication Partners

Identify potential communication partners of the individual within targeted activities and environments.

AAC Assessment Part IV: Identification of Current Communication Capabilities:

This assignment is designed to explore the individual's current and specific communication capabilities and associated skills through interview of team members, observation of the student, and direct interaction with the student. Please provide a narrative including the title and separate sections A-D.

A. Receptive Language:

Describe the individual's receptive language capabilities or understanding of language through observation and the report of team members. Include information regarding the individual's functional level of spoken language comprehension (i.e., single-word, phrase, sentence level, multi-sentence level), ability to comprehend verbal commands, ability to comprehend YES/NO questions, ability to comprehend WH questions, and receptive vocabulary level (i.e., concepts such as common objects, body parts, size, color, shape, object function, categories). Provide "real-life" examples.

B. Expressive Language:

Describe the individual's expressive language capabilities or understanding of language through observation and the report of team members. Include information such as the individual's highest level of verbal expression (i.e., approximations of words, single-words, phrases, sentences, conversation), current methods of communication (i.e., facial expressions, gestures, sign language, speech, voice-output communication device, behavior), and expressive vocabulary (i.e., objects, people, actions, places). Additionally, describe the functions of the individual's current modes of communication (i.e., to request, to protest, to comment, to socially interact). Provide "real-life" examples.

C. Speech Production and Oral-Motor:

Describe the individual's speech production and oral-motor capabilities through observation and the report of team members. Include information such as how intelligible or unintelligible the individual's speech is, as judged by familiar communication partners. Provide "real-life" examples of the individual's pronunciation of spoken words, as described by the individual's speech-language pathologist/therapist and/or case manager.

D. Literacy:

Describe the individual's literacy skills through observation and the report of team members. Include information such as the individual's capabilities in the areas of phoneme recognition, word recognition, reading comprehension and spelling (Beukelman, D. & Mirenda, P, 1998).

AAC Assessment Part V: Symbolic Skills

Describe an individual's symbolic abilities through direct interaction with the individual. Use the *Functional Object Assessment*, *Symbol Assessment: Receptive Labeling and Yes/No Formats*, *Symbol Assessment: Visual-Matching*

Format, Symbol Assessment: Question-and-Answer Format, and Symbol Assessment: Requesting Format as guides to evaluate the individual's capabilities (Beukelman & Mirenda, 1998). It will be important to note the type of symbols, symbol size, characteristics of the symbols (i.e., color, black and white), and the symbol field (i.e., number of symbols presented to an individual at a single time) that has been successfully used by the student. Please provide a narrative describing how the student's symbolic skills were accessed, and the results of the assessment.

AAC Assessment Part VI: Suggestions

The focus of this assignment is to provide additional suggestions for low-tech and/or high-tech AAC systems and/or strategies for the individual. These suggestions should be based on information that was gained through interview of team members, observation of the individual and direct interaction with the individual. Design/Create a "How to" page for each suggested system or strategy for intended use by staff and families. This resource should include a description of the system/strategy, how to operate/program if applicable, how to organize or set-up the system, and examples of how to practically integrate the system/strategy within the individual's routine. It is important to note that assessment is frequently an ongoing process for individuals with severe disabilities as capabilities and needs change. Team work, informed decision-making and field trials/tests of systems or strategies significantly impact how successfully an AAC system or strategy is integrated in the life of an individual with significant communication impairments. Please provide a list of suggestions and descriptions of the suggestions based on the results of the assessment.

VII. Sample Low-Tech AAC System to Field Test with an Individual, and Field Test, recording data and using data to evaluate the system, and written report of results.

The focus of this assignment is to create a low-tech AAC system based on assessment results for an individual to use in an identified routine activity or environment. This low-tech AAC system may function as a primary means of communication for an individual or as a backup to a high-tech communication system for example. This assignment should include a sample of a low-tech AAC system (i.e., picture communication wallet, picture communication binder). The sample should contain evidence of the following: appropriate selection of symbols based on the individual's capabilities; logical symbol organization based on the individual's language, visual, and motor access capabilities; vocabulary related to an individual's communication needs in targeted environments; and use of core and fringe vocabulary. Provide a brief descriptive narrative of the low-tech AAC system, and a sample of the low-tech AAC system.

Further, field test the system with the learner and record data on the student's performance to evaluate how successful the system is for the student. The field test should be at least one week or the equivalent thereof, with data taken for each opportunity to use the system.

Analyze the data and provide data sheet/s, a brief description of the implementation of the system, and a paragraph describing the results of the field test. Write an additional evaluation of the system, using the data, describing what worked well, and what needs improvement. Finally, write a conclusion mentioning what you will do in the future, the same way you did in this assignment, and what you will do differently.

Student Name

Semester Yr

GRADE

MAJOR COURSE ASSIGNMENTS GRADING RUBRIC

3 Target	2 Acceptable	1 Needs significant improvement
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<http://www.apastyle.org/disabilities.html>

Timeline for Submission

Practicum Assignment for Communication

Assignment	Fall Semester Due Dates
Sections I-III	October 8
Sections IV-V	October 22
Sections VI-VII	November 12
Final augmentative and alternative communication (AAC) assessment	December 3

<u>Information</u>	<u>Score</u>	<u>Comments</u>
1. Basic Identifying Information 2. Sensory and Motor Skills 3. Communication and Capabilities and Concerns 4. Parental Permission		
Score		

<u>Functional Communication History</u>	<u>Score</u>	<u>Comments</u>
1 Past Modes of Communication 2. Past Low-Tech AAC Systems or Strategies Used 3. Past High Tech AAC Systems or Strategies Used		

4. Motor Access of Low or High Tech AAC Systems		
Score		

<u>Identification of Current Communication Capabilities</u>	<u>Score</u>	<u>Comments</u>
1. Receptive Language 2. Expressive Language 3. Speech Production 4. Literacy		
Score		

<u>Symbolic Skills</u>	<u>Score</u>	<u>Comments</u>
1. Symbol Assessments 2. Symbolic Skills Accessed 3. Results of Assessment		
Score		

<u>Suggestions Based on the Results of the Assessment</u>	<u>Score</u>	<u>Comments</u>

1. Information 2 Suggestions 3. Descriptions Based on Results of Assessment		
Score		

<u>Low Tech AAC</u>	<u>Score</u>	<u>Comments</u>
1. Sample of Low Tech AAC 2. Provide a brief descriptive narrative of the low-tech AAC system 3. Field test the system with the learner and record data		
Score		

APA Writing Style

5. Writing style (APA, Quality of Written Expression, “People first” language)		
Score		

Practicum for Teaching Strategies

The one credit requirement is to:

1. Complete one instructional program that is written as a Brief Teaching Guide.
2. Complete one paraprofessional teaching assignment.

Part I: Brief Teaching Guide

1. Identify a student and target two or more objectives to teach.
 - PLOP
 - Goal
 - Objectives
 - Assessment (baseline and probe)
 - Teaching procedures (antecedent methods and consequent methods).
2. Write up the teaching and assessment procedures clearly in a Brief Teaching Guide (attached)
 - 1-2 pages
 - Include at least one additional team member (paraprofessional, related services professional, general educator) who is also teaching the same student the target skill
 - Revise the guide as needed so all users understand the guide and can implement it and gather data faithfully.
3. Implement the program gathering baseline data for at least two days (three is ideal).
4. Submit parts 1, 2 and 3 to your practicum supervisor for approval (**October 15**)
5. Implement your program while gathering weekly probe or daily training data for a minimum of two weeks of teaching (four weeks is ideal).
6. Graph these data on an ongoing basis and use them as you teach to make needed changes in the program so that the student is learning the targeted skills.
7. When you are close to the date for handing this assignment in, add comments to the 2nd page that address the following items.
 - List the team members who used the teaching guide and their evaluation of it (remarks/suggestions)
 - Describe any improvements you made in the program for easier team use
 - Describe any training or supervision that was needed so team members could teach as described in the program
 - Mention any problems you experienced in getting other team members to use the program and how they were resolved.
8. Submit the final program with (a) comments (b) raw student performance data recorded on a task analysis for, in a dated table, or on a dated collection form and (c) graphed student data as well as Works Cited by **December 10**.

Brief Teaching Guide		
Student:	School:	Start Date:
Teachers:	Aim Date:	
Objective:		
Stage of Learning:	Grouping Arrangement:	
Teaching times:	Teaching Days:	Test Day:
Setting:		
Instructional Cue:		
Prompt(s): Prompt system and latency:		
Materials:		
Reinforcers:		
Summary of Teaching Procedures:		
Antecedents	Detailed Responses	Consequences
Description of assessment procedure (attach data collection form, task analysis)		

Instructional Program Scoring Rubric

Objective	Score	Comments
Student Demographics and targets	1 2 3	
Brief Teaching Guide	1 2 3	
Implementation	1 2 3	
Data Collection and Graphs	1 2 3	
Results and Comments	1 2 3	
APA and Works Cited	1 2 3	

Part II: Teaching Skills to a Paraprofessional Staff Member

1. Proposal:

- Identify one instructional strategy to teach your paraprofessional or one strategy that your paraprofessional would benefit from learning and willing to learn.
- Develop a job improvement plan. Select **one** option from the following:
 - Create a job responsibilities list and teaching schedule
 - Plan for having daily communication with paraprofessionals
 - Plan for supervision and giving feedback to paraprofessional

- Plan for including paraprofessionals in teaming sessions
 - Submit a proposal (not more than 1 page) that describes and justifies your selections and comment on the paraprofessional's willingness to be taught by you by **October 8**.
2. Develop a teaching plan to achieve goals. Submit by **October 22**.
 3. Implement teaching plans.
 4. Final Paper: Submit by **November 19**.
 - No more than 4-5 pages text (although you might have two additional pages, one for a table or figure and one for references) that address the following (use these as headings)
 1. Target instructional strategies and job improvement plan
 2. Comment on paraprofessional's willingness (may include general description of paraprofessional; age, years experience, skills, needs etc)
 3. Justification of selections (cite references)
 4. Logistics: Students, target skills, and /or times of day and location for paraprofessional to use these skills.
 5. Teaching plan (method) for teaching paraprofessional (where, when, what you will do).
 6. Evidence of outcomes (results) may include procedural check date, rating of training by paraprofessional, interview with paraprofessional.
 7. Discussion of project outcomes (strengths, shortcomings, future plans)

Teaching Skills to a Paraprofessional Scoring Rubric

Objective	Score	Comments
Instructional Strategy Teaching Plan	1 2 3	
Job Improvement Plan	1 2 3	
Implementation	1 2 3	
Results and Comments	1 2 3	
APA and Works Cited	1 2 3	