



**College of Education and Human Development  
Division of Special Education and disAbility Research**

Fall 2016

EDSE 661 626: Curriculum and Methods: Severe Disabilities  
CRN: 82181, 3 - Credits

<b>Instructor:</b> Dr. Melissa Ainsworth	<b>Meeting Dates:</b> 09/12/16 - 11/21/16
<b>Phone:</b> 703-993-5469	<b>Meeting Day(s):</b> Monday
<b>E-Mail:</b> mainswor@gmu.edu	<b>Meeting Time(s):</b> 5:00 pm - 9:00 pm
<b>Office Hours:</b> By Appointment	<b>Meeting Location:</b> Off-campus/Other

***Note:** This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.*

**Course Description**

Focuses on current best practices in curriculum, and methods for students with severe disabilities, including specific strategies for teaching students with severe disabilities, general strategies for working with heterogeneous groups of students in inclusive settings, and methods for adapting the general education curriculum to include students with severe disabilities.

**Prerequisite(s):** None

**Co-requisite(s):** None

**Advising Contact Information**

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other students should refer to their faculty advisor.

**Advising Tip**

Did you know you can evaluate your progress in the program at any time by running a Degree Evaluation in Patriotweb? Step by step instructions are available at <http://registrar.gmu.edu/students/degree-evaluation/>.

## **Nature of Course Delivery**

Learning activities include the following:

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

## **Field Experience Requirement**

A Field Experience is a part of this course. A field experience is a variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, and/or conduct research. Field experiences may occur in off-campus settings, such as schools (NCATE, 2008). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THIS COURSE

1. Prior to representing George Mason in off-campus settings, visit this site:

<http://cehd.gmu.edu/teacher/internships-field-experience>. The site has a comprehensive PowerPoint on the registration process and tips for a successful field experience. This is called the Field Experience Presentation. View this.

2. Complete the online field experience registration form [<http://cehd.gmu.edu/endorse/ferf>] at the beginning of the semester (if not before) and complete the information requested REGARDLESS if you need assistance in 'finding' an individual for the project/assignment or not. This information is required by the state. It is important that you do this within the first two classes so that the Clinical Practice Office has sufficient time to find a placement for you.

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Please indicate how your placement will be arranged.\*

- I will need George Mason (Clinical Practice Specialist) to arrange a placement for my field experiences (including observations and/or case studies).
- I have been assigned a placement by my program for my field experiences (including observations and/or case studies).
- I will arrange my own field experience (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace.

- I will arrange my own field experiences (observations and/or case studies) because I am conducting a case study or individualized child portfolio with an individual outside of the school system (Special Education, Assistive Technology, Early Childhood Special Education, Early Childhood Education PK-3, Dual Licensure Early Childhood Education PK-3 and Early Childhood Special Education only).

Fields marked with \* are required. Your preferences may not be guaranteed.

NOTE: When selecting options of “I will arrange my own...” you will be asked to specify further, and/or identify the region and/or school of your arrangement. You will also be asked to obtain permission from a school principal or school administrator. Students should keep this documentation.

- ✓ I understand that I must obtain permission from my principal/school administrator.

NOTE: It is not recommended that you work with your own child.

NOTE: If you selected the last option above, an email from the host teacher and the administrator is required to be sent to [cuanseru@gmu.edu](mailto:cuanseru@gmu.edu). The email serves as documentation of the approval. The administrators must approve all visitors in their school.

### **Learner Outcomes**

Upon completion of this course, students will be able to:

1. Write IEPs so they define individualized sequences of measurable objectives for teaching needed functional skills that link to standards of learning general curriculum and begin with present level of performance and end with goal performance.
2. Construct, use, and interpret nonstandard, informal skill assessment (such as task analysis and observation) to identify appropriate objectives, evaluate student performance during baseline and intervention, and make improvements in instruction for students with disabilities in an adapted curriculum across the K-12 levels.
3. Assess target skills before (baseline probes) and during (instructional probes) instruction using direct observation or assessment of permanent products.
4. Create dated graphs of student performance data using Excel; draw aim and trend lines using Excel.
5. Use “raw” and graphed student performance data (along with aim and trend lines and problem analysis) to evaluate the effects of instruction and make data-based decisions for improving student performance.
6. Embed instruction on targeted IEP objectives into functional daily routines and activities.

7. Plan, implement, and evaluate instructional programs that use effective antecedent teaching strategies (e.g., observational learning, milieu approach, system of least intrusive prompts, simultaneous prompting, time delay, graduated guidance, picture assists, audio/ video-modeling, backward and whole task chaining) and consequent strategies (e.g., shaping, error correction, consequential strategies, and interspersed review).
8. Write and implement an instructional plan that specifies a sequence of instructional objectives leading to a goal, uses a task analysis (for multiple step skills) or a skill sequence (for discrete skills), incorporates antecedent and consequence teaching strategies aimed at a specific stage of learning, and specifies a plan for collecting and analyzing student performance data on an ongoing basis.
9. Understand general education teaching practices that promote inclusion of students with severe disabilities in the general education curriculum and support them in the least restrictive environment (e.g., curriculum and instructional adaptation, group instruction, self-management, schedule following, cooperative learning, peer tutoring). Understand when and how to use small group instruction, peer tutoring, community-based instruction, simulated instruction, video-modeling instruction, and instruction involving both typical students and students with disabilities.
10. Apply a model to plan with general educators any adaptations and modifications that are needed in the general education curriculum and class activities in order to meet the instructional needs of students with severe disabilities.
11. Train paraprofessional support staff to use appropriate teaching methods and supportive interaction styles with students to support students without encouraging dependency. Provide these staff members with supervision and feedback.

### **Required Textbooks**

Snell, M.E., & Brown, F. (2011). *Instruction of students with severe disabilities* (8<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall

### **Recommended Textbooks**

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

### **Required Resources**

Access to Blackboard

### **Additional Readings**

As assigned and posted in Blackboard

## **Course Relationships to Program Goals and Professional Organizations**

This course is part of The Virginia Consortium for Teacher Preparation in Special Education Adapted Curriculum, a grant from the Virginia Department of Education that includes George Mason University, Virginia Commonwealth University, Radford University, Norfolk State University, Old Dominion University, and James Madison University. Through the completion of the Adapted Curriculum Consortium program, students are eligible for teacher licensure in the Commonwealth of Virginia in the area of Special Education – Adapted Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC standards that will be addressed in this class include Standard 1: Learner Development and Individual Learning Differences, Standard 2: Learning Environments, Standard 4: Assessment, Standard 5: Instructional Planning and Strategies, Standard 6: Professional Learning and Ethical Practices, & Standard 7: Collaboration. (Updated Fall 2014 to align with the revised CEC Standards)

### **GMU Policies and Resources for Students:**

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c. 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.
- d. 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/>].
- e. Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. [See <http://ods.gmu.edu/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. 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/>].

## **Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times.

## **Core Values Commitment**

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See <http://cehd.gmu.edu/values/>]

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]

## **Course Policies & Expectations**

### *Attendance.*

Students are expected to attend all class sessions during the course. As adult learners, you make personal decisions about enacting professional responsibilities, including those as a student. Students are expected to arrive on time and stay for the duration of class time. Attendance, timeliness, and professionally relevant, respectful and active participation are expected. Attendance and professional participation at all sessions is very important because all of the activities in class are planned in such a way that they cannot be recreated outside the class session.

In the unlikely event that you are not able to attend, it is your responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. Students who are absent are held responsible for the material covered including assignment discussions/clarifications/explanations and assignments given and due. It is your responsibility to arrange with another student for collection of materials and to promptly obtain class notes, handouts, lecture details, explanations of content, and procedures/assignments, etc. It is also recommended that you notify the instructor about absences in advance or within 24 hours after an absence

### *Late Work.*

All assignments must be submitted on or before the assigned due date. In fairness to students who make the effort to submit work on time, 5% of the total assignment points will be deducted each day from your grade for late assignments. After one week, NO POINTS will be awarded towards any assignments and the assignment will no longer be accepted. A score of 0 will be entered into the grade book for that assignment

## **Tk20 Performance-Based Assessment Submission Requirement**

Every student registered for any Special Education course with a required performance-based assessment is required to submit the *Instructional Plan and Implementation* to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

### **Grading Scale**

A 95 – 100 points

A- 90 – 94 points

B 80 – 89 points

C 70-79 points

F 69% and below

**Note:** Spelling, grammar and writing style are important components of professional writing. Accurate, clear, concise writing is required of all professionals and will be considered in the grading of all assignments. Written assignments will be evaluated for content, clarity, format, cohesiveness, and use of person-first language. Additionally, points will be deducted for spelling, grammatical, and word processing errors

### **Assignments**

#### **Performance-based Assessment (Tk20 submission required).**

Course participants must identify and work with an appropriate target student with severe Disabilities\*\* ages 5-21 who is participating in the adapted curriculum. You will need permission to read this student's confidential file, and engage in observation, interview, instruction and assessment activities with that student and her/his family and team members in order to complete the major assignments for the class. It is your responsibility to identify an appropriate target student. It is expected that you will need at least 20-25 hours across the course of the semester to engage in instructional and assessment activities with your target student, their family and team members. Please see Blackboard for a detailed description and rubric.

In this assignment you will develop and implement an instructional program for teaching an academic skill to a student with severe disabilities

\*\* An appropriate target student must have an intellectual disability with a reported IQ below 70. Appropriate target students may have concurrent physical or sensory disabilities or autism.

This assignment has 3 Parts. *Each part will be graded individually.*

### **Part 1: Detailed Instructional Program Proposal (5 points)**

*An instructional plan proposal must be submitted and approved by the instructor before you can begin the assignment. You will receive the full 5 points upon submitting your proposal. No partial credit will be given. No credit will be given for late proposals unless explicit permission is given by the instructor for a late turn in.*

You will need to submit a one page proposal prior to implementing the program in which you:

- Provide the student/individual information: age, school placement, identified eligibility and/or disability, level of academic ability, other pertinent information such as verbal abilities and physical or behavioral limitations. (this information may be bulleted)
- Briefly Identify the objective and provide a rationale for teaching it to this person, Identify the teaching strategy selected

### **Part 2: Completed Draft of the first section: (50 points).**

Based upon instructor feedback, students may select to rewrite this section before it is resubmitted with part 3 on final due date as listed in the syllabus. Regardless of rewriting, part 2 must be handed in with part 3 for a complete paper on the final due date.

- Write the instructional program plan or method:
  - Describe student/individual thoroughly
  - Describe the setting where instruction will occur
  - Describe the collaborative teaming you used to plan
  - Include a complete instructional objective (conditions, behavior, and criterion and develop a data collection method and data collection sheets,)
  - Describe teaching procedures, including antecedents, teaching strategies and consequences

### **Part 3: 100 points possible**

- Implement and record data on the program which you will present in a results section of your paper. **You must turn in your Data collection sheets with the final product. You will also need to present your data in an electronic graph.**
- Provide a discussion of the program including evaluation of the program based on student performance, and limitations/suggestions for changes in future implementation. We will discuss the details in subsequent class sessions.

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\*\*(Please note that if you do not currently teach students with severe disabilities you will need to find a student outside of your class to develop a plan for.)

### Instructional Plan sections and due dates

Date due	Section due	points
September 14	1 (Instructional plan proposal)	5 (all or nothing)
October 5	2	50
November 16	2 (revised) & 3	100

### **Performance-based Common Assignments (No Tk20 submission required).**

#### **Other Assignments.**

#### **Classroom plan: 50 points possible**

This assignment will require that you submit a detailed description of your teaching environment and students, an hour by hour classroom plan for your students with disabilities for 5 consecutive days and a 1-2 page discussion of the evidence –based best practices you use. You will be required to reference your text and articles read for class in your discussion of best practices.

#### **Lesson Plans: 100 pts total (25 pts each)**

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

#### **In-Class Assignments: 50 points possible total**

There will be 5 unannounced quizzes/reading checks or in class activities throughout the semester. Each is worth 10 points for a total of 50 possible points. If you miss class, these may NOT be made up.

#### **Schedule**

A draft class schedule of class topics, due dates and reading assignments is available on the last page of this syllabus as well as on Blackboard. Please note that this schedule may change due to the needs of the class, inclement weather or at the instructor's discretion. If there is a change in the class schedule, students will be notified and an updated schedule will be available on blackboard

**Class Schedule** – Draft and subject to change

<b>Week</b>	<b>Class Topic</b>	<b>Assignment Due</b>	<b>Reading Assignment</b> (To be completed before coming to class)
Sept 12	Introduction: Nuts & Bolts; Educational Assumptions and organizing yourself		none
September 19	Writing meaningful IEPs and individual conferences	1) Instructional plan proposal due (Bring hard copy to class and upload) And 2) In Class quiz on readings during conferences	<b>Text:</b> Brown, McDonnell & Snell Chapters 1, 3 and 5 <b>Article:</b> Patti, A.L. (2016) – Back to Basics <b>Article:</b> Spooner, Browder and Mims - Chapter 4
Sept 26	Instructional Strategies And Data Collection		
Oct 3	Designing Effective Lessons	<b>.Instructional Plan part 2 due by 5:00 pm</b> via Blackboard upload	<b>Article:</b> Schmoker, M. (2012) The Stunning power of good, traditional lessons (on BB)
Oct 10	No Class – Columbus Day		
Oct 17	Instructional Strategies: Science/history and foundational text	Class Plan due by 5:00 pm via upload to blackboard	<b>Articles:</b> <b>1)</b> Spooner, F., Knight, V. F., Browder, D. M., & Smith, B. R. (2011). Evidence-based practice for teaching academics to students with severe developmental disabilities.  <b>2)</b> Spooner, F., Knight, V., Browder, D., Jimenez, B., & DiBiase, W. (2011). Evaluating evidence-based practice in teaching science content to students with severe developmental disabilities

Week	Class Topic	Assignment Due	Reading Assignment (To be completed before coming to class)
Oct 24	Instructional Strategies – Life skills	Science/History Lesson plan due 5:00 pm upload to Blackboard <b>AND hard copy to class</b>	<b>Text:</b> Snell & Brown Chapters 10 &14  <b>Article:</b> Bouck, E.C., & Joshi, G. (2012). Functional curriculum and students with mild intellectual disability: Exploring post school outcomes through the NLTS2
Oct 31	Instructional Strategies - Math	Life Skills Lesson Plan due 5:00 pm via upload to blackboard <b>AND hard copy to class</b>	<b>Text:</b> Snell & Brown Chapter 13
Nov 7	Instructional Strategies: Communication	Math Lesson Plan due by 5:00 pm via upload to blackboard <b>AND hard copy to class</b>	<b>Text:</b> Snell & Brown Chapter 12
Nov 14	Inclusion vs? Self-Contained	Communication Lesson Plan due 5:00 pm via blackboard <b>AND hard copy to class</b>	<b>Text:</b> Snell & Brown Chapters 11
Nov 21	Preparing for Adulthood	Instructional Plan parts 2 & 3 due by 5:00 via blackboard Assignment tab AND blackboard Tk20 upload under Assessment tab	<b>Text:</b> Snell & Brown Chapter 2, 15, 16