



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

Fall 2017

EDSE 661 633: Curriculum and Methods: Severe Disabilities

CRN: 82227, 3 – Credits

Instructor: Dr. Melissa Ainsworth	Meeting Dates: 09/12/17 – 11/14/17
Phone: 703-993-5469	Meeting Day(s): Tuesday
E-Mail: mainswor@gmu.edu	Meeting Time(s): 5:00 pm - 9:00 pm
Office Hours: by appointment	Meeting Location: Off-campus/Other,
Office Location: 206A Finely	Other Phone:

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

Prerequisite(s) None

Co-requisite(s) None

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. Note: Field experience required. Offered by Graduate School of Education. May not be repeated for credit.

Registration Restrictions:

Enrollment limited to students with a class of Graduate or Senior Plus.

Enrollment is limited to Graduate or Undergraduate level students.

Schedule Type: Lecture

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 teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/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/>.

Course Delivery Method

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

Learner Outcomes

Upon completion of this course, teacher candidates/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.

Course Relationship 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, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 1: Learner Development and Individual Learning Differences (InTASC 1,2); CEC Standard 2: Learning Environments (InTASC 3); CEC Standard 4: Assessment (InTASC 6); CEC Standard 5: Instructional Planning and Strategies (InTASC 7,8); CEC Standard 6: Professional Learning and Ethical Practices (InTASC 9) & CEC Standard 7: Collaboration (InTASC 10).

Required Textbooks

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

Recommended Textbooks

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Required Resources

Access to Blackboard

Additional Readings

As assigned and posted in Blackboard

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 661, the required PBA is Instructional Plan and Implementation. Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments and/or Examinations

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 plan 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.)

Due Date	Sections Due	Points Possible
	Part 1 (instructional plan proposal)	5 (all or nothing)
	Part 2	50
	Part 2 (revised) & 3	100

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

None.

Field Experience Requirement

A field experience is a part of this course. A field experience includes a variety of early and ongoing field-based opportunities in which candidates may observe, assist, and/or tutor. Field experiences may occur in off-campus settings, such as schools (CAEP, 2016). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THIS COURSE.

1. **Complete the online EDSE Field Experience form.** This online form will be sent to your GMU email from EDSEfld@gmu.edu on the first day of the semester. Click on the link and complete the form as soon as possible. ALL students should complete the form, regardless of whether you need assistance in locating a field experience placement or not. This information is required by the state. Please direct any questions about the form to Dr. Kristen O'Brien at EDSEfld@gmu.edu.

If you are arranging your own field experience because you are a full-time contracted school system employee and will complete the field experience at your worksite, you will be asked to specify the school at which you will be completing the field experience.

If you request a field experience placement to be arranged, you will receive information via your GMU email account about your assigned internship placement from the Clinical Practice Specialist in the College's Educator Preparation Office (EPO). Check your GMU email regularly for important information regarding your field experience. Follow all instructions for the necessary Human Resource (HR) paperwork required to access the assigned field experience placement.

2. **View the EDSE Field Experience Introduction presentation.** On the first week of classes and prior to representing George Mason in off-campus settings, your instructor will show a video presentation or provide a link to the presentation, which includes important information about the registration process for EDSE field experiences

and tips for a successful field experience. After the presentation, sign the document provided by your instructor to indicate that you have watched the presentation and are aware of the EDSE field experience professionalism expectations.

- 3. Document your field experience hours.** Your instructor will provide you with access to field experience documentation forms to use. There are two different field experience documentation forms – one for those completing field experience at their worksite and one for those completing field experiences in other classroom settings (e.g., GMU arranged a placement for you). Use the form that is most appropriate for your field experience placement. Your instructor will provide more directions on how to use and submit the documentation form.
- 4. Complete the field experience end-of-semester survey.** Towards the end of the semester, you will receive an email from EDSEfld@gmu.edu with a link to an online survey. This brief survey asks you to report about important features of your field experience placement.

Other Assignments

Classroom plan: 50 points possible

This assignment will require that you submit a detailed description of your teaching environment and 2-3 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.

Course Policies and Expectations

Attendance/Participation

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.

Please check to make sure that what you upload to BB is the correct version/ item. If you incorrectly upload an assignment let me know immediately. If I discover that you have uploaded the wrong thing, then all late penalties apply. If you are having difficulty uploading due to technical issues, please text me immediately.

****Late or incorrectly turned in/uploaded assignments will be graded at the convenience of the instructor and therefore may not provide timely feedback.**

Grading Scale

93-100% A

90-92% A-

87-89% B+

80-86% B

70-79% C

< 70 = F

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

*Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own or with proper citations (see <http://oai.gmu.edu/the-mason-honor-code/>).

Professional Dispositions

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

Class Schedule

*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Week	Class Topic	Assignment Due	Reading Assignment (To be completed before coming to class)
Sept 12	Introduction: Nuts & Bolts; Educational Assumptions and organizing yourself and writing meaningful IEP's		none
September 19	Instructional Strategies And Data Collection and individual conferences	1) Instructional plan proposal due (Bring hard copy to class and upload) And 2) In Class quiz on readings during conferences	Text: Brown, McDonnell & Snell Chapters 1, 3 and 5 Article: Patti, A.L. (2016) – Back to Basics Article: Spooner, Browder and Mims - Chapter 4
Sept 26	Designing Effective Lessons	Instructional Plan part 2 due by 5:00 pm via Blackboard upload	Article: Schmoker, M. (2012) The Stunning power of good, traditional lessons (on BB)

Week	Class Topic	Assignment Due	Reading Assignment (To be completed before coming to class)
Oct 3	Instructional Strategies: Science/history and foundational text	Class Plan due by 5:00 pm via upload to blackboard.	<p>Articles:</p> <p>1) Spooner, F., Knight, V. F., Browder, D. M., & Smith, B. R. (2011). Evidence-based practice for teaching academics to students with severe developmental disabilities.</p> <p>2) <i>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</i></p>
Oct 10	Instructional Strategies – Life skills	Science/History Lesson plan due 5:00 pm upload to Blackboard	<p>Text: Snell & Brown Chapters 10 &14</p> <p>1) <i>Article: Bouck, E.C., & Joshi, G. (2012). Functional curriculum and students with mild intellectual disability: Exploring post school outcomes through the NLTS2</i></p>
Oct 17	Instructional Strategies - Math	Life Skills Lesson Plan due 5:00 pm via upload to blackboard	Text: Snell & Brown Chapter 13
Oct 24	Instructional Strategies: Communication And Inclusion vs? Self-Contained	Math Lesson Plan due by 5:00 pm via upload to blackboard	Text: Snell & Brown Chapter 12
Oct 31	No formal class – On line assignment	Blackboard Assignment due by 11 pm tonight.	Text: Snell & Brown Chapter 2, 15, 16

Week	Class Topic	Assignment Due	Reading Assignment (To be completed before coming to class)
Nov 7	Inclusion vs? Self-Contained	Communication Lesson Plan due 5:00 pm via blackboard	<i>Text:</i> Snell & Brown Chapters 11
Nov 14	Successful Teachers	Instructional Plan parts 2 & 3 due by 5:00 via blackboard Assignment tab AND blackboard Tk20 upload under Assessment tab	

Core Values Commitment

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

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The 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/>).
- The 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/>.) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Appendix

Assessment Rubric(s)

Assessment Rubric for TK20

<http://www.taskstream.com/> Instructional Plan with Data and Implementation Scoring Guide

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Abstract and Introduction CEC/IIC Standard 5	Candidate fails to provide a clear overview of all elements of the instructional plan and use evidence-based practices validated for the specific characteristics of learners with moderate to severe exceptional learning needs to establish a clear need for behavior change. Candidate cites literature that supports the development of the instructional program.	Candidate provides a clear overview of all elements of the instructional plan and uses evidence-based practices validated for the specific characteristics of learners with moderate to severe exceptional learning needs to establish a clear need for behavior change. Candidate cites literature that supports the development of the instructional program.	Candidate provides a clear overview of all elements of the instructional plan and uses evidence-based practices validated for the specific characteristics of learners with moderate to severe exceptional learning needs to establish a clear need for behavior change. Candidate establishes a clear and explicit connection between the literature and the development of the instructional program that reflects the theories and research that form the basis of curriculum development and instructional practice.
Learner Description CEC/IIC Standard 1	Candidate provides limited demographic and background information related to the target learner's physical, sensory, and/or medical needs as well as academic needs and levels of support. Candidate does not accurately discuss the educational impact of the learner's exceptionality and current physical, sensory, and/or medical	Candidate provides demographic and background information related to the target learner's physical, sensory, and/or medical needs as well as academic needs and levels of support. Candidate accurately discusses the educational impact of the learner's exceptionality and current physical, sensory, and/or medical needs,	Candidate provides demographic and background information related to the target learner's physical, sensory, and/or medical needs as well as academic needs and levels of support. Candidate accurately discusses the educational impact of the learner's current physical, sensory, and/or medical needs, attitude, interests, values,

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
	needs, attitude, interests, values, and behavior and the effect these conditions can on the life of a learner with moderate to severe exceptional learning needs.	attitude, interests, values, and behavior and the effect these conditions can on the life of a learner with moderate to severe exceptional learning needs. Candidate discusses the educational impact of the learner's exceptionality that implicitly justifies the need for the development of goals and planned instruction.	and behavior and effect these conditions can on the life of a learner with moderate to severe exceptional learning needs. Candidate discusses the educational impact of the learner's exceptionality that explicitly justifies the need for the development of goals and planned instruction by providing specific examples.
Setting and Materials CEC/IIC Standard 2	Candidate describes the learner's classroom and school setting, inclusive of the demands of the learning environments, design and management of daily routines, and teacher attitudes/behaviors, but does not discuss how these factors may influence the behavior of the learner with moderate to severe exceptional learning needs, and the basic behavior management theories and strategies being utilized is limited. Candidate does not list the ancillary services available for the student with moderate to severe exceptional learning needs or the specialized materials utilized, including assistive technology.	Candidate describes the learner's classroom and school setting, inclusive of the demands of the learning environments, design and management of daily routines, and teacher attitudes/behaviors that may influence the behavior of the learner with moderate to severe exceptional learning needs, and the basic behavior management theories and strategies being utilized. Candidate describes the ancillary services available for the student with moderate to severe exceptional learning needs, but does not identify the specialized materials utilized, including assistive technology.	Candidate describes the learner's classroom and school setting, inclusive of the demands of the learning environments, design and management of daily routines, and teacher attitudes/behaviors that may influence the behavior of the learner with moderate to severe exceptional learning needs, and the basic behavior management theories and strategies being utilized. Candidate describes the ancillary services available for the learner with moderate to severe exceptional learning needs and the specialized materials utilized, including assistive technology. Candidate summarizes their perspectives and philosophy regarding effective management of teaching and learning.

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Collaborative Teaming CEC/IIC Standard 7	Candidate describes the roles the families and school and community personnel played in the development and implementation of the instructional program, but does not consider the input of the learner with moderate to severe exceptional learning needs. Candidate fails to specifically address the role of the paraeducator in the data collection and instructional procedures in order to maximize the direct instruction for individuals with severe exceptional learning needs. Candidate describes teaming in a manner that lacks cultural responsiveness and does not promote effective communication and collaboration with families and school/community personnel.	Candidate describes the roles the learner with moderate to severe exceptional learning needs, families, and school and community personnel played in the development and implementation of the instructional program. Candidate specifically addresses the role of the paraeducator in the data collection and instructional procedures in order to maximize the direct instruction for the learner with moderate to severe exceptional learning needs. Candidate describes teaming in a manner that demonstrates awareness of culturally responsive factors that promote effective communication and collaboration with families and school/community personnel.	Candidate describes the roles the learner with moderate to severe exceptional learning needs, families, and school and community personnel played in the development and implementation of the instructional program. Candidate specifically addresses the role of the paraeducator in the data collection and instructional procedures in order to maximize the direct instruction for the learner with moderate to severe exceptional learning needs. Candidate describes teaming in a manner that demonstrates awareness of culturally responsive factors that promote effective communication and collaboration with learners with moderate to severe exceptional learning needs, families, and school/community personnel.
Selection of Target Skills CEC/IIC Standard 3	Candidate fails to consider the general curriculum and does not prioritize the learning needs of students with moderate to severe exceptionalities by not developing an age and ability appropriate instructional goal for at least two target skills and includes related short-	Candidate considers the general curriculum and prioritizes the learning needs of students with moderate to severe exceptionalities by developing an age and ability appropriate instructional goal for at least two target skills and includes related short-term objectives that	Candidate considers the general curriculum and prioritizes the learning needs of students with moderate to severe exceptionalities by developing an age and ability appropriate instructional goal for at least two target skills, including related short-term objectives that

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
	term objectives that accommodate the student's individualized learning needs.	accommodate the student's individualized learning needs.	accommodate the student's individualized learning needs while also integrating communication, social, and life skills with academic curricula.
Selection and Implementation of Instructional Intervention CEC/IIC Standard 5	Candidate fails to select, adapt and describe age and ability appropriate instructional strategies and specialized materials to address the target behavior of the learner with severe exceptional learning needs. Candidate provides a limited description of accommodations and/or modifications, which demonstrates that they have interpreted some sensory, physical and health needs. Candidate's description of procedures used to increase the learner's self-reinforcement and describes strategies to facilitate maintenance and generalization of skills across learning environments is limited. Candidate fails to detail which evidence-based practices validated for specific characteristics of learners and settings were used and describes the plan to evaluate and modify instructional practices in response to ongoing assessment data.	Candidate selects, adapts and describes age and ability appropriate instructional strategies and specialized materials to address the target behavior of the learner with severe exceptional learning needs. Candidate provides a thorough description of a variety of accommodations and/or modifications, which demonstrates that they have interpreted sensory, physical and health needs. Candidate describes procedures used to increase the learner's self-reinforcement and describes strategies to facilitate maintenance and generalization of skills across learning environments. Candidate details which evidence-based practices validated for specific characteristics of learners and settings were used and describes the plan to evaluate and modify instructional practices in response to ongoing assessment data.	Candidate selects, adapts and describes age and ability appropriate instructional strategies and specialized materials to address the target behavior of the learner with severe exceptional learning needs. Candidate provides a thorough description of a variety of accommodations and/or modifications, which demonstrates that they have interpreted sensory, physical and health needs. Candidate describes procedures used to increase the learner's self-reinforcement and describes strategies to facilitate maintenance and generalization of skills across learning environments. Candidate details which evidence-based practices validated for specific characteristics of learners and settings were used and describes the plan to evaluate and modify instructional practices in response to ongoing assessment data. Candidate describes

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
			instructional procedures, which include a plan for individualized reinforcement systems and environmental modifications.
Data Collection CEC/IIC Standards 3 and 4	Candidate develops an assessment plan, which allows for nonbiased informal assessment of the target skill and accommodates the unique abilities and needs of the student with severe exceptional learning needs is limited. Candidate does not describe the methods of maintaining records or outlines a plan for using baseline ongoing data to modify instructional practices.	Candidate develops an assessment plan, which allows for nonbiased informal assessment of the target skill and accommodates the unique abilities and needs of the learner with moderate to severe exceptional learning needs. Candidate reflects theories and research that form the basis of curriculum development and instructional practice (3) by developing an assessment plan that includes methods of maintaining learner records and outlines a plan for systematically collecting baseline and ongoing data on learner performance.	Candidate develops an assessment plan, which allows for nonbiased informal assessment of the target skill and accommodates the unique abilities and needs of the learner with moderate to severe exceptional learning needs. Candidate reflects theories and research that form the basis of curriculum development and instructional practice by developing an assessment plan that utilizes a variety of methods of assessing learner performance, outlines a plan for systematically collecting baseline and ongoing data on learner performance, and how data are to be used to modify instructional strategies and materials.
Results CEC /IIC Standard 4	Candidate fails to report assessment and intervention results effectively both in graph and written form, based on the data collected on the target behavior. Candidate fails to report on inter-observer agreement and use basic	Candidate reports assessment and intervention results effectively both in graph and written form, based on the data collected on the target behavior. Candidate reports on inter-observer agreement and uses basic	Candidate reports assessment and intervention results effectively both in graph and written form, based on the data collected on the target behavior. Candidate reports on inter-observer agreement and uses specialized

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
	assessment terminology accurately.	assessment terminology accurately.	terminology used in the assessment of individuals with severe exceptional learning needs accurately.
Discussion CEC/IIC Standards 4	Candidate fails to interpret information and use learner data to evaluate the efficacy of the behavior change program (selection and use of specialized strategies appropriate to the abilities and needs of the individual, effectiveness of plan to improve target behavior across environments, etc.). Candidate fails to use learner data to guide educational decisions and to provide feedback to the learner.	Candidate interprets information and uses learner data to evaluate the efficacy of the behavior change program (selection and use of specialized strategies appropriate to the abilities and needs of the individual, effectiveness of plan to improve target behavior across environments, etc.). Candidate uses learner data to guide educational decisions and to provide feedback to the learner.	Candidate interprets information and uses learner data to evaluate the efficacy of the behavior change program (selection and use of specialized strategies appropriate to the abilities and needs of the individual, effectiveness of plan to improve target behavior across environments, etc.).Candidate uses organized and graphed learner data to guide educational decisions and to provide feedback to the learner.
Discussion CEC/IIC Standards 5	Candidate fails to use learner data to reflect on the student's response to the behavior change process, including the advantages, limitations, variety of techniques used, integration of appropriate adaptations and technology in order to improve instruction and guide professional growth. Candidate fails to integrate findings with current evidence-based practices.	Candidate uses learner data to reflect on the student's response to the behavior change process, including the advantages, limitations, variety of techniques used, integration of appropriate adaptations and technology in order to improve instruction and guide professional growth. Candidate integrates findings with current evidence-based practices.	Candidate uses learner data to reflect on the student's response to the behavior change process, including the advantages, limitations, variety of techniques used, integration of appropriate adaptations and technology and details areas of focus for future behavior change in order to improve instruction and guide professional growth. Candidate integrates findings with current evidence-based practices.

