

Course Information

Date Submitted: 4/19/2016

Current Prefix and Number: EDS - Special Education , EDS 548 CURR DESIGN STUDENTS WITH MOD/SEVERE DIS

Other Course:

Proposed Prefix and Number: EDS 548

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? No

1. General Information

a. Submitted by the College of: EDUCATION

b. Department/Division: Early Childhood, Spec Ed, Rehab Counsel

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Amy Spriggs

Email: amy.spriggs@uky.edu

Phone: 859-257-9105

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: Already approved for DL*

b. Full Title: CURRICULUM DESIGN FOR STUDENTS WITH MODERATE AND SEVERE DISABILITIES

Proposed Title: CURRICULUM DESIGN FOR STUDENTS WITH MODERATE AND SEVERE DISABILITIES

c. Current Transcript Title: CURR DESIGN STUDENTS WITH MOD/SEVERE DIS

Proposed Transcript Title: CURR DESIGN STUDENTS WITH MOD/SEVERE DIS

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 3

Proposed Meeting Patterns

LECTURE: 3

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: *Graduate School Grade Scale*

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: Educational and adaptive behavior assessment and curriculum prescription for individuals exhibiting moderate intellectual and development disabilities. The course participant will acquire skills in the use of current formal and informal educational and adaptive behavior assessment procedures for use in prescribing curriculum, instructional, behavioral intervention with individuals exhibiting moderate intellectual and developmental disabilities. Specific attention will be focused on procedures for using assessment data and curriculum prescription that enhances the full inclusion of school age individuals with disabilities with their non-disabled peers. Lecture, three hours; field experience, four to six hours per week.

Proposed Course Description for Bulletin: This course is designed to expand student's knowledge and skills in administering, interpreting, and utilizing a variety of assessment instruments and procedures (standardized and informal) for the purpose of program planning specifically for students with moderate and severe disabilities. Students will learn about transdisciplinary assessment processes and how to facilitate collaboration between the various related service providers when assessing students. Students will use assessment results to plan individualized instruction for students using a transdisciplinary model.

2j. Current Prerequisites, if any: Prereq: EDS 516, 530; or consent of instructor.

Proposed Prerequisites, if any: Admission to Teacher Education Program, EDS 516, EDS 530, or permission of the instructor; co-requisite: students enrolled in this course must also be concurrently enrolled in EDS 402.

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component:

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? No

If YES, explain and offer brief rationale: There are some new learning outcomes being absorbed from the change in EDS 546. The two courses had overlapping student learning outcomes; the courses have been changed to offer more variety on subjects in the field of special education.

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here: The addition of the new co-requisite will require that students are now enrolled in a practicum course while also enrolled in this course (previously, the practicum requirements were embedded into this course).

6. Check box if changed to 400G or 500: No

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

February 3, 2015

MEMORANDUM

To: Chair, Courses and Curriculum, College of Education
Chair, Undergraduate Council
Chair, Graduate Council
Chair, Senate Council
Chair, Senate

From: Amy D. Spriggs, Moderate and Severe Disabilities Program Faculty Chair
Sara Flanagan, Learning and Behavior Disorders Program Faculty Chair

RE: Proposed Program Change for Moderate and Severe Disabilities

The two program faculties in Special Education (Moderate and Severe Disabilities [MSD] and Learning and Behavior Disorders [LBD]) have been working for four years to address the current special education staffing needs of our state.

There are currently more than six million children in the United States that qualify for Special Education services. These students require specialized, evidence-based instruction. There is a national and state shortage for special education teachers. Currently, we teach our candidates in either MSD or LBD. We are proposing to combine the two into one Special Education program. The Special Education program will prepare pre-service teachers to use these specialized, evidence-based instructional skills to teach students with mild, moderate, and severe disabilities. Changes in this program (currently MSD) will add existing coursework in LBD. Preparing pre-service teachers to teach children with mild, moderate, and severe disabilities meets the need of many classrooms where these students are taught together. Students who graduate from this program will be more marketable, receiving certification in both MSD and LBD. This will also prepare students to enter UK's Teacher Leader Master's in Special Education (currently, our candidates are only eligible to get a Master's degree in the same area in which an undergraduate degree has already been awarded). The Special Education undergraduate program is the only program at UK that prepares pre-service teachers in the area of Special Education.

There are a few changes to courses outside of the Department of Early Childhood, Special Education, and Rehabilitation Counseling that will be affected. These changes were made in consultation with the course instructors and department chairs. For example, candidates teaching special education are required to teach all content areas so courses in Social Studies and Science methods were added. Letters of support are attached.

The materials that are included in this program change include:

- Program Change Form, Moderate and Severe Disabilities

- EDS 301 – New Course
 - EDS 401 – New Course
 - EDS 402 – New Course
 - EDS 517 – Minor Change
 - EDS 518 – New Course; DL
 - EDS 526 – New Course; DL
 - EDS 528 – Major Change; DL
 - EDS 529 – Major Change; DL
 - EDS 530 – Major Change
 - EDS 546 – Major Change
 - EDS 548 – Minor Change
 - EDS 549 – Minor Change
 - EDS 550 – Major Change
 - EDS 570 – Major Change; DL
 - EDS 650 – New Course; DL *This is not an undergraduate course, but since EDS 550 is being changed, it is no longer appropriate for some of the graduate students who take the course; this course was created for them
-
- EDS 513 - no change
 - EDS 516 – no change
 - EDS 547 – no change

**EDS 548: Curriculum Design for
Moderate/Severe Disabilities
Syllabus
Fall
B33 Dickey Hall
Mondays, 4:30 – 7:00
“Research and Reflection for Learning and Leading”**

Instructor:	Amy D. Spriggs, Ph.D.
Office Location	220 Taylor Education Building
Phone Number	859-257-9105
Email	amy.spriggs@uky.edu
Office Hours	By appointment
Technological Requirements	Computer with internet access or access to UK computer facilities. Access to digital video recording devices (digital camera, digital video recorder, laptop webcams)
For Technological assistance	Contact TASC at http://www.uky.edu/TASC or call 859.257.8272 Contact Information Technology Customer Service Center http://www.uky.edu/UKIT or 859.257.1300
Technical Complaints	Contact the College of Education Instructional Technology Center at 859.257.7967 or contact Information Technology Customer Service Center http://www.uky.edu/UKIT or 859.257.1300
Preferred method for contacting instructor	E-mail
Anticipated Response Time	Within 24 hours
Information on Distance Learning Library Service	http://www.uky.edu/Libraries/DLLS
DL Librarian	Carla Cantagallo, DL Librarian; local 859.257.0500 ext 2171 Long distance: 800.828.0439, option 6 dllservice@email.uky.edu
DL Interlibrary Loan Service	http://www.uky.edu/Libraries/libpage.php?lweb_ide=253&llib_id16
Face-to-Face Librarian	Brad Carrington, Education Librarian brad.carrington@uky.edu 859.257.7977
Face-to-Face Interlibrary Loan Service	http://libguides.uky.edu/educ
Course Website:	Additional information will be on the Canvas site. https://elearning.uky.edu

Course Description

This course is designed to expand student’s knowledge and skills in administering, interpreting, and utilizing a variety of assessment instruments and procedures (standardized and informal) for the purpose of program planning specifically for students with moderate and severe disabilities. Students will learn about transdisciplinary assessment processes and how to

facilitate collaboration between the various related service providers when assessing students. Students will use assessment results to plan individualized instruction for students using a transdisciplinary model.

Prerequisites:

Admission to Teacher Education Program, EDS 516, EDS 530, or permission of the instructor; co-requisite: students enrolled in this course must also be concurrently enrolled in EDS 402.

UK College of Education Professional Themes

This course will address the four themes of the conceptual framework for the UK professional education unit: **research, reflection, learning, and leading**. Students will be given the opportunity to review, analyze, discuss, and apply **research** from diverse perspectives in education, including professional scholarship and practitioner inquiry, in order to reflect on their own practices as they study, observe, and practice in P-12 school and university classrooms. **Reflection** will also be integrated into students’ learning opportunities through the production of written essays and analyses of observation and teaching experiences to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one’s own teaching. This course emphasizes the commitment of the professional education unit to ensure that its graduates move into their professional lives equipped for life-long **learning** as educators who will be active in **leading** colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

Course Learning Targets, Outcomes, and Assessments

This course has been designed to provide students with opportunities to acquire skills, knowledge, conceptual understanding, classroom experience, and practice teaching in their preferred content area(s). These learning targets are aligned with Senate Bill 1 expectations including Kentucky Academic Standards, Assessment Literacy, College & Career Readiness, Characteristics of Highly Effective Teaching and Learning, and the Praxis Knowledge and Content.

Learning Target/Outcomes: Special Education Content	Assessment (Formative/Summative)
Describe the transdisciplinary approach to planning and providing transition services across the lifespan for students with moderate-severe disabilities.	Formative: Course readings, class discussions and activities Summative: IEP, Quizzes
Identify and discuss the physical and medical, educational, and social/emotional needs of learners with severe and/or multiple disabilities.	Formative: Course readings, class discussions and activities Summative: IEP, Quizzes
Demonstrate knowledge of interagency relationships in working with students with multiple disabilities; demonstrate knowledge of the role of service coordination across the lifespan of these individuals.	Formative: Course readings, class discussions and activities Summative: IEP, Quizzes
Identify preference assessment procedures appropriate for	Formative: Course readings, class

students with MSD.	discussions and activities Summative: In class activities
Design a unit of instruction based on assessment results; implement at least one lesson in the unit; collect, organize, and analyze the results of student performance.	Formative: Course readings, class discussions and activities Summative: Alternate assessment unit of instruction
Describe why data-based decisions are part of the assessment cycle and make decisions based on data sets.	Formative: Course readings, class discussions and activities Summative: Quizzes; alternate assessment unit of instruction; IEP
Conduct various assessments for the purpose of instructional planning for a student with a moderate to severe disability (MSD) and summarize into a succinct report.	Formative: Course readings, class discussions and activities Summative: COACH – parent interview, ABS:2, academic assessment, ecological inventory, communication profile, AT assessment, additional assessments, quizzes
Write a present level of performance based on assessment results.	Formative: Course readings, class discussions and activities Summative: Written present level of performance
Write goals and objectives that are appropriate to specific student needs, including the following elements: conditions, learner, observable and measurable behavior, criteria for mastery, plan for generalization and maintenance.	Formative: course readings, class discussions and activities Summative: Goals and Objectives, quizzes

Course Delivery

This course is designed as a combined face-to-face and on-line course. Students living within 45 minutes of campus will take the course face-to-face and students living more than 45 minutes away will take the course in a synchronous online format. All students will meet together at the same time.

Unbridled Learning Initiatives

This course will provide students an opportunity to advance their knowledge and mastery of the “tools” associated with Kentucky education reform, including the Kentucky Academic Standards (as they become available), assessment literacy – assessment *for* learning, Characteristics of Highly Effective Teaching and Learning, College and Career Readiness, and the new accountability system as it becomes available. As students carry out projects and complete assignments that involve instructional activities for P-12 students in Kentucky schools, they will address one or more components of the Senate Bill 1 initiatives.

Required Texts

Snell, M., & Brown, F. (2011). *Instruction of Students with Severe Disabilities* (7th edition). Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.

Recommended Texts

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

Ford, A. et al., (1989). *Syracuse Community-Referenced Curriculum Guide for Students with Moderate and Severe Disabilities*. Baltimore, MD: Paul H. Brooks Publishing Co.

Giangreco, M. F., Cloninger, C. J., & Iverson, V. S. (2011). *Choosing Outcomes and Accommodations for Children (COACH): A Guide to Educational Planning for Students with Disabilities*, 3rd ed. Baltimore, MD: Paul H. Brooks Publishing Co.

Grades

All grading will be done as objectively as possible; however, in cases of qualitative assessment, evaluation will be based on the instructor's judgment. Grades will be based on the scores accumulated by the student divided by the total number of possible points.

Assignment	Points
Class Participation	40
Instructional Unit	50
Student Information/Record Review	30
COACH – Parent Interview	20
ABS:2	20
Academic Assessment	15
Ecological Inventory	15
Communication Profile	20
Assistive Technology Assessment	15
Individual Education Plan, including ITP if completed in secondary setting	100
Quizzes (3@30 points each)	90
Total	420
Additional Student Assessments (graduate only)	40
Graduate Total	460

Incompletes. A grade of “I” (incomplete) will be given in emergency situations only, and will be at the discretion of the instructor. Students will have one year to complete all work if an “I” is awarded. The incomplete must be completed prior to student teaching.

Graduate and undergraduate expectations. Graduate students will have different expectations from undergraduate students. Undergraduate students will complete assignments and practicum hours in assigned classrooms. Graduate students will complete assignments and practicum hours in their own classrooms. Graduate students will also complete a leadership and collaboration project within their

schools. In addition a differentiated grading scale for undergraduate and graduate students is provided.

Assignment of course grades. Grades will be awarded on the following scale:

Undergraduate:

100 – 90% = A
89 - 80% = B
79 - 70% = C
69 - 60% = D
59% and below = E

Graduate

100–90% = A
89 - 80% = B
79 - 70% = C
69% and below = E

(NOTE: Graduate students are not eligible to earn a D per Graduate School policy.)

Please note that a minimum of TWO university observations and ONE classroom teacher observation with scores of 3 or 4 must be obtained to pass this class

Final Exam Information

n/a

Mid-term Grade (for 100-400 level courses, and for undergraduates in 500 level courses)

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

Submission of Assignments

All written assignments must be prepared in a professional manner. “Professional” is defined as following APA guidelines (6th ed., 2010).

- All final products must be typed and an electronic copy submitted to Canvas by 4:30 PM on the due date.
- **Late assignments are not accepted without prior approval of the instructor. "Prior approval" is defined as at least 24 hours notice before the due date/time. No course points will be recorded for assignments submitted late. However, all assignments must be submitted to complete the course.** Students with pre-arranged excused absences are responsible for getting the assignment to the professor by the due date. Students with emergencies will be given one week after their excuse to turn assignments in.

Attendance

Class attendance is required. Prior to class, students are expected to read and study all assigned materials as necessary to understand the material and prepare for participation in class discussions. All students are expected to contribute to class discussion. Topics discussed each week need not be directly related to assigned readings. Learners are encouraged to raise questions and discuss issues directly related to those with whom they are presently working or observing. Attendance is worth 40 points toward your final grade. Your active participation is expected.

Excused Absences

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness

or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Excessive Absences

According to the Rules of the University Senate, those students who miss more than 20% of the class FOR ANY REASON may be dropped by the instructor from the class. This is true even if you are sick and have medical excuses. The rationale for this rule is that people who miss more than 20% are not really receiving the content of the course.

From the Rules of the University Senate, Part II, 5.2.4.2 Excused Absences:

If attendance is required or serves as a criterion for a grade in a course, and if a student has excused absences in excess of one-fifth of the class contact hours for that course, a student shall have the right to petition for a “W,” and the faculty member may require the student to petition for a “W” or take an “I” in the course. (US: 2/9/87; RC: 11/20/87)

Participation and Professionalism

The Special Education program is a teacher preparation program, and as such expects you to work and to transition into the teaching profession. This entails both mature personal behavior and professional conduct based on the College of Education’s Functional Skills and Dispositions (see Student Handbook at <http://education.uky.edu/AcadServ/content/student-handbook-education-programs>). These include 1) communicating appropriately and effectively, 2) demonstrating constructive attitudes, 3) demonstrating the ability to conceptualize key content, 4) interacting appropriately with diverse groups in educational settings (including colleagues and students), and 5) demonstrating a commitment to professional ethics and behavior.

Students who fail to attend class on a regular basis, participate as expected, and/or conduct themselves professionally or ethically will be required to meet with the instructor to set improvement goals, and may face failure or expulsion based on due process policies set by the College of Education and Teacher Education Preparation program. You are encouraged to communicate regularly with the

instructor so that you are aware of your standing. This may be accomplished via face-face meetings during office hours and via email.

Accommodations due to disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

The course will be conducted with openness and respect to all individuals' points of view and experience. The activities and discussions will not tolerate discrimination or prejudice toward any person or group's religion, ethnicity, disability, gender, or sexual orientation.

Ethics Statement

This course and its participants will not tolerate discrimination, violence, or vandalism. The Department of Special Education and Rehabilitation Counseling is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetrate discrimination, violence, or vandalism. The University of Kentucky is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmation action embraces the entire university community including faculty, staff, and students.

All students are expected to conduct themselves in an appropriate and ethical manner during their UK classes and related field placements, as befitting students, future teachers, and ambassadors for the University of Kentucky. Any unethical behavior in class or during your field placements may result in failure for the course and/or expulsion from the special education program, determined on a case-by-case basis. Faculty will follow all university due process procedures in cases of academic or ethical misconduct. Please consult Dr. Belva Collins, chair of the Department of Special Education and Rehabilitation Counseling if you have questions regarding this requirement.

Academic Integrity:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following

website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited. Plagiarism will result in a course grade of E and referral to the MSD or IECE Program Faculty for disposition.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Legal Action

Students charged with violations of criminal law will be suspended immediately from the Teacher Education Program and/or field experiences until the case is settled. Students are responsible for reporting such charges to the Program Faculty Chair.

Commitment to Diversity & Equity

The Program is committed to: making diversity central to policies, decisions, and practices; evaluating progress toward diversity in the program; disseminating results widely; and using these results to strengthen diversity for the Commonwealth.

Equitable access to high quality instruction in Kentucky's schools is directly and indirectly affected by UK's Special Education program's beliefs in and support for social diversity in schools. Moreover, the Commonwealth is directly affected by the ability of its youth to acquire high levels of skill in functional

and content areas that can then be used by them as citizens to enhance their communities and participate in the state's ongoing progress and prosperity in local, regional, national, and global contexts. Therefore, it is essential for our teacher candidates to understand issues related to social diversity and make a commitment to value diversity as they engage in teaching, research, reflection, learning, and leadership. By valuing diversity, our program is committed to enabling and empowering all people in educational contexts regardless of their race, ethnicity, gender, social class, sexual orientation, domestic partner status, and so forth.

Commitment to Addressing the Achievement Gap

The Special Education Program aligns itself with the positions of the Council for Exceptional Children regarding cultural and linguistic diversity in education. "Lack of knowledge of these differences can lead to the overrepresentation of students from diverse backgrounds in special education and to the underrepresentation of these students in gifted and talented programs"

(http://www.cec.sped.org/AM/Template.cfm?Section=Cultural_and_Linguistic_Diversity&Template=/TaggedPage/TaggedPageDisplay.cfm&TPLID=36&ContentID=5541). Therefore it is essential for our teacher candidates to understand issues related to cultural and linguistic diversity and make a commitment to value diversity.

Commitment to Technology

The Initial Preparation Certification Program in Special Education is committed to teaching candidates so they use technology as a personal and professional tool. Our program is guided by NCATE standards, EPSB Kentucky Teacher Standards, EPSB Themes, and UK College of Education Technology Standards as they relate to technology.

Course Components

Course readings and assessments have been selected and arranged in compliance with policies set forth by *Unbridled Learning*, the Kentucky Teacher Standards, SPA Standards, Kentucky Academic Standards, University of Kentucky Teacher Leader Standards, University of Kentucky Functional Skills and Dispositions, University of Kentucky Technology Standards, the Kentucky Education Professional Standards Board (EPSB) themes of Diversity, Assessment, Literacy, and Closing the Achievement Gap, and the National Council for the Accreditation of Teacher Education Standards.

The following is a list of the assignments that will be required in the course, a brief description, and the Praxis knowledge and skills that align to each task. More detailed directions and evaluation criteria will be provided prior to each assignment.

Task	Task Description	Content Standards Alignment
Class Participation	Students are expected to actively participate in class discussions and on-demand activities. Students should discuss relevant educational problems encountered in the classroom of students with moderate or severe disabilities and share experiences with seminar participants. Participation points will be based on participation of questions asked during lecture as well as in-class activities.	<p>University of Kentucky Functional Skills and Dispositions 1, 3, 4</p> <p>EPSB Kentucky Teacher Standards 1, 7, 8, 9</p> <p>Unbridled Learning Initiatives: 1. Kentucky Academic</p> <p>Standards for English/Language Arts (Literary Reading, Informational Reading, Writing, Speaking and Listening, Language)</p> <p>2. Characteristics of Highly Effective Teaching and Learning (Learning Climate, Classroom Assessment and Reflection, Instructional Rigor & Student Engagement, Instructional Relevance, Knowledge of Content)</p> <p>3. College and Career Readiness (Reading)</p> <p>UK Missions for Research, Reflection, Learning, and Leading</p> <p>UK College of Education Teacher Leader Standards 2</p>
Practicum Observations and Practicum Site Log	All students in EDS 548 will complete assignments in a practicum site that serves students with moderate to severe disabilities. A site will be assigned to you on or before the first night of class. Students are expected to schedule their own hours and communicate these to the university instructor and practicum supervisor. Ratings for the practicum observations	<p>UK Missions for Research, Reflection, Learning, and Leading</p> <p>EPSB Kentucky Teacher Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p>Unbridled Learning Initiatives: 1. Kentucky Academic Standards for English/Language Arts (Speaking and Listening)</p>

	<p>will be a combination of a minimum of 2 supervising teacher evaluations, a minimum of 2 visits by the university supervisor, and a completed, signed time sheet of practicum hours.</p>	<ol style="list-style-type: none"> 2. Characteristics of Highly Effective Teaching and Learning (Learning Climate, Assessment and Reflection, Rigor and Engagement, Instructional Relevance, Knowledge of Content) 3. College and Career Readiness (Reading, Writing) 4. Assessment literacy <p>Council for Exceptional Children Initial Content Standards (ICS)/ Individualized Independence Curricula Standards (IIC)1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p>UK Teacher Leader Standards 2</p> <p>University of Kentucky Functional Skills and Dispositions 1, 2, 3, 4, 5</p> <p>University of Kentucky Technology Standards 5</p>
<p>Alternate Assessment Unit of Instruction</p> <p>*OTIS Artifact</p>	<p>Practicum students will develop <i>instructional unit</i> that includes a minimum of five lessons in their assigned practicum site. Practicum students will teach a minimum of one lesson in the unit (if students can arrange to teach the entire unit, this is preferred). This will demonstrate the practicum student’s ability to plan sequential lessons, as required in the Kentucky Teacher Internship Program. The unit should be age-appropriate and should address core content required at the students’ grade level per alternate assessment standards assessed at the child’s grade level.</p> <p><i>Students must include a literacy component in this instructional unit.</i></p> <p>Practicum students are encouraged to teach the unit in collaboration with a general education teacher in the general education setting. The unit</p>	<p>UK Missions for Research, Reflection, Learning, and Leading</p> <p>EPSB Kentucky Teacher Standards 1, 2, 5</p> <p>Unbridled Learning Initiatives:</p> <ol style="list-style-type: none"> 1. Kentucky Academic Standards for English/Language Arts (Speaking and Listening) 2. Characteristics of Highly Effective Teaching and Learning (Assessment and Reflection, Knowledge of Content) 3. College and Career Readiness (Reading, Writing) 4. Assessment literacy <p>Council for Exceptional Children ICS/ICC Standards 7</p> <p>UK Teacher Leader Standards 4</p>

	<p>should consist of an introduction of the topic, corresponding activities that further develop the topic, and an evaluation to assess students' understanding and/or mastery of the topic content. Practicum students will teach a minimum of ONE of the lessons from the unit plan.</p>	<p>University of Kentucky Functional Skills and Dispositions 1, 3</p>
<p>Assessments for Instructional Planning</p>	<p>Each student will complete a series of activities that will comprise a comprehensive assessment to be used for IEP development. Specifically, information gathered from these assessment activities must be used to identify strengths and weaknesses of their target student, as they compare to typically developing students of the same chronological age. The student will complete:</p> <ul style="list-style-type: none"> • A parent interview • An adaptive behavior scale • An academic assessment • An ecological inventory • A communication profile • An assistive technology assessment • 2 additional student-choice assessments – GRADUATE STUDENTS ONLY <p>Students should complete assessments using direct observation, informal testing, and interviews. Assessments will be summarized prior to writing the IEP.</p>	<p>UK Missions for Research, Reflection, Learning, and Leading</p> <p>EPSB Kentucky Teacher Standards 1, 5, 7, 8</p> <p>Unbridled Learning Initiatives:</p> <ol style="list-style-type: none"> 1. Kentucky Academic Standards for English/Language Arts (Literary Reading, Informational Reading, Writing, Speaking and Listening, Language) 2. Characteristics of Highly Effective Teaching and Learning (Learning Climate, Classroom Assessment and Reflection, Instructional Rigor & Student Engagement, Instructional Relevance, Knowledge of Content) 3. College and Career Readiness (Reading, Writing) <p>Council for Exceptional Children ICS/IIC Standards 2, 3, 8, 9</p> <p>UK College of Education Teacher Leader Standards 2, 5</p> <p>University of Kentucky Functional Skills and Dispositions 1, 2, 3, 4, 5</p> <p>University of Kentucky Technology Standards 2</p>
<p>Present Level of Performance and Goals and</p>	<p>Students will use information gathered from their assessments to write an present level of performance for their target student. The present level of</p>	<p>UK Missions for Research, Reflection, Learning, and Leading</p> <p>EPSB Kentucky Teacher Standards 1, 2,</p>

<p>Objectives</p> <p>* OTIS Artifact</p>	<p>performance should include ALL areas assessed and ALL areas on the IEP forms. Students will use the present levels of performance to generate goals and objectives relevant to their student.</p>	<p>5, 7, 8</p> <p>Unbridled Learning Initiatives:</p> <ol style="list-style-type: none"> 1. Kentucky Academic Standards for English/Language Arts (Literary Reading, Informational Reading, Writing, Speaking and Listening, Language) 2. Characteristics of Highly Effective Teaching and Learning (Learning Climate, Classroom Assessment and Reflection, Instructional Rigor & Student Engagement, Instructional Relevance, Knowledge of Content) 3. College and Career Readiness (Reading, Writing) <p>Council for Exceptional Children ICS/IIC Standards 2, 3, 4, 8, 9</p> <p>UK College of Education Teacher Leader Standards 2, 5</p> <p>University of Kentucky Functional Skills and Dispositions 1, 2, 3, 4, 5</p> <p>University of Kentucky Technology Standards 2, 5</p>
<p>Quizzes</p>	<p>Three quizzes will be given throughout the semester. These quizzes are designed to ensure that students remain current on the information presented in class and course readings.</p> <p>Each quiz is worth 30 points.</p>	<p>UK Missions for Research, Reflection, Learning, and Leading</p> <p>EPSB Kentucky Teacher Standards 1</p> <p>Unbridled Learning Initiatives:</p> <ol style="list-style-type: none"> 1. Kentucky Academic Standards for English/Language Arts (Speaking and Listening) 2. Characteristics of Highly Effective Teaching and Learning (Knowledge of Content) 3. College and Career Readiness (Reading, Writing) 4. Assessment literacy

		Council for Exceptional Children ICS/ICC Standards 1, 2, 3, 4, 7, 8 UK Teacher Leader Standards 4 University of Kentucky Functional Skills and Dispositions 1, 2, 3 5
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CHANGES IN TOPICS AND ASSIGNMENT DUE DATES MAY BE NECESSARY TO MEET THE NEEDS OF THE STUDENTS DURING THE SEMESTER. IF THERE ARE CHANGES IN THE COURSE SCHEDULE OR ASSIGNMENT DATES, STUDENTS WILL BE PROVIDED WITH A NEW SCHEDULE. CHANGES TO ASSIGNMENT DUE DATES WILL NOT BE MADE EARLIER IN THE SEMESTER.

Course Schedule and Outline

Date	Topic	Readings Due	Assignments Due
	<ul style="list-style-type: none"> • Introduction to Course • Syllabus 		
	<ul style="list-style-type: none"> • Foundations and Families • COACH 	<ul style="list-style-type: none"> • Snell & Brown Ch 1 • Snell & Brown Ch 2 	<ul style="list-style-type: none"> • Practicum/Class Schedule <i>(2 copies or e-mail)</i>
	<ul style="list-style-type: none"> • Assessment, Measurement, and Instructional Planning 	<ul style="list-style-type: none"> • Snell & Brown Ch 3 • Snell & Brown Ch 4 • Snell & Brown Ch 5 	
	<ul style="list-style-type: none"> • Transdisciplinary Assessment 	<ul style="list-style-type: none"> • TBD 	
	<ul style="list-style-type: none"> • Functional Assessment and Positive Behavior Support <ul style="list-style-type: none"> ○ Working with Behavior Specialists • Adaptive Behavior 	<ul style="list-style-type: none"> • Snell & Brown Ch 7 	<ul style="list-style-type: none"> • Student Information/Record Review Quiz 1
	<ul style="list-style-type: none"> • Alternate Assessment <ul style="list-style-type: none"> ○ Working with General Educators • Teaching Functional Academics and Core Content <i>Guest Lecturers – Ashleigh Gustafson & Lauren Whittaker</i> 	<ul style="list-style-type: none"> • Snell & Brown Ch 6 • Snell & Brown Ch 11 • Snell & Brown Ch 13 	<ul style="list-style-type: none"> • COACH - Parent Interview • Unit Plan Standard Identified
	<ul style="list-style-type: none"> • Assistive Technology Assessment and Use <i>Guest Lecturer – Allie Rhodes</i> 	<ul style="list-style-type: none"> • Reading TBA 	<ul style="list-style-type: none"> • Cooperating Teacher Observation #1
	<ul style="list-style-type: none"> • Scoring Adaptive Behavior Scales • Writing Goals and Objectives 		<ul style="list-style-type: none"> **Bring Completed ABS To Class ** • Alternate Assessment Planning Tool *paper copy of all sections EXCEPT last two*
Required Professional Seminar for ALL Spring Student Teachers 8-12:30			
	<ul style="list-style-type: none"> • Physical Mgmt and Self-Care Skills <ul style="list-style-type: none"> ○ Working with PTs/OTs • Domestic and Community Skills • Present Levels of Performance 	<ul style="list-style-type: none"> • Snell & Brown Ch 9 • Snell & Brown Ch 10 • Snell & Brown Ch 14 	<ul style="list-style-type: none"> Quiz 2 • Academic Assessment
	<ul style="list-style-type: none"> • Communication <ul style="list-style-type: none"> ○ Working with SLPs 	<ul style="list-style-type: none"> • Snell & Brown Ch 12 	<ul style="list-style-type: none"> • ABS:2 • Ecological Inventory
	<ul style="list-style-type: none"> • Recreation & Leisure Skills <ul style="list-style-type: none"> ○ Person Centered Planning 	<ul style="list-style-type: none"> • Readings TBA 	<ul style="list-style-type: none"> • Communication Profile Due
	<ul style="list-style-type: none"> • Vocational Skills and Transition • <i>Guest Lecturer – Carey Creech-Galloway</i> 	<ul style="list-style-type: none"> • Snell & Brown Ch 15 • Snell & Brown Ch 16 	<ul style="list-style-type: none"> • Student Choice 1 & 2 <i>GRAD STUDENTS ONLY</i> • Assistive Technology Assessment
	<ul style="list-style-type: none"> • Bringing it all Together 		<ul style="list-style-type: none"> Quiz 3 • IEP Due • Unit Plan
Finals Week	No Class		<ul style="list-style-type: none"> • Practicum site log <i>Undergraduates Only</i> • Cooperating Teacher Obs #2

THIS SCHEDULE IS SUBJECT TO CHANGE WITH PRIOR COMMUNICATION TO STUDENTS.

Course Assignments and Grading Criteria

Participation Points (all students--- Additional graduate student component)

Participation points will be assigned based on student participation and attendance in class. 0 points = unexcused absence or excused absences in excess of three classes, 1 point = tardy of > 5 minutes or present but not alert or participating in other activities (e.g., sleeping, texting, e-mailing, using social networks), 2 points = present and alert but not contributing or contributing minimally to discussion or activities (e.g., answering one question, providing rote responses), 3 points = present and actively participating (e.g., answering multiple questions, participating in group activities, adding to discussion, providing thoughtful answers, leading group activities, linking answers to former knowledge, course content, or experience). Active participation will be based on contributions to class discussions and in-class activities.

Practicum Hours (all students)

- All course participants will be assigned to work in a MSD classroom setting as part of EDS 557 (Advanced Clinical Experiences in Special Education)
 - The general purpose of the practicum is to familiarize the participant with the operation of a MSD classroom setting.
 - The specific purpose for the practicum is to provide an opportunity to complete the course objectives within a classroom setting.
- The first visit or two will be mainly observation and meeting the students and staff in the classroom, as well as related service providers, the school principal, and other school staff. This is your opportunity to observe the classroom schedule, accompany students to inclusive classes, and, if your schedule allows, accompany students to the school cafeteria.
- During attendance at your assigned classroom you will complete the course assignments. A suggested schedule is provided below.
- You will be observed by your university supervisor and by your cooperating teacher. The observations may be unannounced. MSD Program observation forms will be completed at each observation. These forms will be reviewed in class prior to the first observation. You **MUST** score a 3 or 4 on at least TWO university supervision observations to pass this class

Suggested Schedule for Completing Assignments for EDS 548 during Practicum Hours

Week of:	Assignment Activities	Other Activities
Week 1	Contact supervising teacher and arrange meeting; set practicum schedule, begin practicum hours	Activities as assigned by supervising teacher; take advantage of opportunities to learn instructional programs and provide instruction as appropriate; accompany students to other school settings
Week 2	Observe: meet students/staff, identify class schedule, observe individual/group instruction, shadow students to other school settings; with supervising teacher, <i>identify target student</i> ; obtain parental permission using form provided by the course instructor and schedule a time for the parent interview	
Week 3	Continue practicum hours; specifically discuss with supervising teacher how you can best use your time in the classroom to acquire and practice your teaching skills; fill out Task A-1; begin	

	planning unit lesson plans (KTIP Task G)	** Make sure you are filling out your practicum log each day in OTIS**
Week 4	With supervising teacher, fill out the ABS:2; begin conducting a record review, interview teacher (and other staff, as appropriate) to determine current levels of performance and areas of concern for target student	
Week 5	Continue working on assessment for instructional planning activities	
Week 6	Continue working on assessment for instructional planning activities; begin filling out KTIP Task H	
Week 7	Continue working on assessment for instructional planning activities; begin filling out KTIP Task I	
Week 8	Develop alternate assessment activities (identify the objective, pre/post tests); administer initial probes; complete Alternate Assessment Planning Tool (all but last two boxes)	
Week 9	Continue working on assessment for instructional planning activities; complete academic assessment	
Week 10	Continue working on assessment for instructional planning activities; complete ecological inventory	
Week 11	Continue instructional sessions and alternate assessment activities through end of semester; teach literacy based unit lesson; write IEP/ITP	
Week 12		
Week 13		
Week 14		
Week 15	Graduate students complete Leadership and Collaboration Project ** You have to attend your practicum thru final week if you need the hours – 48 minimum for this course; 200 minimum for student teaching**	

Unit of Instruction

*See Course Schedule and Outline for specific due dates

Objectives:

1. The student teacher will develop and teach one instructional unit that addresses alternate assessment content and become familiar with the instructional planning tool used to guide alternate assessment lesson plans in the MSD classroom placement.

Directions for the Alternate Assessment Unit of Instruction: select ONE grade level standard that will be assessed. Go to the following website and download the instructional planning tool (some have been pre-filled out...if you use these, each section will need to be individualized for your student).

<http://education.ky.gov/specialed/excep/Pages/Low-Incidence.aspx>

You will fill out all sections of the form, individualizing for student needs. You will plan a unit with several (discretion of the practicum student and cooperating teacher, but no less than 3) lessons using the planning tool as a guide. This will demonstrate your ability to conduct sequential lessons. You will

reflect on the lessons, filling in the last two sections of the form. Your portfolio entry should include the planning tool, completely filled out, a minimum of three lesson plans, copies of materials used, and at least one work sample from your students (pictures are appropriate when work samples are not available). The content and materials must be age-appropriate.

Grading Rubric:

	Points
Appropriate grade level standard chosen	/5
All sections filled out including reflection on results	/20
Individualized to meet target student's needs	/5
Materials included with form	/5
At least one work sample or picture provided	/5
At least 3 sequential lessons are included	/10
Total	/50

Assessments for Instructional Planning

Objectives:

1. To use criterion- or curriculum-referenced tools commonly employed for assessing individuals with moderate/severe disabilities in conjunction with direct observation, informal testing, and interviews to determine instructional targets.
2. To conduct ecological inventories.
4. To summarize assessment results based on criterion- or curriculum-referenced tools, direct observation, informal testing, interviews, and ecological inventories for the purpose of instructional program planning.

Procedures:

1. Select a student and secure written permission from the child's parents and, if appropriate, from his/her caregivers. The permission should state that the results are not valid because you are "learning" to conduct assessments. Further, it should state that you are doing this for an assignment in EDS 548. The tools and procedures used should be listed on the permission. The student selected for this assignment should be a student with moderate or severe disabilities.
2. Summarize student information. Include the following:
 - Demographic information: initials, age, IDEA classification
 - Current placement and daily school schedule
 - Record review
 - Summarize previous assessment information
 - Current IEP goals and progress on each
 - Other relevant information
3. Select and implement measures to complete the following assessment activities with your selected student (*see Course Schedule and Outline for a list of specific due dates; assessments without due dates are due with the Assessment Summary*):

- (a) **Parent Interview:** Conduct a parent interview to determine the goals and vision that the parent has for their child. Ideally, students will secure a copy of Choosing Options and Accommodations for Children (COACH) to gather information from caregivers
 - a. Write a summary of the interview
 - b. Include parents perceptions of present levels of performance (strengths AND weaknesses)
 - c. Include parent’s future goals and concerns they have for their child
 - d. Identify priority areas of assessment based on the interview
 - e. Summarize academic/functional strengths/weaknesses into the relevant Educational Performance areas on the IEP
 - f. Generate 2 possible IEP goals based on the interview
- (b) **Adaptive Behavior Scale:** Complete an adaptive behavior scale to assess the adaptive behaviors of their target student; students will be given copies of the ABS:2 and will have class time to score it. Students choosing to use alternate adaptive behavior assessments (e.g., Vineland, AAMD Adaptive Behavior Scales) will need to score it independently). After scoring the ABS:2 in class, students should identify areas of strengths and weaknesses based on the adaptive behavior scale assessment, summarize strengths/weaknesses into the relevant Educational Performance areas on the IEP, and generate 2 possible IEP goals based on those results.
- (c) **Academic skill assessment:** Use an academic assessment (e.g., *Brigance*) to determine the student’s reading and math level.

Or

Conduct an information assessment to determine the student’s ability to perform age-appropriate academic skills. For **reading**, assess the student’s ability to read basic sight words (i.e., making choices, daily living, community access, personal safety, core content, phrases, and sentences. Also, assess the student’s ability to decode unknown words (i.e., apply phonetic rules). For **math**, assess the student’s ability to recognize number, count, perform computations (i.e., addition, subtraction, multiplication, division) with and without a calculator, calculate percent, tell time, measure, use money, use fractions, and use decimals. If the student cannot perform skills at grade level, work backwards until you determine a level at which the student is proficient. For **writing**, describe the form that the student uses (e.g., print, cursive, type). If the student prints or uses cursive, assess the intelligibility of the product, list the number of letters the student can make and estimate the number of words the student can write independently. If the student can form sentences, assess the length, the grammar, and the punctuation.

Summarize student strengths and weaknesses in each area assessed in the Academic Performance Area on the IEP. Generate 1 goal and 2 objectives for each area assessed.

- (d) **Ecological inventory of educational domain:** Conduct an ecological inventory of the school environment. Use the following steps:
 - a. ID appropriate domains for your student. In each domain identify the current/future environments

- b. Write in the environments you selected in each domain. For each environment, ID sub-environments.
 - c. Write in the activities that take place in each subenvironment.
 - d. For each activity, write in the skills or critical functions the student needs to perform to successfully participate in this activity.
 - e. Conduct a discrepancy analysis if the student cannot perform a task, and make initial plans for intervention.
 - f. Summarize academic/functional strengths/ weaknesses into the relevant Educational Performance areas on the IEP
- (e) **Communication profile:** Create a receptive and expressive communication profile of the student. Assess the student’s ability to respond to requests and mands. List the forms that the student uses to communicate various functions (e.g., requesting, protesting, greeting, commenting). Consider both nonsymbolic and symbolic forms. Assess the student’s ability to use symbols, including photographs, pictures, line drawings, and written language. Conduct your assessment through interview, observation, and informal testing. If the student uses symbolic language, estimate the size of the student’s vocabulary and the mean length of utterances. Describe the intelligibility of the student’s expressive means of communication as well as the appropriateness of responses. List any fluency problems that you note. Also describe any augmentative communication devices that the student uses, and assess their appropriateness across environments and activities.
- (f) **Assistive technology assessment:** Through interview, observation, and informal testing, list any assistive the student needs to perform environmental functions (e.g., communication) or skills (e.g., motor, academic). Include both high-tech, medium-tech, and no tech/low-tech options. Assess the viability of potential technologies by cost, durability, flexibility, and availability. Assess the motor skills and cognitive skills that are necessary to use the technology.

**** GRADUATE STUDENTS ONLY****

- (g) **Additional Assessments:** Choose two ADDITIONAL assessments to conduct with your target student; results from these assessments will be included in the assessment summary. The following list are options for additional assessments:
- a. **Functional Behavior Assessment:** Conduct a functional assessment of the student’s behavior. Use the following steps:
 - (1) Interview those individuals who work directly with the student to identify problematic behaviors. This may include special education teachers, general education teachers, teachers of special classes (e.g., library, art, physical education, music, computer), classroom assistants, peers, administrative staff (e.g., school secretary, nurse), job coach and/or employer, parents or caregivers, and peers. Identify any present medication taken by the student and any behavior management strategies currently in place.
 - (2) Observe the student, noting the behaviors; complete an ABC datasheet: list the setting events (e.g., activity, time of day, and

- number of students present) and complete a behavior pathway chart showing the antecedent, behaviors, and consequences.
- (3) Generate a hypothesis for an intervention. This may include strategies such as functional communication training, curricular revision, changing setting events, incorporating choice, or applying behavioral techniques (e.g., differential reinforcement).
- b. **Motor skill assessment:** Through observation and informal testing of the student, describe the student's following motor characteristics: (a) muscle tone, (b) compensatory movements, (c) reflexes, (d) righting reactions, and postural alignment. List the forms that the student uses to perform daily functions, including any assistive devices that are used. Assess both fine and gross motor movement. List any physical therapy or occupational therapy services that are needed and the schedule for consulting or direct services.
- c. **Assistive technology assessment:** Through interview, observation, and informal testing, list any assistive the student needs to perform environmental functions (e.g., communication) or skills (e.g., motor, academic). Include both high-tech, medium-tech, and no tech/low-tech options. Assess the viability of potential technologies by cost, durability, flexibility, and availability. Assess the motor skills and cognitive skills that are necessary to use the technology.
- d. **Assessment of social interactions with peers:** Observe the student interacting with same-age peers across a minimum of three environments (e.g., playground, general education class, cafeteria). Describe the student's social and communicative skills during the interactions. Describe any discrepancies between the student and peers in terms of age-appropriateness.
- e. **Ecological inventory of domestic domain:** Conduct an ecological inventory of the home environment. Use the following steps:
- ID appropriate domains for your student. In each domain identify the current/future environments
 - Write in the environments you selected in each domain. For each environment, ID sub-environments.
 - Write in the activities that take place in each subenvironment.
 - For each activity, write in the skills or critical functions the student needs to perform to successfully participate in this activity.
 - Conduct a discrepancy analysis if the student cannot perform a task, and make initial plans for intervention.
 - Summarize academic/functional strengths/ weaknesses into the relevant Educational Performance areas on the IEP
- f. **Ecological inventory of community domain:** Conduct an ecological inventory of the community environment. Use the following steps:
- ID appropriate domains for your student. In each domain identify the current/future environments

- b. Write in the environments you selected in each domain. For each environment, ID sub-environments.
 - c. Write in the activities that take place in each subenvironment.
 - d. For each activity, write in the skills or critical functions the student needs to perform to successfully participate in this activity.
 - e. Conduct a discrepancy analysis if the student cannot perform a task, and make initial plans for intervention.
 - f. Summarize academic/functional strengths/ weaknesses into the relevant Educational Performance areas on the IEP
- g. Ecological inventory of recreation/leisure domain:** Conduct an ecological inventory of the recreation/leisure environment. Use the following steps:
- a. ID appropriate domains for your student. In each domain identify the current/future environments
 - b. Write in the environments you selected in each domain. For each environment, ID sub-environments.
 - c. Write in the activities that take place in each subenvironment.
 - d. For each activity, write in the skills or critical functions the student needs to perform to successfully participate in this activity.
 - e. Conduct a discrepancy analysis if the student cannot perform a task, and make initial plans for intervention.
 - f. Summarize academic/functional strengths/ weaknesses into the relevant Educational Performance areas on the IEP
- h. Ecological inventory of vocational domain:** Conduct an ecological inventory of the vocational environment. Use the following steps:
- a. ID appropriate domains for your student. In each domain identify the current/future environments
 - b. Write in the environments you selected in each domain. For each environment, ID sub-environments.
 - c. Write in the activities that take place in each subenvironment.
 - d. For each activity, write in the skills or critical functions the student needs to perform to successfully participate in this activity.
 - e. Conduct a discrepancy analysis if the student cannot perform a task, and make initial plans for intervention.
 - f. Summarize academic/functional strengths/ weaknesses into the relevant Educational Performance areas on the IEP
- i. Vocational assessment:** Conduct a vocational assessment of the student's employability skills (e.g., *Brigance Employability Skills*)
or
Assess the student's employability preferences (e.g., *Reading Free Vocational Interest Inventory*).

Assessments For Instructional Planning Grading Criteria: 140 points TOTAL

Component	Description	UG Points	Graduate Points
Prior to Assessments	Turn in signed permission slip	/5	/5
	Include student information	/5	/5
	Summarize information from record review	/20	/20
Parent interview	Interview parent or caregiver using COACH template	/1	/1
	Include parent's perceptions of current levels of performance as well as future goals/concerns they have for their child	/5	/5
	Identify priority areas of assessment based on the parent interview	/5	/5
	Summarize academic/functional strengths/ weaknesses into the relevant Educational Performance areas on the IEP	/5	/5
	Generate 2 possible IEP goals based on parent interview	/4	/4
Adaptive behavior scale	Complete adaptive behavior scale with cooperating teacher	/3	/3
	Bring completed adaptive behavior scale to class to score OR independently score	/4	/4
	Identify areas of strength and weakness based on the adaptive behavior scale	/4	/4
	Summarize academic/functional strengths/ weaknesses into the relevant Educational Performance areas on the IEP	/5	/5
	Generate 2 possible IEP goals based on adaptive behavior scale	/4	/4
Academic skill assessment	Administer the Brigance or an informational assessment	/1	/1
	Assess (at minimum) reading, math, and writing skills of your target student	/4	/4
	Summarize student strengths and weaknesses in reading, writing, math, and any other academic domain assessed in the Academic Performance area of the IEP	/5	/5
	Generate 1 goal and 2 objectives for each area assessed	/5	/5
Ecological inventory	ID appropriate domains for your student. In each domain identify the current/future environments	/1	/1
	Write in the environments you selected in each domain. For each environment, ID sub-environments.	/3	/3
	Write in the activities that take place in each subenvironment.	/2	/2
	For each activity, write in the skills or critical functions the student needs to perform to successfully participate in this activity.	/5	/5
	Conduct a discrepancy analysis if the student cannot perform a task, and make initial plans for intervention.	/4	/4
	Summarize academic/functional strengths/ weaknesses into the relevant Educational Performance areas on the IEP	/5	/5

Communication Profile	Assess your student's expressive AND receptive communication using multiple sources (parent interview, teacher interview, observation, communication profiles, etc. – sample assessments will be provided)	/5	/5
	List forms of communication student uses to communicate various functions (e.g., request, protest, greet, comment) – consider both symbolic and nonsymbolic forms	/5	/5
	Using the aforementioned list of forms, describe current vocabulary, AAC use, etc. and indicate the appropriateness of each	/5	/5
	Summarize student strengths and weaknesses in communication in the Communication Performance area of the IEP	/5	/5
Assistive Technology	Creates a list of AT student needs from multiple sources (parent interview, teacher interview, observation, current IEP, etc.)	/2	/2
	List includes both high-tech and low-tech AT needs (this list can include current AT used but MUST include proposed AT)	/3	/3
	List includes viability of potential technologies by cost, durability, flexibility, and availability	/3	/5
	Each item on the AT list is matched to the appropriate Education Performance areas on the IEP	/2	/5
Student choice #1	Choose assessment that meets the target student's needs	n/a	/5
	Administer assessment as outlined by syllabus, protocol, or cooperating teacher	n/a	/5
	Attach results, work samples, datasheets with assessment summary	n/a	/5
	Summarize academic/functional strengths/ weaknesses into the relevant Educational Performance areas on the IEP	n/a	/5
Student choice #2	Choose assessment that meets the target student's needs	n/a	/5
	Administer assessment as outlined by syllabus, protocol, or cooperating teacher	n/a	/5
	Attach results, work samples, datasheets with assessment summary	n/a	/5
	Summarize academic/functional strengths/ weaknesses into the relevant Educational Performance areas on the IEP	n/a	/5
Total		/135	/175

Present Level of Performance and Goals and Objectives

Upon completing the assessments, use the information obtained from both from the records review and the assessments to complete the Present Levels of Academic Achievement and Functional Performance (PLAAFP) portion of the IEP (this will need to include strengths and weaknesses across areas). You will use the state approved IEP forms (completing only the PLAAFP): Following the procedures we discuss and practice in class, you will write present level of performance statements based on the assessment information you gathered on the student, both from the record review and the assessment procedures you conducted.

<http://education.ky.gov/specialed/excep/Pages/Special-Education-Forms---Due-Process.aspx>

The following steps should be completed for this assignment:

1. Write a PLAAFP that concisely presents the information obtained through the assessment processes. The PLAAFP should be professional and written in *parent friendly* language. You may use technical terms, but when you do so provide a definition.
 - a. Be specific and detailed. The reader should be able to anticipate the goals after reading the present levels of performance narrative.
 - b. Identify skills the student can currently perform and at what level, and put the performance level in context (i.e., the level of performance that is expected according to the student's age/grade level and/or identify a functional level of the skill).
2. Be sure to complete *all sections* of the PLAAFP.
3. Identify the student's needs and the skills that should be targeted next (this should come directly from the PLAAFP).
4. Write four goals for your student that address areas of need identified in the assessment and present levels of performance narratives. The goals should reflect the important areas of development for your student and reflect information gathered in the assessment process.
5. For each goal, write a *minimum* of two short-term objectives/benchmarks. It may be more reasonable to have up to four objectives/benchmarks, in which case you should do so. Some class time will be set aside for refining your goals and objectives/benchmarks.
6. Submit via Canvas.

IEP Grading Criteria: 100 points

Component	Description	Points
PLAAFP	Write PLAAFP in parent friendly terms; remain professional	/5
	Include assessment information under the correct education performance area (all areas should be included)	/10
	Include both strengths and weaknesses under each education performance area	/10
	Address functional needs of the student in all education performance area where they are of concern	/10
	Includes impact statements in each educational performance area (or “not an area of concern” is checked)	/5
Goals and Objectives	Write 4 goals written directly from weaknesses outlined in PLAAFP	/20
	Write 2 objectives written for each goal (include behavior, condition, criteria for mastery, and are measureable)	/20
	Appropriate SDI, AT are included for each goal/objective	/5
	Goals and objectives are relevant, functional, appropriate	/15
	Total	/100