Course Information

Date Submitted: 4/19/2016

Current Prefix and Number: EDS - Special Education , EDS 549 METHS STUDENTS WITH MOD/SEVERE DIS

Other Course:

Proposed Prefix and Number: EDS 549

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: Melinda Ault

Email: mjault@uky.edu

Phone: 859-257-7689

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: METHODS FOR STUDENTS WITH MODERATE AND SEVERE DISABILITIES

Proposed Title: METHODS FOR STUDENTS WITH MODERATE AND SEVERE DISABILITIES

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

Proposed Transcript Title: METHS STUDENTS WITH MOD/SEVERE DIS

d. Current Cross-listing: none

   Proposed – ADD Cross-listing :

   Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

     LECTURE: 4

   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: 4

   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: The course participant will serve as a teacher aide in a classroom or other service delivery setting under the supervision of a person certified to teach students with moderate to severe disabilities. Course requirements include application of direct observation, formal and informal assessment of pupil performance, clinical writing and instructional and behavioral intervention in both individualized and small group settings. Practicum settings used by course participants will model best practices with regard to instruction, behavior management, and the full inclusion of persons with moderate to severe disabilities with their non-disabled peers. Lecture, two hours; field experience, six to eight hours per week.

   Proposed Course Description for Bulletin: This course is designed to introduce students to instructional strategies typically used with students classified with moderate and severe disabilities. Throughout the semester, course participants will be presented with information on how to organize and present instruction to students with moderate to severe disabilities across environments. The implementation of these skills is assessed through written products and classroom performance in school settings. Class meetings are two and one half-hours per week.

2j. Current Prerequisites, if any: Prereq: Admission to Teacher Education Program, EDS 516, 548, or consent of instructor.

   Proposed Prerequisites, if any: Prerequisites: Admission to Teacher Education Program, EDS 516 Corequisites: Occurs concurrently with EDS 401; or, permission of instructor

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   3

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed?   Yes

If YES, explain and offer brief rational: The course is being changed from 4 credit hours to 3 because the practicum is no longer embedded within the course.

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?   Yes

If YES, list the program(s) here: The required co-requisite will require that students are enrolled in a practicum course at the same time as this course. The practicum used to be embedded within 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 549: Methods for Students with Moderate and Severe Disabilities
Syllabus
Semester/Year
Weekday, Time
Location
"Research and Reflection for Learning and Leading

Instructor:	Melinda Jones Ault, Ph.D.
Office Location	219 Taylor Education Building
Phone Number	859-257-7689
Email	mjault@uky.edu
Virtual & Face-to-Face Office Hours	By appointment
Technological Requirements	Computer with internet access or access to UK computer facilities. Conference Me participants will receive instructions/requirements from Distance Learning Programs.
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. Distance Learning students contact Lisa Ison (labram0@uky.edu or 859.257.7797) or Tom Prichard (tbpric0@pop.uky.edu or 859.257.2216).
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	Sara Vaughn, Education Librarian brad.carrington@uky.edu 859.257.7977
Face-to-Face Interlibrary Loan Service	http://libguides.uky.edu/educ
Course Website:	NA

Course Description

This course is designed to introduce students to instructional strategies typically used with students classified with moderate and severe disabilities. Throughout the semester, course participants will be presented with information on how to organize and present instruction to students with moderate to severe disabilities across environments. The implementation of these skills is assessed through written

products and classroom performance in school settings. Class meetings are two and one half-hours per week. **Practicum is six hours per week in an educational setting that serves students with moderate to severe disabilities**. **Students must accumulate at least 78 hours during the semester** *(minimum of 200 hours prior to student teaching).* **The practicum hours will be fulfilled in the co-requisite course EDS 401.**
Credits: 3 credit hours

Prerequisites:
Admission to Teacher Education Program, EDS 516

Corequisites:
Occurs concurrently with EDS 401; or, permission of instructor

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.

Learning Target/Outcomes:	Assessment (Formative/Summative)

Write instructional programs
    a. Develop appropriate instructional objectives
    b. Select instructional strategies
    c. Design instructional programs
    d. Implement instructional programs with fidelity
    e. Monitor, evaluate, and modify instructional programs as needed
	Formative: Course readings, class discussions and activities, field observations
	Summative: Quiz, Instructional program, Data based decision activity

Demonstrate competency with specific response prompting strategies	Formative: Course readings, class discussions and activities, field observations Summative: Procedural fidelity check
Develop and use data systems for classroom use a. Demonstrate various types of data recording	Formative: Course readings, class discussions and activities, field observations

b. Graph data to assist teaching and documentation of pupil progress c. Maintain reliable data recording system	Summative: Instructional program
Design appropriate adaptations and/or modifications to support students being instructed in inclusive educational settings	Formative: Course readings, class discussions and activities Summative: Functional core content lesson plans, Quiz

Design instructional programs that teach core content in a manner that is meaningful or "personally relevant" to students with moderate or severe disabilities
    a. Become familiar with required core content standards
    b. Develop instructional programs that link functional and core content skills
	Formative: Course readings, class discussions and activities, field observations
	Summative: Functional core content lesson plans, instructional program

Demonstrate an ability to discover, evaluate, and clearly present evidence in support of an argument in the subject area and utilize documentation that conforms to the formats and the citation conventions of the subject area.	Formative: Cooperating teacher review of instructional program Summative: Final instructional program write-ups (2)
Be aware that composing a successful text frequently takes multiple drafts, with varying degrees of focus on generating, revising, editing, and proofreading.	Formative: Cooperating teacher review of instructional program Summative: Final instructional program write-ups (2)
Demonstrate an ability to clearly express thoughts through oral communication for a period of at least 10 minutes	Formative: Peer review of presentation of instructional program Summative: Final presentation

Course Delivery

This proposed course is designed as a hybrid course. Some students in the class will take the course face-to-face, others will participate from interactive video sites, and others will view the course in a synchronous online format.

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, 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

Collins, B. C. (2012). *Systematic instruction for students with moderate and severe disabilities*. Baltimore, MD: Paul H. Brookes.
ISBN 13: 978-1-59857-193-6 ISBN 10: 1-59857-193-1

Required readings

The required readings (in addition to the text chapters) are listed below by topic. Readings are available on Ereserves via Blackboard. Click the Ereserves link on the left side of the course blackboard page.

Topic: Measuring Behavior (Session 2)

Westling, D. L., & Fox, L. (2009). *Teaching students with severe disabilities* (4th ed.). Upper Saddle River, NJ: Pearson.

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Topic: Systematic Instruction I (Session 3)

Mims, P. J., Hudson, M., & Browder, D. M. (2012). Using read-alouds of grade-level biographies and systematic prompting to promote comprehension for students with moderate and severe developmental disabilities. *Focus on Autism and Other Developmental Disabilities, 27*, 67-80.

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Topic: Systematic Instruction II (Session 4)

Youjia, H., Woods-Groves, S., Kaidenbergy, E. R., & Scheidecker, B. J. (2013). Effects of vocabulary instruction using constant time delay on expository reading of young adults with intellectual disability. *Focus on Autism and Other Developmental Disabilities, 28*(2), 89-100.

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Topic: Antecedent Prompting (Session 5)

Redhair, E. I., McCoy, K. M., Zucker, S. H., Mathur, S. R., & Casterino, L. (2013). Identification of printed nonsense words for an individual with autism: A comparison of constant time delay and stimulus fading. *Education and Training in Autism and Developmental Disabilities, 48*(3), 351-362.

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Topic: Collecting Data to Measure Educational Progress (Session 6)

Browder, D. M., & Spooner, F., & Jimenez, B. (2011). Standards-based individualized education plans and progress monitoring. In D. M. Browder & F. Spooner, *Teaching students with moderate and severe disabilities* (pp. 42-91). New York: Guilford Press.

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Topic: Enhancing the Efficiency of Instruction (Session 7)

Falkenstine, K. J., Collins, B. C., Schuster, J. W., & Kleinert, K. (2009). Presenting chained and discrete tasks as nontargeted information when teaching discrete academic skills through small group instruction. *Education and Training in Developmental Disabilities, 44,* 127-142.

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Topic: Facilitating Generalization and Maintenance (Session 8)

Taylor, P., Collins, B. C., Schuster, J. W., & Kleinert, H. (2002). Teaching laundry skills to high school students with disabilities: Generalization of targeted skills and nontargeted information. *Education and Training in Mental Retardation and Developmental Disabilities, 37,* 172-183.

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Topic: Core Content and Functional Skills (Session 9)

Karl, J., Collins, B. C., Hager, K. D., & **Ault**, M. J. (2013). Teaching core content embedded in a functional activity to students with moderate intellectual disability using a simultaneous prompting procedure. *Education and Training in Autism and Developmental Disabilities, 48*, 363-378.

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Topic: Methods for Students with ASD (Session 10)

Mechling, L. C., & Gustafson, M. R. (2008). Comparison of static picture and video prompting on the performance of cooking-related tasks by students with autism. *Journal of Special Education, 23*, 31-45.

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Topic: Communication Skills II (Session 12)

Olive, M. L., de la Cruz, B., Davis, T. N., Chan, J. M., Lang, R. B., O'Reilly, M. F., & Dickson, S. M. (2006). The effects of enhanced milieu teaching and a voice output communication aid on the requesting of three children with autism. *Journal of Autism and Developmental Disorders, 37*, 1505-1513.

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Topic: Teaching with Technology (Session 14)

Hammond, D. L., Whatley, A. D., Ayres, K. M., & Gast, D. L. (2010). Effectiveness of video modeling to teach iPod use to students with moderate intellectual disabilities. *Education and Training in Autism and Developmental Disabilities, 45*, 525-538.

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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 percentage of points earned by the student, and will be weighted by the percentages below. In addition, **students must earn 80% of the points for the instructional program write-up** in order to pass the class.

Assignment	Percentage of Grade	
	UG Points	Grad Points
Participation points (3 per session)	5	5
Procedural fidelity check (CTD and SLP)	5	5
Quizzes	20	20
Data based decision assignment	5	5
Two research abstracts (graduate students only)	NA	10
Functional core content lesson plans	25	20
Signed time sheet	5	NA
Two Instructional program write up (100 points each)	30	30
Presentation of instructional program	5	5
Total percentage	100	100

Incompletes. A grade of I (Incomplete) will be assigned only if the student has:
1. Implemented both instructional programs and collected data for at least 5 weeks
2. Received at least 80% on each quiz.
3. Has the written permission of the instructor.
   If an Incomplete grade is issued, the learner will have until (insert date) to complete the course.

Graduate and undergraduate expectations. Graduate students will have different expectations from undergraduate students. The course assignments clearly indicate the assignment to be completed by all students, undergraduate students only, and graduate students only. 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 grade scale: **Graduate grade scale**:
% of Points Earned   % of Points Earned
100 – 90% = A   100–90% = A
 89 - 80% = B   89 - 80% = B
 79 - 70% = C   79 - 70% = C

69 - 60% = D   69% and below = E
59% and below = E
(NOTE: Graduate students are not eligible to earn a D per Graduate School policy.)

Final Exam Information
Student presentations will be given during the final exam period on April 30, from 4:30-6:30.

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 the instructor by 11:59 pm on the due date via Blackboard. **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 excused absences will be allowed to make-up missed assignments and are responsible for getting the assignment to the professor within 1 week of the absence.

Attendance
Students are expected to attend all scheduled sessions for the course.
The purpose of the meetings is to discuss issues and deliver content pertaining to instructional methodology for individuals with functional mental disabilities. 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 teaching or observing. Your active participation is encouraged and expected.

Excused Absences
Students need to notify the professor of absences prior to class when possible. *Senate Rules 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) per University policy.

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

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-to-face meetings during office hours and via email.

Learning/Classroom Accommodations
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/.

Ethics Statement
This course and its participants will not tolerate discrimination, violence, or vandalism. 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. 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. Margaret Bausch, chair of the Department of Early Childhood, 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 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 Dr. Amy Spriggs, the MSD 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 standards that align to each task. More detailed directions and evaluation criteria will be provided prior to each assignment.

Task	Task Description	Content Standards Alignment
Participation points	Students are expected to **actively participate** discussions and on-demand activities. Students should discuss	University of Kentucky Functional Skills and Dispositions 1, 3, 4 EPSB Kentucky Teacher Standards 1, 7, 8, 9

	relevant educational problems encountered in the classroom of students with moderate or severe disabilities and share experiences with seminar participants.
	
	See Appendix A of the syllabus for details and scoring criteria for this assignment.
		Unbridled Learning Initiatives:
		  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)
		
		UK Missions for Research, Reflection, Learning, and Leading
		
		UK College of Education Teacher Leader Standards 2

Procedural fidelity check	Students will make an individual appointment with the instructor and will "teach" the instructor a discrete skill using constant time delay and a chained skill using the system of least prompts. The instructor will complete a procedural fidelity assessment of the student's teaching behaviors. These checks may be scheduled as early as 2/5/2013 but must be completed by 2/19/2013. Distance students will conduct their checks when the practicum observer visits their classrooms.
	
	See Appendix A of the syllabus for details and scoring criteria for this assignment.
		UK Missions for Research, Reflection, Learning, and Leading
		
		EPSB Kentucky Teacher Standards 1, 4, 9
		
		Unbridled Learning Initiatives:
		  1. Kentucky Academic Standards for English/Language Arts (Speaking and Listening)
		  2. Characteristics of Highly Effective Teaching and Learning (Instructional Relevance, Knowledge of Content)
		  3. College and Career Readiness (Reading, Writing)
		  4. Assessment literacy
		
		Council for Exceptional Children ICS/ICC Standards 4
		
		UK Teacher Leader Standards 4
		
		University of Kentucky Functional Skills and Dispositions 1, 3

Quizzes	Five 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.
	
	See Appendix A of the syllabus for details and scoring criteria
		UK Missions for Research, Reflection, Learning, and Leading
		
		EPSB Kentucky Teacher Standards 1
		
		Unbridled Learning Initiatives:
		  1. Kentucky Academic Standards for English/Language Arts (Speaking and Listening)
		  2. Characteristics of Highly Effective Teaching and Learning (Knowledge of Content)

	for this assignment.	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
Data based decision assignment	The purpose of this project is for students to make data-based decisions by (a) collecting data, (b) analyzing data, and (c) designing instruction based on findings. This will be completed in class. See Appendix A of the syllabus for details and scoring criteria for this assignment.	UK Missions for Research, Reflection, Learning, and Leading EPSB Kentucky Teacher Standards 1, 2, 5 Unbridled Learning Initiatives: 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 Council for Exceptional Children ICS/ICC Standards 8 UK Teacher Leader Standards 4 University of Kentucky Functional Skills and Dispositions 1, 3
Research abstracts (graduate students only)	Students will choose 2 data-based articles that taught a new skill to a student with MSD. You can choose to select articles based on the skill that was taught or the procedure that was used, but all articles must relate (e.g., all articles taught students toileting skills, or all articles taught students using the SLP procedure). See Appendix A of the syllabus	UK Missions for Research, Reflection, Learning, and Leading EPSB Kentucky Teacher Standards 1, 7 Unbridled Learning Initiatives: 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 (Knowledge of Content) 3. College and Career Readiness

	for details and scoring criteria for this assignment.	(Reading, Writing) 4. Assessment literacy Council for Exceptional Children ICS/ICC Standards 2, 3, 4, 7 UK Teacher Leader Standards 2 University of Kentucky Functional Skills and Dispositions 1, 3
Functional core content lesson plans	Design two (2) lesson plans for teaching core content in way that is meaningful to the student(s). The lesson plans should be designed to teach grade-level reading, math, and science. See Appendix A of the syllabus for details and scoring criteria for this assignment.	UK Missions for Research, Reflection, Learning, and Leading EPSB Kentucky Teacher Standards 1, 2, 4, 5, 6, 7, 8, 9 Unbridled Learning Initiatives: 1. Kentucky Academic Standards for English/Language Arts (Speaking and Listening) 2. Characteristics of Highly Effective Teaching and Learning (Assessment and Reflection, Rigor and Engagement, Instructional Relevance, Knowledge of Content) 3. College and Career Readiness (Reading, Writing) 4. Assessment literacy Council for Exceptional Children ICS/ICC Standards 8 UK Teacher Leader Standards 2, 3, 4, 7, 8, 10 University of Kentucky Functional Skills and Dispositions 1, 2. 3, 4 University of Kentucky Technology Standards 5
Practicum observations	All students in EDS 549 will complete assignments in a practicum site that serves students with MSD. A site will be assigned to you on the first night of class. Students are expected to schedule their own hours and communicate these to the university instructor and practicum supervisor. Points for the practicum observations will be a based on	UK Missions for Research, Reflection, Learning, and Leading EPSB Kentucky Teacher Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 Unbridled Learning Initiatives: 1. Kentucky Academic Standards for English/Language Arts (Speaking and Listening) 2. Characteristics of Highly Effective Teaching and Learning (Learning Climate, Assessment and Reflection, Rigor and Engagement, Instructional

	a minimum of 2 visits by the university supervisor, and a completed, signed time sheet of practicum hours. These will be fulfilled in EDS 401. See Appendix A of the syllabus for details and for this assignment.	Relevance, Knowledge of Content) 3. College and Career Readiness (Reading, Writing) 4. Assessment literacy Council for Exceptional Children ICS/ICC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 UK Teacher Leader Standards 2 University of Kentucky Functional Skills and Dispositions 1, 2. 3, 4, 5 University of Kentucky Technology Standards 5
Instructional Program Write-Ups	Each student will conduct two instructional programs, teaching a new skill to a student with MSD. The student will consult with the classroom teacher to identify appropriate skills to teach. Each program is worth 100 points. One program must teach a chained behavior and one program must teach a discrete behavior. In addition, one of the programs must be taught in small group format. **These programs will be the OTIS Artifact uploaded for this course**. See Appendix A of the syllabus for details and scoring criteria for this assignment.	UK Missions for Research, Reflection, Learning, and Leading EPSB Kentucky Teacher Standards 1, 2, 4, 5, 6, 7, 8, 9 Unbridled Learning Initiatives: 1. Kentucky Academic Standards for English/Language Arts (Speaking and Listening) 2. Characteristics of Highly Effective Teaching and Learning (Assessment and Reflection, Rigor and Engagement, Instructional Relevance, Knowledge of Content) 3. College and Career Readiness (Reading, Writing) 4. Assessment literacy Council for Exceptional Children ICS/ICC Standards 8 UK Teacher Leader Standards 2, 3, 4, 7, 8, 10 University of Kentucky Functional Skills and Dispositions 1, 2. 3, 4 University of Kentucky Technology Standards 5
Presentation of instructional programs/ Portfolio check	Present the graphed data from your two instructional programs during a class presentation. Discuss whether or not the program was effective and whether or not you	UK Missions for Research, Reflection, Learning, and Leading EPSB Kentucky Teacher Standards 1, 2, 4, 5, 9 Unbridled Learning Initiatives: 1. Kentucky Academic Standards for English/Language Arts (Speaking and Listening)

would make changes if you taught the program again. Specific directions will be provided in class. See Appendix A of the syllabus for details and scoring criteria for this assignment. In addition for those who will have completed the second practicum, a mid-point portfolio check will be completed. Bring your portfolio to class on presentation night (date).	2. Characteristics of Highly Effective Teaching and Learning (Assessment and Reflection, Rigor and Engagement, Instructional Relevance, Knowledge of Content) 3. College and Career Readiness (Reading, Writing) 4. Assessment literacy Council for Exceptional Children ICS/ICC Standards 2, 7, 8 UK Teacher Leader Standards 2, 4, 7 University of Kentucky Functional Skills and Dispositions 1, 2. 3, 5 University of Kentucky Technology Standards 2, 5, 5, 6	

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	Assignment Due
Session 1	• Introduction to Course • Course Structure • Effective Practices in Teaching Students with MSD • Writing instructional objectives • Syllabus	•Read Syllabus • Collins (Text- Chapter 1)
Session 2	• Measuring Behavior • Discrete/Chained Skills • Developing Data Sheets • Collecting Baseline data	• Westling & Fox (pp. 226-241) • Collins (Chapter 2) *Field experience assignment:* *Contact teacher at practicum site and set up hours*
Session 3	• Quiz 1 • Systematic Instruction: Response Prompting Procedures I • Graduated guidance • Most-to-Least • System of Least Prompts	• Collins (Chapter 3) • Mims et al. (2012) • Additional readings *Field experience assignment: Select behaviors to teach and write behavioral objectives – one discrete, one chained; one 1:1, one group; Screen behaviors; Design baseline data sheet; Begin colleting baseline data; Set up graph and record*

		baseline data
Session 4	• Systematic Instruction: Response Prompting Procedures II • Time Delay • Simultaneous Prompting	• Collins (Chapter 4) • Youjia et al. (2013) • Additional readings •Due: Begin sign up for procedural fidelity check
Session 5	**Quiz 2** • Systematic Instruction: Antecedent Prompting • Stimulus shaping • Stimulus fading • Developing Systematic Instructional Plans	• Redhair et al. (2013) • Bring blank SIP form to class *Field experience assignment: Design data sheet; begin first program using SLP; begin graphing data*
Session 6	Collecting Data to Measure Educational Progress • Graphing data • Making Data-based Decisions • Adjusting and Modifying SIPs	• Browder, Spooner, & Jimenez (pp. 73-85) • Additional readings • Due: Data-based decisions (completed in class) *Field experience assignment: Design baseline and instructional data sheet; begin second program using TD, begin graphing data*
Session 7	**Quiz 3** • Small Group Instruction • Enhancing the Efficiency of Instruction	• Collins (Chapter 5) Falkenstine et al. (2009) *Field experience information: Insert nontarget information into instruction*
Session 8	• Facilitating Generalization and Maintenance	• Collins (Chapter 7) • Taylor et al. (2002) • Due: All procedural fidelity checks completed by this day *Field experience assignment: Probe for generalization, fade reinforcement schedule*
	Spring Break No class	
Session 9	**Quiz 4** • Teaching Core Content and Functional Skills	• Collins (Chapter 8) • Karl et al. (2013)
Session 10	• Methods for Students with Autism Spectrum Disorders	• Mechling & Gustafson (2008)
Session 11	• Developing and Implementing Instructional Schedules • Working with Paraprofessionals, Peers	• Collins (Chapter 9 and 10) • Due: Functional Core Content lesson plans
Session 12	• Communication Skills • Naturalistic teaching strategies	• Collins (Chapter 6) • Olive et al. (2006) *Field experience assignment: Wind up instructional programs and write report*
Session 13	• **Quiz 5** • Teaching Students with Severe/Profound Disabilities	• Mechling (2006) • Due: Draft of instructional programs reviewed by cooperating teacher (ungraded) • Due: Peer review of oral presentation (ungraded)

Session 14	• Teaching with Technology • Assistive technology • Video modeling • Video prompting	• Collins (Chapter 11) • Hammond et al. (2010) Due: Research abstracts (graduate students only) Due: Instructional Program Write-ups Due: Signed Observation Sheets Due: Presentation
Session 15 Finals week	• Presentations • Portfolio Reviews	Due: Presentation

THIS SCHEDULE AND READINGS ARE SUBJECT TO CHANGE WITH PRIOR COMMUNICATION TO STUDENTS.

Participation Points

Participation points will be assigned based on student participation during in-class activities 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 providing minimal 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). Students are expected to come to class fully prepared, which includes reviewing content from previous classes and reading all assigned materials.

Procedural fidelity check on SLP and CTD

Students will make an individual appointment with the instructor and will "teach" the instructor a discrete skill using constant time delay and a chained skill using the system of least prompts. Using a task analysis provided by instructor, the student will teach the skill while the instructor records the accuracy of the implementation of the procedures using the following sheets. Distance education students will complete the assignment with their practicum supervisor or will use technology to complete the assignment with the instructor.

CTD Procedural Reliability Check Sheet

Student name: _____
Provides Attentional Cue: Yes   No   Ensures Attentional Response: Yes   No
Attention percent accuracy = _____

Trial	Stimulus	Provides Task Direction	Waits appropriate delay (0 s)	Student Response B	A	Provides Correct Consequences
1						
2						
3						
4						
5						
6						

Provides Attentional Cue: Yes   No   Ensures Attentional Response: Yes   No
Attention percent accuracy = _____

Trial	Stimulus	Provides Task Direction	Waits appropriate delay (3 s)	Student Response B	A	Provides Correct Consequences
1						
2						
3						
4						
5						
6						

# observed/total planned					
Percent accuracy					

Mean percent accuracy across all teacher behaviors = _____ %
Mean accuracy ≥ 90% = 15 pts, 80-89% = 14 pts, 70-79% = 13 pts, 60-69% = 11 pts, ≤59% = 9 pts

SLP Procedural Reliability Check

Provides Attentional Cue: Yes   No   Ensures Attentional Response: Yes   No _____%
Provides Task Direction: Yes No   _____%

Task Analysis	Ind.	Verbal	Model	Provides 3 s response interval after each prompt	Provides correct consequences
1. Plate on table					
2. Napkin left plte					
3. Fork on napkin					
4. Knife rt. plate					
5. Spoon rt. knife					
# observed/total planned					
Percent accuracy					

Mean percent accuracy across all teacher behaviors = _____ %
Mean accuracy ≥ 90% = 15 pts, 80-89% = 14 pts, 70-79% = 13 pts, 60-69% = 11 pts, ≤59% = 9 pts

Quizzes

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, and identify any areas of need that may need to be reviewed. The quizzes will address the content from class presentations and course readings. The format will primarily be short answer responses but may also include true/false, matching, and multiple-choice questions.

Data-based decision activity (completed in class)

In this assignment, students will complete an activity designed to make data-based decision by analyzing graphed data and making decisions on adaptations needed for instructional purposes. The instructor will lead the students through a model of the activity, and then students will independently complete an assignment. The assignment and score sheet will be distributed the night of this assignment.

Research abstracts (graduate students only)

Students will choose 2 single-subject, data-based articles that taught a skill to a student with MSD. You can choose to select articles based on the skill that was taught or the instructor procedure that was used, but all articles must relate (e.g., all articles taught students toileting skills, or all articles taught students using the SLP procedure). A data-based article means that the authors were studying a research question, collected data on the subjects in the investigation, and summarized the data in some way. Usually, a single-subject, data-based article will have a graph in it. Below are the headings that you should include in your abstract and the information that should be contained under each heading. Sometimes all of this information may not be included in the article you are abstracting, so adapt it as you see fit.

Each heading is worth 3 points.

APA reference. Make sure the article is cited correctly using APA style. Use the Publication Manual of the American Psychological Association (6th ed.) manual to correctly cite the article. The APA manual is available from the U.K. Bookstore or through Internet sites.

Purpose or question. State the research question being studied in the investigation or the purpose of the investigation. This information is usually included in the last paragraph of the introduction section of your article.

Subjects and setting. State the number of subjects, their name, age, gender, diagnosis, skill level, and any other relevant information. In addition, state where the investigation was conducted (e.g., in a classroom, in an apartment, at the corner grocery store, etc.)

Dependent variable. This is the behavior that is being measured in the study. What is the behavior that is being taught and measured?

Independent variable/procedures. This refers to the treatment or intervention that the investigator used to change the dependent variable. Write exactly what the investigator did.

Data collection procedures. State how the data were collected during the investigation. Who collected the data? What data collection system was used? How often were the data collected?

Experimental design. Simply state the name of the experimental design used. There should be a section of your article labeled experimental design.

Generalization and maintenance. What procedures, if any, were used by the investigator to ensure that the subject maintained the skill over time and across different settings, persons, or materials other that those used in the investigation?

Results. What were the results of the investigation? Was the independent variable effective in changing the dependent variable? What data are reported by the authors or what statements are made in the results section? Also include the results of the generalization and maintenance procedures that were used.

Critique/Practical Implications. Critique the article in terms of readability, clarity, importance of the topic, appropriateness of the behavior being changed, important discussion points, etc.

Functional core content lesson plans

Design two (2) lesson plans for teaching core content in way that is meaningful to the student(s). The lesson plans should be designed to teach grade-level reading, math, and science. Use the Source of Evidence: Lesson Plan to design a plan for a student with MSD. Each lesson must include core content information with a functional application or a functional skill taught to a student with embedded core content information. There must be a systematic instruction aspect to your lesson plan. The Source of Evidence lesson plan templates can be found at http://www.epsb.ky.gov/internships/ktip_pilot.asp

Practicum observations

All students in EDS 549 will be enrolled in EDS 401 to complete assignments in a practicum site that serves students with MSD. Students are expected to schedule their own hours and communicate these to the

university instructor and practicum supervisor. **Lack of notification for absences or schedule changes will result in the loss of points for practicum site evaluations.** In addition to the above products, **students are required to turn in a signed practicum time sheet along an evaluation completed by the supervising teacher at the practicum site**. All public school student information gained during the completion of assignments for this course must kept confidential. **Inappropriate or unethical use of public school student information acquired during practicum experiences may result in a grade of E being recorded for the course.** High professional standards are expected. If any doubt arises with regard to practicum student information, ask the course instructor for clarification.

Each student will receive a minimum of 2 visits from the instructor or practicum supervisor from the university. You will receive a graded evaluation during each practicum visit (25 pts each). The forms used during the evaluations will be distributed on the first night of class and will reflect the characteristics of a highly effective teacher. (**Alternate certificate** students will complete practicum in their own classrooms. It is their responsibility to notify the practicum supervisor of their daily schedules and of any absences or changes to the schedule.)

MSD Field Placement Observation Form

Name _____ Setting _____ Observer _____

Date _____ Times _____ Overall Points _____

GENERAL PROFESSIONAL BEHAVIORS					
Indicator	A	NI	NO	NA	Comments
Follows setting's dress code					
Maintains professional demeanor					
Maintains confidentiality					
Adheres to time schedule (arrives promptly, departs as scheduled)					
Follows school policies					
Maintains appropriate interactions with team members					
Acts as a reinforcing agent					
Takes initiative					
Reflects and evaluates own performance					

STUDENT SUPPORT					
Indicator	A	NI	NO	NA	Comments
Maintains behavior management program					
Circulates and scans classroom					
Checks/follows classroom schedule					
Communicates with staff					
Communicates appropriately with students (positive and respectful)					
Facilitates students' independence					
Provides opportunities for choice					
Maintains student dignity					
Uses hierarchy of prompts					
Specific/descriptive praise used					
Uses student's assistive technology					

PLANNING					
Indicator	**A**	**NI**	**NO**	**NA**	**Comments**
Appropriate materials are developed					
Prepares and maintains data sheets					
Prepares and maintains graphs					
Prepares and maintains up-to-date lesson plans					
Paperwork related to assignments is organized					
Communicates effectively related to fieldwork					
Uses technology to plan instructional material					

INSTRUCTION/CURRICULUM					
Indicator	**A**	**NI**	**NO**	**NA**	**Comments**
Rules reviewed in positive manner					
Gains/maintains student attention					
Implements procedures accurately					
Maintains appropriate pace					
Records data accurately					
Delivers consequences					
Manages behavior during instruction					
Delivers nontarget information					
Facilitates generalization					
Culminates lesson appropriately					
Transitions to next activity					

ASSESSMENT/DATA COLLECTION					
Indicator	**A**	**NI**	**NO**	**NA**	**Comments**
Records direct observation data correctly					
Graphs behavior data correctly					
Designs appropriate teacher-made assessments					
Gains/maintains student attention during assessments					
Has appropriate assessment materials prepared					
Uses assessment instrument fluently					
Adheres to instrument delivery standards					

Key: A = acceptable, NI = needs improvement, NO = no opportunity to judge, NA = not applicable

Point Scale:
23-25 points = Outstanding/Exceeds expectations
20-22 points = Sufficient/Meets expectations
17-19 points = Needs improvement
16 points and below = Insufficient/Minimal performance

Comments:

ACTIVITIES OBSERVED

COMPETENCIES DEMONSTRATED

COMPETENCIES TO BE DEVELOPED

COMMENTS

EDS 549 MSD Practicum Log (complete in EDS 401)

Name: _____ Semester: _____

Supervising Teacher: _____ School: _____

Signature of Student: _____

Signature of Supervising Teacher: _____

List the date, time of arrival, and time of departure for each visit to your practicum site during the semester.

Date	Arrival Time	Departure Time	Date	Arrival Time	Departure Time

Instructional Program Write-up

Each student will conduct **two** instructional programs, teaching a new skill to a student with MSD. The student will consult with the classroom teacher to identify appropriate skills to teach. Each program is worth 100 points. One program must teach a chained behavior and one program must teach a discrete behavior. In addition, one of the programs must be taught in small group format. Prior to the final assignment being submitted for a grade, the cooperating teacher will review a draft of the instructional programs so that students may revise prior to submission. Specific directions and grading sheets are provided below.

These programs should be uploaded as artifacts to OTIS.

Description of Instructional Program Assignment

OBJECTIVES:

1. To develop and implement instructional programs with small and large groups of students with moderate/severe disabilities

2. To develop and implement instructional programs across curricular areas for students with moderate/severe disabilities.

3. To develop and implement instructional programs using a variety of teaching methods with students with moderate/severe disabilities.

PROCEDURES:

1. In consultation with the supervising teacher/course instructor, select appropriate students and groups of students for developing each of the instructional programs.

2. In consultation with the supervising teacher/course instructor and based on the guidelines described in the syllabus, select appropriate curriculum areas for instructional programs.

3. Develop and write instructional program. The written plan should include the following:

   A. LIST CURRICULUM AREA AND TITLE OF SKILL (e.g., self-care, requesting to use the bathroom)
   B. DESCRIBE THE STUDENTS - names/initials, age (yr./mo), disabling conditions, brief description of functioning levels. (5 pts)

   C. DESCRIBE PROGRAM (10 pts)
      a. List behavioral objective(s) - behavior, condition, and criterion, - if students within a group have different objectives, you should include the objectives for each student. (2.5 pts)
      b. If the behavior to be taught is a chained task, include a task analysis - include reference if objective is taken from some published source. (2.5 pts)
      c. Describe the rationale - why is the objective an important one for the students to acquire? What are the implications if the behavior is not acquired? (2.5 pts)
      d. List prerequisite skills - these should include motor, sensory, attending, cognitive/language skills etc. the students needs for participating in the instructional program. Describe how any pretesting will be conducted. (2.5 pts)

D. INTERVENTION PLAN (30 pts)
    a. List the materials and equipment needed for the program - include teaching and student reinforcement materials. (5 pts)
    b. Describe the instructional setting and arrangement - individual or group instruction, size of group, where intervention occurs, where teacher is in relation to the students (may include diagram), control for distracters (5 pts)
    c. Describe any precautions for implementing the program (5 pts)
    d. Describe the procedures for conducting **baseline** sessions. (5 pts)
        (1) Describe attentional cue and response
        (2) Describe the task direction
        (3) Define all possible student responses during baseline
        (4) Describe teacher consequences for each possible student response
            -Consequences of students' correct responses - include type of reinforcer and schedule
            -Consequences for student's incorrect responses and no response
        (5) Describe procedure used for providing consequences for inappropriate responses

    e. Describe teaching procedures (10 pts)
        (1) Describe the teaching procedure used (e.g., type of prompting procedure used, etc.)
        (2) Describe attentional cue and response
        (3) Describe the task direction
        (4) Describe specific prompt used (e.g., controlling prompt, prompt hierarchy, delay interval, etc.)
        (5) Describe how the prompt will be faded
        (6) Define all possible student responses during intervention
        (7) Describe teacher consequences for each possible student response
            -Consequences of students' correct responses - include type of reinforcer and schedule
            -Consequences for student's incorrect responses and no response
        (8) Describe procedure used for providing consequences for inappropriate responses

E. DATA COLLECTION (20 pts)
    a. Describe how baseline data will be collected for each objective. How often will data be collected? What recording system will be used to collect data? What student response(s) will be graphed? (5 pts)
    b. Describe how data will be collected during intervention. How often will data be collected? What recording system will be used to collect data? What student response(s) will be graphed? (5 pts)
    c. Include sample data collection sheets for baseline and intervention. (10 pts)
F. GENERALIZATION/MAINTENANCE (15 pts.)
    a. Describe procedures for facilitating generalization of skill across different persons, materials, and settings (7.5 pts)
    b. Describe procedures for facilitating maintenance of skill across time - specify how reinforcement schedule will be faded when student reaches criterion (7.5 pts)

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G. RESULTS (20 pts.)
- a. Include a graph that displays baseline data, intervention data, and, if appropriate, maintenance and generalization data. (10 pts.)
- b. Describe your results - did the behavior change? how did it change? Did the student learn the skill? Etc. (5 pts.)
- c. Describe any modifications you made in your program plan and discuss (a) why these changes were made, and (b) what the results of these changes were. If no modifications were necessary, explain why. (5 pts)

Oral Presentation of Instructional Programs

This assignment provides the opportunity for students to present before the class for a minimum of 10 minutes. A grade sheet and scoring criteria will be distributed in class prior to the assignment.

Instructional Program Score Sheet
Total Score _____/100

Component	Excellent		Sufficient		Needs Improvement	
CURRICULUM AREA/TITLE OF SKILL	Pass				Fail	
STUDENT DESCRIPTION	5		4		3	2
PROGRAM	10					
Behavioral objective	2.5	2	1		0	
Task analysis if applicable	2.5	2	1		0	
Rationale	2.5	2	1		0	
Prerequisites	2.5	2	1		0	
INSTRUCTION	30					
Materials		5	4		3	2
Setting & arrangement		5	4		3	2
Precautions		5	4		3	2
Procedures for baseline		5	4		3	2
Procedures for instruction	10	9	8	7	6	5
DATA COLLECTION	20					
Baseline data collection		5	4		3	2
Instruction data collection		5	4		3	2
Data sheets	10	9	8	7	6	5
GENERALIZATION AND MAINTENANCE	15					
Procedures for generalization	7.5	7	6		5	4
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RESULTS	20					
Graph	10	9	8	7	6	5
Description of results		5	4		3	2
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