

**Professors: A. Anthony Antosh
Terri LaPlante
Chris Parker**

**RHODE ISLAND COLLEGE
Feinstein School of Education and Human Development
Department of Special Education**

Course: Special Education 435
Assessment and Instruction of Children with Severe/Profound Disabilities
Fall, 2010

Course Description:

Assessment, methodology, curriculum, instructional procedures, and adaptations of materials for children with severe or profound disabilities are analyzed. Focus is on sensory motor function, emerging language and communication, and self care. Also, techniques for modifying instruction for those who have physical and sensory disabilities are discussed. A 30 hour practicum is included.

Four semester hours.

Extended Description:

Special Education 435 and 436 are parallel courses.

These courses provide students with both knowledge and a process for making decisions about meaningful curriculum objectives and instructional procedures for children with severe disabilities. The decision making process relies heavily on the use of functional ecological analysis, understanding of curriculum and membership opportunities in general education settings, understanding of family function and culture, observation and analysis of individual learning style, and the use of task analysis as the basis for criterion referenced evaluation. Instructional procedures discussed include the development of functional situation-based routines, ecological structures that facilitate functional responses, systematic behavioral instruction, use of assistive technology, augmentative communication systems, and environmental modifications for students with physical and/or sensory disabilities.

Special Education 435 and 436 share common core outcomes; however, each course focuses more intensively on different components of the educational process and on different age groups. Special Education 435 focuses on developing core competencies pertinent to assessment and instruction, and provides examples pertinent to younger children. Special Education 436 focuses on developing core competencies pertinent to curriculum analysis and design (including principle of universal design of instruction), and provides examples pertinent to middle and secondary school aged children.

Students must complete a 30 hour practicum in an integrated school setting. The practicum facilitates student application of core competencies to actual class settings and actual students.

Relationship to the Professional Program:

Special Education 435 and 436 are required courses in both the undergraduate and graduate teaching concentrations. If a graduate student has already completed either or both of these courses, appropriate special education courses will be substituted.

Relationship to the Knowledge Base:

Special Education 435 and 436 require the student to integrate knowledge and competence gained in prior general education and special education courses and apply this knowledge to a specific population of students with severe disabilities. The student is required to reflect on the interrelationship between acquired knowledge and competence and his/her role in selecting curriculum objectives and designing instructional procedures for students with severe disabilities. Specifically, within the FSEHD framework, these courses teach students to:

(a) understand the importance of planning in the teaching/learning process. The student learns that planning is based on analysis of the student's environment (functional opportunities, culture, structure); analysis of the student's unique learning style and nature, and analysis of the available support resources.

- (b) implement instruction in a manner consistent with the developed plan. Instructional actions include structuring the environment, designing the curriculum, effectively utilizing resources, and implementing systematic instruction.
- (c) analyze the efficacy of his/her actions. Efficacy is based on (1) the use of ongoing instructional outcome data and (2) the analysis of instructional programs against the background of current professional literature, best practices, and professional ethics.

Prerequisites: Special Education 300, 310, 312.

Required Text:

Snell, Martha; ed. (2010). Instruction of Students with Severe Disabilities. New York: Macmillian Publishing Company.

Rhode Island Individualized Education Plan Manual. (will be passed out in class)

Also required each student must purchase an account to Chalk and Wire (which can be purchased at the bookstore) for this class.

Course Outcomes and Objectives:

As a result of this course, the student will:

CEC #1 Foundations

1. Have knowledge of the characteristics of students with severe or multiple disabilities and the curriculum and instructional practices that are effective with these students. This includes current terminology, definitions, classification systems, identification criteria, prevalence and incidence. (RIPTS 1- General Knowledge, **KNOWLEDGE:** Domain-Specific Knowledge)

2. Have knowledge of the historical (normalization, least restrictive environment, etc.) and multidisciplinary perspectives from which the field evolved. Based on this foundation knowledge, student will understand the continuum of placement and service options and the pros and cons of each option. (RIPTS 1- General Knowledge, **KNOWLEDGE:** General Education)

CEC 2: Characteristics of Learners

3. Have knowledge of the nature of physical development, physical disabilities, sensory disabilities, and health impairments as they relate to the development and learning of students with severe disabilities; have knowledge of the etiologies and medical aspects of these disabilities; have knowledge of the psychological and social emotional characteristics of children with severe disabilities. (RIPTS 3- Learning, **KNOWLEDGE:** Human Learning and Development)

4. Demonstrate the ability to describe the unique learning characteristics of individual students and to analyze their effect on learning and program design. This is an essential part of a comprehensive evaluation for students with severe disabilities.

(RIPTS 3- Learning, **KNOWLEDGE:** Domain-Specific Knowledge)

CEC 8: Assessment, Diagnosis and Evaluation

5. Demonstrate the ability to select and/or design formal and informal evaluation strategies in the domains of: Sensory, Motor, Communication and Language, Self Care, Social Behavior, Alternatives for Challenging Behavior. Understand the impact of development and disability in these areas on the lives and social competence of individuals with severe disabilities. (RIPTS 9-Assessment, **KNOWLEDGE: Domain-Specific Knowledge, PEDAGOGY:** Assessment as an Aid to Practice)

6. Demonstrate the ability to establish baseline functioning for individual students in each of the above domains. (RIPTS 9-Assessment, **KNOWLEDGE: Domain-Specific Knowledge, PEDAGOGY: Assessment as an Aid to Practice**)
7. Demonstrate the ability to use ecological inventories to determine the core domains and experiences (for each of the above) that should be included in a student's Individualized Education Plan. (RIPTS 9-Assessment, **KNOWLEDGE: Domain-Specific Knowledge, PEDAGOGY: Assessment as an Aid to Practice**)
8. Demonstrate the ability to use task analysis as the basis for criterion referenced evaluations in each of the domains listed above. (RIPTS 9-Assessment, **KNOWLEDGE: Domain-Specific Knowledge, PEDAGOGY: Assessment as an Aid to Practice**)
9. Demonstrate the ability to analyze and describe the unique learning characteristics of individual students as part of a comprehensive evaluation. (RIPTS 9-Assessment, **KNOWLEDGE: Domain-Specific Knowledge, PEDAGOGY: Assessment as an Aid to Practice**)

CEC 4: Instructional Strategies

CEC 7: Instructional Planning

10. Demonstrate the ability to plan curriculum objectives and instructional strategies for both individuals and groups. Design instructional programs that facilitate community participation, functional independence, positive self concept, and realistic goals.

(RIPTS 3- Learning **KNOWLEDGE: Area of Specialization, KNOWLEDGE: Domain-Specific Knowledge, PRACTICE: Diversity of Practice.**)

11. Demonstrate the ability to analyze and describe the unique learning characteristics of individual students as the basis for planning instructional strategies. (RIPTS 4-Diversity, **DIVERSITY: Cultural Diversity; Special Needs and Inclusion, PRACTICE: Diversity of Practice**)

CEC 6: Language

12. Have knowledge of how language development impacts learning and social skill development in children with severe disabilities. Have strategies for facilitating development of effective communication and social competence – including the design and use of alternative and/or augmentative communication systems. (RIPTS 8-Communication, **PEDAGOGY: Instructional Uses of Technology; KNOWLEDGE: Human Learning and Development, PRACTICE: Diversity of Practice**)

CEC 5: Learning Environments and Social Interaction

13. Have knowledge of how to apply fundamental principles of instruction and strategies to students with severe disabilities. These include:

- Strategies and ecological structures that prevent complicating behaviors;
- Design of environmental structures that facilitate learning;
- Design of reinforcement strategies;
- Environmental structures that facilitate student initiated learning;
- Strategies that facilitate sensory stimulation and sensory integration;
- Age appropriate instruction;
- Community referenced and community based instruction;
- Use of a variety of environments as the basis for generalization;
- Designing and using alternative-augmentative communication systems;
- Physical management strategies including positioning, handling, lifting, relaxation, range of motion
- Facilitating student use of adaptive equipment;

Strategies and activities that facilitate participation of children with severe physical and/or health related activities but minimize physical stress and unnecessary physical exertion.

(RIPTS Learning Environment, KNOWLEDGE: Contexts of Schooling, **PRACTICE: Diversity of Practice**)

CEC 3: Individual Learning Differences

14. Demonstrate the ability to plan instructional programs that reflect the culture of the family and the school. (RIPTS 4-Diversity, DIVERSITY: Cultural Diversity, **PRACTICE: Diversity of Practice**)

CEC 8: Assessment, Diagnosis, and Evaluation

15. Have knowledge of several strategies for monitoring the outcome and effectiveness of instructional activities and for providing feedback from both peers and adults.

(RIPTS 9- Assessment, PEDAGOGY: Assessment as an Aid to Practice, **PRACTICE: Evidence-based Decision Making**)

16. Demonstrate the ability to develop an Alternate Assessment Portfolio as a means for evaluating and demonstrating student progress. (RIPTS 9-Assessment, RIPTS 2- Discipline, **PEDAGOGY: Assessmt. as Aid to Practice**)

CEC 7: Instructional Planning

17. Demonstrate competence in making decisions about curriculum and instruction.

(RIPTS 2- Discipline, RIPTS 3- Learning, KNOWLEDGE: Area of Specialization, **PRACTICE: Evidence-based Decision Making**)

CEC 9: Professional and Ethical Practices

18. Have knowledge of the best practices described in the professional literature pertinent to curriculum and instruction of students with severe disabilities. Review current research on the efficacy of various instructional models for students with severe disabilities.

(RIPTS 11- Professional Ethics, PROFESSIONALISM: Professional Ethics, **KNOWLEDGE: Professional Awareness**)

CEC 4: Instructional Strategies

19. Have knowledge of and access to specialized materials, equipment and assistive technology for students with severe disabilities. Have knowledge of pertinent local, state and national resources. (RIPTS 6- Learning Environment, KNOWLEDGE: Area of Specialization, **PRACTICE: Technology Use**)

CEC 9: Professional and Ethical Practices

20. Understand the role of related services personnel (Physical Therapy, Occupational Therapy, Speech Therapy, etc) and integrate these services into core instructional strategies. (RIPTS 11-Professional Ethics, PROFESSIONALISM: Professional Ethics, **KNOWLEDGE: Professional Awareness**)

CEC 4: Instructional Strategies

21. Understand common environmental and personal barriers that hinder accessibility that acceptance of students with severe disabilities in school and community settings. (RIPTS 6-Learning Environment, KNOWLEDGE: Area of Specialization, **KNOWLEDGE: Contextual Perspective**)

CEC 5: Learning Environments and Social Interactions

Special Education 310 and Special Education 436 (particularly the practicum requirements) are the primary sources for developing these areas. Special Education 435 provides the foundation for understanding the concepts of Functional Analysis and Positive Behavioral Supports. Objective 2 discusses the continuum of placement options Objectives 3 and 4 discuss the characteristics of children with severe disabilities and how multiple disabilities affects behavior). Objective 13 and Classes 11 and 12 discuss communication and social alternatives for children who are non-speaking). Objectives 10 through 17 are rooted in the process

for designing, implementing, and evaluating instructional programs that enhance the individual's participation in family, school and community). (RIPTS 6- Learning Environments)

CEC 10: Collaboration

22. Understand the collaborative and consultative roles of special education teachers and paraprofessionals in the integration of students with severe disabilities in the general classroom. (RIPTS 7- Collaboration, PROFESSIONALISM: Collaboration, **KNOWLEDGE: Professional Awareness**)

23. Understand the roles and responsibilities of school based medical and related services personnel, professional groups and community organizations. Student will also understand the types of information available from all of these persons. (RIPTS 7, **PROFESSIONALISM: Collaboration**)

CEC 9: Professional and Ethical Practices

24. Have knowledge of professional organizations, publications, journals pertinent to individuals with severe disabilities. (RIPTS 11- Professional Ethics, PROFESSIONALISM: Professional and Ethical Practices, **PRACTICE: Professional Identity Development**)

25. Understand children and rights to privacy and confidentiality. (RIPTS 11- Professional Ethics, PROFESSIONALISM: Professional and Ethical Practices, **KNOWLEDGE: Professional Awareness**)

26. Understand the protocols, procedural guidelines, and policies associated with educating children with severe disabilities. (RIPTS 11- Professional Ethics, PROFESSIONALISM: Professional and Ethical Practices, **KNOWLEDGE: Professional Awareness**)

Course Schedule, Topics, Readings

CEC 1: Foundations

Session 1	Introduction and Overview	Snell, chapter 1
	Explanation of Course Policies and Procedures	
	Terminology and Definitions	
	Classification Systems and Identification Criteria	
	Prevalence and Incidence	
	Discussion of Assignments	
Session 2	Foundations of Instruction for Students with Severe Disabilities	Snell, chapter 1, 2
	A. Overview of the PAR Model – the reflective teacher	
	B. Historical, Legislative and Multidisciplinary Perspectives	
	C. Learning characteristics of persons with severe disabilities	
	D. Impact of sensory, physical and health disabilities	
	E. Relationship between instructional outcomes and the individual's opportunity to participate in inclusive school and life communities – i.e., placement and service options.	
	F. Review of current research pertinent to the efficacy of various Instructional models.	
G. Common barriers that hinder access and acceptance in school and community settings.		

CEC 2: Characteristics of Learners

- Session 2**
- A. The impact of physical disability, sensory disabilities, cognitive disabilities, health impairments, and others on development and learning.
 - B. Etiology and medical aspects of these disabilities.
 - C. Psychological, social, and learning characteristics associated with the following disabilities:
 - Severe/Profound Mental Retardation
 - Autism Spectrum Disorders
 - Multiple Physical Disabilities
 - Dual Sensory Impairment
 - Significant Health Impairments and Children who are Medically Fragile

CEC 8 Assessment, Diagnosis and Evaluation

Session 3; A. Informal evaluation and analysis strategies Snell, chapter 3

- Session 4**
- 1. Ecological Inventories
 - 2. Analysis of school culture
 - 3. Analysis of student and family culture
 - 4. Observation of learning style
 - 5. Task Analysis – Criterion referenced evaluations

- B. Formal evaluation strategies
 - 1. Developmental Profiles
 - 2. Adaptive Behavior Profiles
 - 3. Interpretation and presentation

CEC 4: Instructional Strategies

CEC 7: Instructional Planning

CEC 5: Learning Environments and Social Interaction

- Session 5**
- A. Designing instructional routines Snell, chapter 4
 - 1. Referencing routines to general curriculum and to the experiences of typical children (age appropriate)
 - 2. Selecting the location for instruction (community based)
 - 3. Establishing natural beginnings and endings
 - 4. Schedules and other organizational devices
 - 5. Mapping the details of schedule, activity and personnel
 - 6. Roles and responsibilities of teachers, paraprofessionals and related personnel

- Session 6**
- B. Components of Quality IEPs IEP Manual
 Developing and writing goals that are community referenced. that are realistic, that promote functional independence and positive self worth, and that match student characteristics and needs.

- C. Effective Instructional Strategies Snell, chapters 4, 6

- Session 7;**
- 1. Instructional Routines - environmental structures that facilitate

- learning and student initiation
- 2. Cues and consequences, reinforcement strategies
- 3. Shaping, prompting, fading
- 4. Generalization – use of a variety of instructional settings
- 5. Strategies and ecological structures that prevent complicating behaviors
- 6. Age appropriate instruction
- 7. Community referenced and community based instruction
- 8. Matching instruction with student characteristics

D. Developing individual lesson plans

- E. Strategies for evaluating instructional efficacy and for providing feedback from peers and adults Snell, chapter 5
- 1. Facilitating feedback from peers and adults
 - 2. Evaluating learning –
 - (a) Criterion
 - (b) Strategies
 - (c) Schedules

**Session 8;
Session 9;**

- A. Alternate Assessment RI Alternate Assessment
- 1. Standards
 - 2. Evidence
 - 3. Data Points
 - 4. Graphing Progress
 - 5. Scoring Rubric
 - B. Student review of instructional models and current issues
 - C. Comparison of instructional model with best practices in the literature
 - D. Student discussion of what outcomes will increase participation in school and society.

Session 10

- F. Sensory and Motor Skill Development Snell, chapters 7,8,9
- 1. Physical Disability and Motor Instruction
 - 2. Assistive Technology, positioning devices, etc.
 - 3. Sources for specialized materials, equipment, assistive technology
 - 4. Strategies that facilitate sensory stimulation and sensory integration
 - 5. Physical management strategies including positioning, handling, lifting, relaxation, range of motion, etc.
 - 6. Strategies and activities that facilitate participation of children with severe physical and/or health related activities, but minimize physical stress and unnecessary physical exertion.
 - 7. Roles and functions of related services
- G. Self Care Skill Development Snell, chapter 13

Session 11;

- H. Communication and Social Skill Development Snell, chapters 11–12

Session 12;

Session 13;

1. Pragmatic social and communication functions
2. Selection and design of augmentative communication systems
3. Impact of language and social development on learning
4. Strategies for facilitating functional communication
5. Sources for specialized materials, equipment, assistive technology
6. Roles and functions of related services

Session 14;

Evaluation of Student Progress

Final Session;

E. Final feedback on projects and assignments.

Course Requirements:

1. Readings from the text as assigned.
2. Major Project – **Observation, Evaluation, IEP, Unit and Lesson Plans** for a student with severe disabilities – see attached protocol.
 - 2A. Observation and Evaluation – Steps 1 through 5
 - (1) Demographic Information, Classification, Impact of Disability
 - (2) Ecological Inventory
 - (3) Observation and Description of Student Learning Style
 - (4) Completion of Formal Assessment Instrument
 - (5) Selection of Priorities
 - 2B. Task Analysis and Criterion Referenced Evaluation – Steps 6 and 7
 - (6) Three Task Analyses
 - (7) Use of Task Analyses as Criterion Referenced Evaluation
 - 2C. Individual Education Plan – Current Levels of Performance, Annual Goals, Objectives, Evaluation Criterion, Evaluation Method, Evaluation Schedule
 - (8) IEP
 - (9) Technology Plan
 - 2D. Three Lesson Plans – individual and group instruction – Steps 9 and 10
 - (10) Lesson Plans – see attached format
 - (11) Data Collection System.
3. In class completion of an **Alternate Assessment Portfolio** – refer to the Rhode Island Alternate Assessment (which will be distributed in class).
 - (a) Documentation of Standards Based Instruction
 - (b) Four data points for three IEP objectives
 - (c) Graph of student progress
 - (d) Analysis of portfolio using Rhode Island Scoring Rubric.
4. In class design of an **Augmentative Communication System** for one non-speaking student. Project will include design of the actual system and a paper describing the following:
 - (a) Description of Student (Disability and Characteristics)
 - (b) Selection of System – Rationale for selection
 - (1) response mode
 - (2) symbol system
 - (c) Pragmatic Functions achieved through the system
 - (d) Vocabulary included
 - (e) Syntax or structure of communication
 - (f) Layout.
5. **Research Critique – 5 page research paper** that presents a selection of professional literature pertinent to an instructional method or curriculum used with students who have severe disabilities. Paper must address:
 - (a) Description of the method or curriculum
 - (b) Intended population
 - (c) Are there studies that document its effectiveness?
 - (d) Application - how would you use it in your practicum site?

6. Practicum – Student is required to complete a 30 hour practicum. This practicum will occur in a preschool, primary program, or middle school for children with multiple disabilities. Student will develop an understanding of the roles and responsibilities of teachers, paraprofessionals, related service personnel, and others involved in educating children with severe disabilities.

Practicum assignments will focus on three components:

(a) Student will complete Requirement 2 (**Observation, Evaluation, IEP, Unit and Lesson Plans**) on one student in this setting. The cooperating teacher will understand the requirement and will assist the student in completing the assignment however this is to be initiated by the college student.

(b) Student will complete Requirement 4 (**Augmentative Communication System**) on a non-speaking child in this setting.

(c) Student will spend 4-6 hours with a physical therapist and/or an occupational therapist and will develop basic competency in positioning, handling, use of assistive devices, etc.

Additionally, the student will learn about three resources:

(a) the Sherlock Center on Disabilities – particularly, the Resource Library – to become knowledgeable about The Association for Persons with Severe Disabilities and other professional organizations, and about other services and resources in Rhode Island.

(b) the Rhode Island Parent Information Network and other family organizations and resources.

(c) the techACCESS Center to learn about assistive technology resources.

STANDARDS:

Assignment	RI Professional Teacher Standards	CEC Standards	Conceptual Framework	Advanced Competencies
Observation, Evaluation, IEP, Unit and Lesson Plans	1 2 3 4 5 7 9	#3: Individual Learning Differences	PEDAGOGY: Theory and Practice of Teaching and Learning	PRACTICE: Diversity of Practice
Alternate Assessment Portfolio	1 7 9	#8: Assessment	PEDAGOGY: Assessment as an Aid to Practice	PRACTICE: Evidence-Based Decision Making
Augmentative Communication System	8	#6: Language	PEDAGOGY: Instructional Uses of Technology	PRACTICE: Technology Use
Research Critique	10 2	#9: Professional and Ethical Practice	PROFESSIONALISM: Professional Development	KNOWLEDGE: Information Literacy

Standards:

Observation, Evaluation, IEP, Unit and Lesson Plans	50%
Alternate Assessment Portfolio	15%
Augmentative Communication System	20%
Research Critique	15%

The “Observation, Evaluation, IEP, Unit and Lesson Plans” Project will be evaluated using the attached rubric. Maximum points – 36.

A	34 – 36
A-	31 – 33
B+	28 – 30
B	25 – 27
B-	22 – 24
C+	19 – 21.

The Alternate Assessment Portfolio will be scored using the attached “Rhode Island Scoring Rubric

**Rhode Island College Handbook
2010-2011
Chapter 3- page 28**

3.9 ACADEMIC STANDARDS

3.9.1 Academic Dishonesty

(As amended by the Council of Rhode Island College – 11/07/08)

Academic integrity is the foundation of the academic community. Students who violate College rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure or removal from a course, disciplinary probation, and/or dismissal from the College. Individual schools may have additional standards and policies related to academic honesty.

(a) Examples of Academic Dishonesty include (but are not limited to):

• **Cheating:** intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.

• **Fabrication:** intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

• **Plagiarism:** intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise. The following are examples of plagiarism:

i. Word-for-word plagiarism: This includes (a) the submission of another student's work as one's own; (b) the submission of work from any source whatever (print or electronic) without proper acknowledgement by footnote or reference within the text of the paper; (c) the submission of any part of another's work without proper use of quotation marks.

ii. Patchwork plagiarism: This consists of a piecing together of unacknowledged phrases and sentences quoted verbatim (or nearly verbatim) from a variety of sources. The mere reshuffling of other people's words does not constitute original work.

iii. Unacknowledged paraphrase: It is perfectly legitimate to set forth another author's facts or ideas in one's own words, but if one is genuinely indebted to the other author for these facts or ideas, the debt must be acknowledged by footnote or reference within the text of the paper (e.g., the above paragraphs are based largely on Sears, Harbrace *Guide to the Library and Research Paper*, p. 39).

Many facts, ideas, and expressions are considered to be in the public domain or general knowledge and need not be acknowledged (e.g., the fact that the Declaration of Independence was signed in 1776; the idea that universal public education is essential to the survival of democratic institutions; such proverbial expressions as "A rolling stone gathers no moss," or "New York is a great place to visit, but I wouldn't want to live there,") but as a general rule, when one is in doubt, it is best to acknowledge the source.

• **Collusion:** facilitating academic dishonesty intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

• **Deception:** Providing false information to an instructor concerning a formal academic exercise, e.g. giving a false excuse for missing a deadline or falsely claiming to have submitted work.

• **Sabotage:** Acting to prevent others from completing their work. This includes cutting pages out of library books or willfully disrupting the experiments of others.

• **Multiple Submissions:** Submitting for credit, when a student has not been given permission to do so, any work that is the same or substantially the same as work that has been submitted for credit in another course. Many professors allow re-working or building on prior work; however, multiple submissions are permitted only with the prior permission of the instructor(s), and only when the student acknowledges the multiple submission in the work itself.

(b) Faculty Role

The faculty member has two clearly defined roles: first, to establish preventive measures; and, second, to ensure that detected instances of academic dishonesty are dealt with appropriately and reported.

Preventive measures should include a statement to each class by the faculty member outlining expected standards of intellectual honesty and the necessity for such standards. The faculty member should also maintain reasonable security

of all examination materials and procedures. Generally, the faculty member should employ any reasonable methods to discourage acts of academic dishonesty.

A faculty member may take action up to and including failing a student accused of academic dishonesty.

Some often-used penalties include:

i. A low or failing grade on the assignment in which the offense occurred.

ii. An additional assignment.

iii. Reduction of the final grade up to and including failure.

iv. Any combination of the above.

In all cases, a report describing the nature of the dishonesty and the subsequent action taken by the faculty member shall be filed with the Vice President for Academic Affairs. Additionally, the faculty member may recommend that the Board of College Discipline recommend further action.

GRADING POLICIES

- Grading will be based on content provided, clarity of expression, and presentation of information.
- Professionalism counts in grading. It is **HIGHLY** advisable to use a spelling and grammar tool prior to paper submission.
- Students are expected to attend class regularly and adhere to the college policy on Academic Honesty.

Dispositions/Performance Consistent with the Special Education Teaching Profession will be evaluated. Student performance inconsistent with the teaching profession will be documented on the Special Education Department Retention Form. Unacceptable performance within the practicum experience (as observed by the college professor and the practicum teacher) may result in a teacher candidate's dismissal from preparation for teacher licensure.

SPED 435: Observation, Evaluation, IEP, Unit and Lesson Plans

	Below Standard	Emerging	Meets Expectation	Exceeds Expectation
	1	2	3	4
<p>1. Ecological Inventory (RIPTS 1)</p> <p>ICC5K1-demands of environment ICC5K5- Social Skills IIC5K2- Barriers to accessibility IIC5K3- Physical Adapt. IIC5K4- Methods of Grouping ICC5S1-S5</p>	<p>Provides list of curriculum domains, settings, activities or events which occur in the student's daily life.</p>	<p>Provides list of curriculum domains, settings, activities or events which occur in the student's daily life. Describes expectations for general education students in those contexts. Describes how student participates in those contexts. Provides minimal detail.</p>	<p>Provides list of curriculum domains, settings, activities or events which occur in the student's daily life. Provides list of other domains or settings in which the student could participate. Describes expectations for general education students in those contexts. Describes how student participates in those contexts. Provides preliminary list of student skills that would increase student participation. Provides some detail.</p>	<p>Provides list of curriculum domains, settings, activities or events which occur in the student's daily life. Provides list of other domains or settings in which the student could participate. Describes expectations for general education students in those contexts. Describes how student participates in those contexts. Provides preliminary list of student skills that would increase student participation. Provides preliminary list of environmental structures, instructional strategies, etc. that will increase student participation. Provides sufficient detail.</p>
<p>2. Observation of Learning Style (RIPTS 3, CEC 8)</p> <p>ICC8S1- gather relevant info ICC8S5- interpret info ICC8S3-4- Select and assess students with ILD IIC8S6-assesses communication</p>	<p>Observes the student in at least three settings.</p>	<p>Observes the student in at least three settings. Provides descriptions of the student's sensory responses, voluntary motor patterns, need for cognitive and/or ecological structure, and affective and motivation needs. Provides minimal detail.</p>	<p>Observes the student in at least three settings. Provides detailed descriptions of the student's sensory responses, voluntary motor patterns, need for cognitive and/or ecological structure, and affective and motivation needs. Answers application questions: - what sense(s) to use for selecting antecedent stimuli, - what sense(s) to use for selecting cues and consequences, - what sense(s) and ecological structures to use to increase student attention, - what ecological structure is needed to make the activity cognitively meaningful, - how long the student can be engaged in any one activity. Provides some detail.</p>	<p>Observes the student in at least three settings. Provides detailed descriptions of the student's sensory responses, voluntary motor patterns, need for cognitive and/or ecological structure, and affective and motivation needs. Answers application questions: - what sense(s) to use for selecting antecedent stimuli, - what sense(s) to use for selecting cues and consequences, - what sense(s) and ecological structures to use to increase student attention, - what ecological structure is needed to make the activity cognitively meaningful, - how long the student can be engaged in any one activity. Provides sufficient detail that demonstrates a clear connection between the descriptions of how the student learns and the application questions.</p>

SPED 435: Observation, Evaluation, IEP, Unit and Lesson Plans

	Below Standard	Emerging	Meets Expectation	Exceeds Expectation
	1	2	3	4
<p>3. Using Formal Evaluation Instruments (RIPTS 9, CEC 8) ICC8S2- formal assess ICC8S5- interpret info ICC8S7- Report assessment results IIC8S3- Modify assessmt as needed.</p>	<p>Uses formal evaluations as primary means for determining student goals.</p>	<p>Identifies a formal evaluation instrument (i.e, an adaptive behavior measure or a developmental profile) that is appropriate for the student. Provides a rationale for selection of that instrument based on</p> <ul style="list-style-type: none"> - stated purpose of the instrument, - intended population for which it was designed, - intended use, - appropriateness of content. 	<p>Identifies a formal evaluation instrument (i.e, an adaptive behavior measure or a developmental profile) that is appropriate for the student. Provides a rationale for selection of that instrument based on</p> <ul style="list-style-type: none"> - stated purpose of the instrument, - intended population for which it was designed, - intended use, - appropriateness of content. <p>Uses the instrument – following any directions or guidelines provided with the instrument. Scores the instrument accurately.</p>	<p>Identifies a formal evaluation instrument (i.e, an adaptive behavior measure or a developmental profile) that is appropriate for the student. Provides a rationale for selection of that instrument based on</p> <ul style="list-style-type: none"> - stated purpose of the instrument, - intended population for which it was designed, - intended use, - appropriateness of content. <p>Uses the instrument – following any directions or guidelines provided with the instrument. Scores the instrument accurately. Interprets the results both (a) to explain the score in a way that emphasizes student learning style, and (b) to provide a rationale for selection of priorities and goals.</p>
<p>4. Selecting Priorities (RIPTS 4, CEC 3) ICC3K1- Effects of ELN IIC3K1-K3: considering medical, sensory, multiple disabilities to identify priorities</p>	<p>Provides a list of skills the student could learn.</p>	<p>Provides a list of domains or settings in which the student can develop increased competence or increased participation.</p>	<p>Provides a list of domains or settings in which the student can develop increased competence or increased participation. Demonstrates how each selected priority meets two functional criteria: (1) matches the student’s learning style and nature, (2) increases the student’s active participation in and/or control of the ecological opportunities in his/her life.</p>	<p>Provides a list of domains or settings in which the student can develop increased competence or increased participation. Demonstrates how each selected priority meets two functional criteria: (1) matches the student’s learning style and nature, (2) increases the student’s active participation in and/or control of the ecological opportunities in his/her life. Provides additional rationale for selection of the priorities that reflect the preferences of the student, family, and professionals from other disciplines who support this student.</p>

SPED 435: Observation, Evaluation, IEP, Unit and Lesson Plans

	Below Standard	Emerging	Meets Expectation	Exceeds Expectation
	1	2	3	4
<p>5. Situational Task Analyses</p> <p>At least three different task analyses will be evaluated. (RIPTS 3, CEC 7) ICC7S1-prioritize ICC7S5- task analysis IIC7S2-age approp. Instr. IIC7S5- consider sensory needs IIC7S8- Enhance social participation across environments</p>	<p>Provides a non sequential list of skills.</p>	<p>Provides a sequential list of skills that address all 5 components of Situational Task Analysis:</p> <ul style="list-style-type: none"> - Beginning Action - Mobility to the Setting - How Setting is Recognized - Sequence of Core Skills - End Action. <p>Task analyses are based on specific settings or on core function routines that can be applied to multiple settings.</p>	<p>Task analyses are based on specific settings or on core function routines that can be applied to multiple settings. Describes a natural antecedent stimulus and end stimulus that match the student's nature.</p> <p>Provides a sequential list of skills that address all 5 components of Situational Task Analysis:</p> <ul style="list-style-type: none"> - Beginning Action - Mobility to the Setting - How Setting is Recognized - Sequence of Core Skills - End Action. <p>Provides sufficient detail about all 5 components. Embeds communication, social, and motor competencies into the Situational Task Analysis.</p>	<p>Task analyses are based on specific settings or on core function routines that can be applied to multiple settings. Describes a natural antecedent stimulus and end stimulus that match the student's nature.</p> <p>Provides a sequential list of skills that address all 5 components of Situational Task Analysis:</p> <ul style="list-style-type: none"> - Beginning Action - Mobility to the Setting - How Setting is Recognized - Sequence of Core Skills - End Action. <p>Provides sufficient detail about all 5 components. Embeds communication, social, and motor competencies into the Situational Task Analysis. Provides sufficient detail for expansion of the core routine to:</p> <ul style="list-style-type: none"> - different settings - increased competencies - increased participation.
<p>6. Use of Task Analyses as Criterion Referenced Evaluation (RIPTS 4, CEC 7)</p> <p>ICC7S15-evaluate instr. ICC7S4- funct.assessmt</p>	<p>Makes general statements about what students should learn.</p>	<p>Observes student performance in real settings. Defines a rubric for rating the student's performance.</p>	<p>Observes student performance in real settings. Defines a rubric for rating the student's performance. Scores accurately. Projects what student needs to learn that will increase student's participation in the settings.</p>	<p>Observes student performance in real settings. Defines a rubric for rating the student's performance. Scores accurately. Projects what student needs to learn that will increase student's participation in the settings. Completes this function for several Situational Task Analyses.</p>

SPED 435: Observation, Evaluation, IEP, Unit and Lesson Plans

	Below Standard	Emerging	Meets Expectation	Exceeds Expectation
	1	2	3	4
<p>7. Individual Education Plans: Present Level of Performance; Annual Goals; Objectives</p> <p>At least three different IEP goals will be evaluated. (RIPTS 4., CEC 7) IIC7S2- Plan instruct ICC7S8-Select content IIC7S1- plan envir. mod</p>	<p>Lists the skills to be learned.</p>	<p>Lists the skills to be learned for each setting or domain. Provides current level of performance in general terms.</p>	<p>Provides sufficient detail that describes:</p> <ul style="list-style-type: none"> - what function the student will perform - how the student will perform the function - where (what settings) the student will perform the function. <p>Present Level of Performance statements are based on the same concepts as the Annual Goals. Objectives are clearly recognizable as components of the Annual Goal. There is internal consistency. Assistive Technology needs are identified and described for each goal. Goals are connected to General Education Standards or Curriculum Frameworks.</p>	<p>Quality of Present Levels, Annual Goals and Objectives are uniformly high across multiple goals.</p>
<p>8. Individual Education Plans: Criterion and Evaluation</p> <p>At least three different IEP goals will be evaluated. (RIPTS 9, CEC 8)</p> <p>ICC7S15-evaluate instr. ICC7S4- funct.assessmt</p>	<p>Makes general statements about criterion and evaluation.</p>	<p>Describes a criterion that accurately measures student progress.</p>	<p>Describes a criterion that accurately measures student progress. Describes a practical evaluation method that is appropriate for the criterion. Describes an evaluation schedule that is appropriate to the criterion and the evaluation method.</p>	<p>Quality of Present Levels, Annual Goals and Objectives are uniformly high across multiple goals</p>

SPED 435: Observation, Evaluation, IEP, Unit and Lesson Plans

	Below Standard	Emerging	Meets Expectation	Exceeds Expectation
	1	2	3	4
<p>9. Lesson Plans Unit of Instruction</p> <p>At least three different lesson plans will be evaluated. (RIPTS 4, 2, CEC 7)</p> <p>ICC7S6-sequence learning ICC7S11-materials IIC7S5- plans for sensory/physical strengths ICC7S10-prepares lesson plans IIC7S1-reinforcement system ICC7S5-task analysis IIC7S2-age appropriate instruction. ICC6S1- enhance communication IIC6S3- aug comm. IIC6K2-social interactions</p>	<p>Makes general statements about instructional procedures.</p>	<p>Identifies setting(s) where instruction will occur. Describes the cues and/or prompts that will be used. Describes the reinforcement and correction procedures that will be used. Describes and prepares any materials that will be used.</p>	<p>Lesson planning is described and incorporates descriptions in most of the following: Identifies setting(s) where instruction will occur. Uses a situational task analysis to create the context in which instruction will occur. Uses situational task analysis to describe shaping or chaining strategies. Describes the cues and/or prompts that will be used. Describes the prompt hierarchies that will be used to fade prompts and/or to provide graduated guidance. Describes the reinforcement and correction procedures that will be used. Describes the reinforcement hierarchies that will be used to fade instructional reinforcers. Describes and prepares any materials that will be used. Project the next set of skills that will be learned after the skills in the lessons have been learned. Describes the strategies to be used in generalizing these skills to other settings.</p>	<p>Lesson planning is detailed and incorporates full descriptions in all of the following: Identifies setting(s) where instruction will occur. Uses a situational task analysis to create the context in which instruction will occur. Uses situational task analysis to describe shaping or chaining strategies. Describes the cues and/or prompts that will be used. Describes the prompt hierarchies that will be used to fade prompts and/or to provide graduated guidance. Describes the reinforcement and correction procedures that will be used. Describes the reinforcement hierarchies that will be used to fade instructional reinforcers. Describes and prepares any materials that will be used. Project the next set of skills that will be learned after the skills in the lessons have been learned. Describes the strategies to be used in generalizing these skills to other settings.</p>