

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

Course: Special Education 436
Assessment and Instructional Alternatives for Adolescents and Young Adults
with Severe/Profound Disabilities

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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:

Ford, Schorr, Meyer, Davern, Black, Dempsey (1989). The Syracuse Community Referenced Curriculum Guide for Students with Moderate and Severe Disabilities. Baltimore: Paul Brookes Publishing.

Snell, Martha; ed. (2000). Instruction of Students with Severe Disabilities. New York: Macmillan Publishing Company.

Rhode Island Individualized Education Plan Manual. (2001)

Relationship to CEC Individualized Independence Curriculum Referenced Standards:

IC1	Foundations
IC2	Characteristics of Learners
IC3	Assessment, Diagnosis and Evaluation
IC4	Instructional Content and Practice
IC5	Planning and Managing the Teaching and Learning Environment
IC6	Managing Student Behavior and Social Interaction Skills
IC7	Communication and Collaborative Partnerships
IC8	Professional and Ethical Practices

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: Cultural Diversity**)

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, **PEDAGOGY**: Assessment as an 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 7: Instructional Planning

22. Have knowledge of New Standards Performance Standards, Grade Level Expectations, Grade Span Expectations, Rhode Island Alternate Assessment Grade Span Expectations (AAGSEs), at least one LEA based curriculum, and other sources that describe the curriculum experienced by general education students. (RIPTS 1-General Knowledge, RIPTS 2- Discipline, **KNOWLEDGE**: General Education; **PEDAGOGY**: Theory and Practice of Teaching and Learning,)

23. Demonstrate the ability to design a curriculum for students with severe disabilities that is based on general curriculum, that meets the unique needs of students with severe disabilities, and increases active participation in the general education curriculum and in typical school settings. (RIPTS 1-General Knowledge, RIPTS 2- Discipline, **KNOWLEDGE**: General Education; **PEDAGOGY**: Theory and Practice of Teaching and Learning. **PRACTICE**: **Diversity of Practice**)

CEC 7: Instructional Planning

24. Have knowledge of model career, vocational, and transition programs for students with severe disabilities. (RIPTS 2- Discipline, PEDAGOGY: Theory and Practice of Teaching and Learning, **KNOWLEDGE: Domain-Specific Knowledge**)

CEC 10: Collaboration

25. Have knowledge of the process of transition from school to life and the role of school, family and community in that process. (RIPTS 7-Collaboration, PROFESSIONALISM: Collaboration, **KNOWLEDGE: Domain-Specific Knowledge**)

CEC 5: Learning Environments and Social Interactions

26. Understand the core concepts of Functional Behavior Analysis and Positive Behavioral Supports. (RIPTS 6- Learning Environments, KNOWLEDGE: Contexts of Schooling, **KNOWLEDGE: Domain Specific Knowledge**)

27. Understand the effect of development, need for sensory stimulation, ineffective cognitive organization, ineffective communication, ineffectively organized environments, lack of sufficient environmental stimuli, multiple disabilities, etc. on behavior patterns. (RIPTS 6- Learning Environment, KNOWLEDGE: Area of Specialization, **KNOWLEDGE: Domain-Specific Knowledge**)

28. Complete at least one Functional Analysis of Behavior using direct observation, interviews, and/or environmental manipulation. (RIPTS 6-Learning Environment, KNOWLEDGE: Area of Specialization, **KNOWLEDGE: Domain-Specific Knowledge**)

29. Develop Positive Behavioral Support plan(s) that focus on ecological structure, teaching alternatives strategies for meeting sensory needs, developing effective communication, etc. (RIPTS 6- Learning Environment, KNOWLEDGE: Area of Specialization, **KNOWLEDGE: Domain-Specific Knowledge**)

30. Understand and use strategies for monitoring the effectiveness of behavioral support plans. (RIPTS 6- Learning Environment, KNOWLEDGE: Area of Specialization, **KNOWLEDGE: Domain-Specific Knowledge**)

31. Demonstrate the ability to develop a crisis management plan for significant behaviors. (RIPTS 6- Learning Environment, KNOWLEDGE: Area of Specialization, **KNOWLEDGE: Domain-Specific Knowledge**)

CEC 10: Collaboration

32. 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**)

33. 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- Collaboration, PROFESSIONALISM: Collaboration, **KNOWLEDGE: Professional Awareness**)

Significant Health Impairments and Children who are Medically Fragile

- Class 4 **Distributive Practice** - Review of assessment and instructional strategies discussed in Spec. Educ. 435 Syracuse, chapters 13-16
Snell, chapters 3,4,5

CEC 8: Assessment, Diagnosis and Evaluation

- Class 5 A. Informal evaluation and analysis strategies Snell, chapter 3
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

- Class 6 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
- 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
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 behavior
 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
 - 1. Facilitating feedback from peers and adults
 - 2. Evaluating learning –
 - (a) Criterion
 - (b) Strategies
 - (c) Schedules

- Class 7 The Longitudinal Structure of Curriculum Syracuse, chapter 1
- Class 8
 - A. Curriculum outcomes most likely to affect the life activities of persons with severe disabilities
 - B. Models for planning and structuring curriculum
 - C. Relationship between longitudinal sequential curriculum experiences and ultimate competence
 - D. Strategies for analyzing the curriculum opportunities that exist in a particular culture, family, school or community.

Class 9 Examples

- Class 10 Curriculum Development
 - 1. GLEs
 - 2. AAGSEs
 - 3. RI Curriculum Frameworks
 - 4. Other resources
 - 5. Curriculum Structure
 - 6. Curriculum Project

- Class 11
 - B. Community Living Domains Syracuse, chapters 3-6
 - 1. Self Management Snell, chapters 15-16
 - 2. Home Living
 - 3. Recreation/Leisure
 - 4. General Community Functioning
 - 5. Issues and techniques used to integrate students into and out of alternate environments
 - 6. Environmental and personal barriers to community integration

- Class 12
 - C. Functional Academics Syracuse, chapters 7-9
- Class 13
 - 1. Money Handling Snell, chapter 14
 - 2. Time Management RI Curriculum Frameworks
 - 3. Reading and Writing Alternate Assessment
 - 4. Science
 - 5. Social Studies
 - 6. Health
 - 7. The Arts

Reflection and Review

- A. Student review of instructional model
- B. Comparison of instructional model with best practices in the literature
- C. Student discussion of what outcomes will increase participation in school and society.
- D. Final feedback on projects and assignments.

Course Requirements:

1. Readings as assigned.

2. Group Project - **Design of a Curriculum for Students with Severe Disabilities**

Refer to protocol and examples for clarification. **Due Date –**

- (a) Select an age or grade level on which your curriculum will be based.
- (b) Visit three public schools that educate typical children that age.
- (c) Complete an ecological analysis of the opportunities that exist within the school and community pertinent to five categories of functioning:
 - (1) membership
 - (2) curriculum opportunities
 - (3) extra curricular opportunities
 - (4) other functional opportunities in the school setting
 - (5) other functional opportunities in the community.
- (d) Review Rhode Island Grade Level Expectations, Alternate Grade Span Expectations, and other related curriculum material to understand expectations and opportunities.
- (e) Select the major domains to be included in your curriculum – provide a rationale for your selections.
- (f) Describe the outcomes to be achieved by students with severe disabilities within each curriculum domain.
- (g) Develop a scope and sequence chart for each domain that lists:
 - (1) the sequence of core experiences
 - (2) the integrated settings in which those experiences will occur.
 - (3) the scope and sequence of skills to be learned.
- (h) Develop a weekly schedule for six students with severe disabilities that:
 - (1) demonstrates how each student will participate in the curriculum
 - (2) integrates personnel and peers to support the students as they participate in the curriculum.

3. **Observation, Evaluation, IEP** for a student with severe disabilities – see attached protocol. Use the curriculum developed in Requirement #2 as the ecological base for your observation and evaluation.

- 3A. Observation and Description of Student Learning Style
- 3B. Student Evaluation
- 3C. Individual Education Plan – Current Levels of Performance, Annual Goals, Objectives, Evaluation Criterion, Evaluation Method, Evaluation Schedule

4. **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?

5. Functional Analysis of the Challenging Behaviors demonstrated by one student – Development of a Positive Behavioral Support Plan for that Student. Protocol for this will be distributed later in the semester. **Due Date –**

6. Practicum: Student is required to complete a 30 hour practicum. This practicum will be split between two settings:

(a) a secondary program for students with severe disabilities in a public school – this setting will offer vocational preparation and quality transition planning

(b) a program for students with challenging behaviors – the student will use the Positive Behavioral Support Module from the Sherlock Center Direct Support Professional Curriculum as a resource. The on site instructor will be an expert in PBS methodology and will discuss the module with the student. Student will:

- (1) complete a Functional Behavioral Analysis on one student
- (2) develop a hypothesis about the function of the behavior
- (3) develop a behavior support plan using principles of Positive Supports.

STANDARDS:

Assignment	RI Professional Teacher Standards	CEC Standards	Conceptual Framework	Advanced Competencies
Curriculum Project	RIPTS #1 RIPTS #3 RIPTS #4	#7: Instructional Planning	PEDAGOGY: Theory and Practice of Teaching and Learning	PRACTICE: Diversity of Practice
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
Functional Analysis Positive Behavioral Supports	RIPTS #6 RIPTS #9	#5: Learning Environments and Social Interaction	KNOWLEDGE: Contexts of Schooling	PRACTICE: Diversity of Practice
Research Critique	10 2	#9: Professional and Ethical Practice	PROFESSIONALISM: Professional Development	KNOWLEDGE: Information Literacy

Group Curriculum Project	60%
Observation, Evaluation, IEP, Unit and Lesson Plans	20%
Research Critique	10%
Functional Analysis – Positive Behavioral Supports	10%

The Curriculum Project will be evaluated using the attached rubric. Maximum possible points – 72.

A	68 – 72
A-	62 – 67
B+	56 – 61
B	50 – 55
B-	44 – 49
C+	38 – 43.

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.

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.

Special Education 436 – Curriculum Project/Artifact

	Below Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations
Ecological Analysis of Opportunities (a) Comprehensiveness (RIPTS 1, CEC 7)	Based on special education classroom experiences.	Includes some references to typical children. Includes most of the categories listed in the next column.	(1) Based on analysis of opportunities and experiences of typical children. (2) Includes: <ul style="list-style-type: none"> • Membership • Appropriate Standards • Other Functional School Activities • Other Functional Community Activities • Opportunities that will influence future growth (3) Reflects balance of different types of opportunities	Meets preceding criteria. Connects opportunities to range of settings. Uses multiple sources as references. Consistent quality across all domains.
Ecological Analysis of Opportunities (b) Sufficient Detail (RIPTS 1, CEC 7)	Includes topical headings, but minimal detail.	Lists some outcomes and experiences, but many of these are unclear. Minimal detail.	(1) Lists core outcomes that are included in each domain. (2) Lists important experiences that are part of each domain. (3) Sufficient detail to be easily understood	All of these criteria are met in each of the curriculum or functional opportunities analyzed. Consistent quality across all domains.
Decision Making about Curriculum Domains to be included (RIPTS 1, CEC 7)	Based on special education experiences.	Curriculum overly weighted towards one type of activity. Rationale is vague or difficult to understand.	(1) Curriculum domains reflect a balance between <ul style="list-style-type: none"> • Academic domains • Functional life activities • Membership • Future considerations (2) Provides a clear rationale for each domain to be included	Rationale is comprehensive in connecting domains to (a) the experiences of typical children and (b) future needs of children with severe disabilities. Consistent quality across all domains.
Scope and Sequence Charts (a) Ecologically Based Overall Curriculum (RIPTS 1,2; CEC 7)	Outcomes, skills are not referenced to specific ecological settings.	Settings and experiences are identified for some domains.	(1) Setting(s) are identified for each domain (2) Core experiences are identified (3) Sequence in which these experiences occur is specified (4) Experiences occur in natural settings (5) Experiences use real objects and materials	All of these criteria are met in each of the curriculum or functional opportunities analyzed. Consistent quality across all domains.

Special Education 436 – Curriculum Project/Artifact

	Below Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations
Scope and Sequence Charts (a) Ecologically Based Individual Domains (RIPTS 1,2; CEC 7)				
Scope and Sequence Charts (b) Clear connection between standards, experiences, skills (RIPTS 1,4, CEC 7) Overall Curriculum	Standards are not specified. Standards are general and not connected to specific curriculum domains or outcomes.	Standards are specified for some domains. Connection between standards and curriculum domain is general.	(1) Standards are specified (2) Standards are relevant and clearly connected to outcomes (3) Variety of standards are used – reflecting a diversity of outcomes for each domain (4) Range of skills demonstrates clear connection to standards referenced	All of these criteria are met in each of the curriculum or functional opportunities analyzed. Recommendations for instruction, modifications, etc. are included. Consistent quality across all domains.
Scope and Sequence Charts (b) Clear connection between standards, experiences, skills (RIPTS 3,4, CEC 7) Individual Domains				
Scope and Sequence Charts (c) Sufficient Detail Overall Curriculum	Minimal detail.	Outcomes are listed, but are general. Some detail, but not sufficient enough to be easily understood and replicated by another teacher.	(1) Lists core outcomes that are included in each domain. (2) Lists important experiences that are part of each domain. (3) Sufficient detail to be easily understood	All of these criteria are met in each of the curriculum or functional opportunities analyzed. Consistent quality across all domains.
Scope and Sequence Charts (c) Sufficient Detail Individual Domains (RIPTS 4, CEC 7)				

Special Education 436 – Curriculum Project/Artifact

	Below Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations
Weekly Schedule (RIPTS 4, CEC 7)	Schedule is general without detail about settings, student assignments, or supports.	Some curriculum domains are scheduled. Some supports are listed, but not for every domain or setting. Schedule is impractical and/or unrealistic.	(1) All curriculum domains are included. (2) Staff are effectively used. (3) Practical use of time. (4) All children are scheduled into all domains included in the curriculum.	Supports provided by a variety of staff including general educators, peers, etc.