

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

**Course:** Special Education 438  
Student Teaching Seminar – Students with Severe/Profound Disabilities

**Instructor:** Dr. Susan Dell  
Office: Horace Mann 053  
456-8557  
[sdell@ric.edu](mailto:sdell@ric.edu)

**Course Description:**

Students attend this seminar once each week. Topics include multicultural and global perspectives, IEP refinement, reflective teaching practices and parental and technology issues. Two semester hours.

**Extended Description:**

This seminar provides student teachers with the opportunity to discuss issues pertinent to implementing effective programs for students who have severe or multiple disabilities. During the seminar the student is expected to further refine his/her ability to design quality IEPs, to design instruction in a manner that is reflective of school and family cultures and opportunities, to facilitate family involvement in the school process, and to reflect on the efficacy and quality of their own teaching.

**Relationship to the Professional Program:**

This seminar is required of all undergraduates in the Severe Disabilities Teaching Concentration and is taken concurrently with student teaching.

**Relationship to the Knowledge Base and FSEHD:**

Seminar is primarily an opportunity for refinement and reflection. Specifically, within the FSEHD framework, the student will:

- (a) reflect on the quality of his/her analyses, planning, and instructional practices by reflecting on the feedback provided by the cooperating teacher and the college supervisor, by comparing his/her practices to the best practices found in the professional literature, and by sharing his/her insights with others.
- (b) demonstrate the ability to self evaluate his/her core competencies.

**Prerequisites:** Special Education 300, 310, 312, 435, 436. Taken concurrently with SPED 437.

**Relationship to CEC Individualized Independence Curriculum Referenced Standards:**

<b>IC3</b>	Assessment, Diagnosis and Evaluation
<b>IC4</b>	Instructional Content and Practice
<b>IC5</b>	Planning and Managing the Teaching and Learning Environment
<b>IC6</b>	Managing Student Behavior and Social Interaction Skills
	Special Education 438 provides the opportunity to review the process of evaluation, designing instruction, managing the learning environment, and managing behavior.
<b>IC7</b>	Communication and Collaborative Partnerships
<b>IC8</b>	Professional and Ethical Practices

**Seminar Outcomes:**

As a result of this seminar, the student will:

1. Apply the concepts of the Reflective Practitioner and PAR model to analysis of the assessment, curriculum design and instructional practices demonstrated during student teaching.

***Planning, Action, Reflection***

2. Apply these concepts to analysis of his/her own effectiveness as a teacher.

***Pedagogy: Theory and Practice of Teaching and Learning; IC7 K3; IC8 S1,2 (RIPTS: 9)***

3. Develop a complete IEP for at least one student. Reflect on the quality of the IEP and its potential impact on the life of the student.. ***Knowledge: Area of Specialization;*** (RIPTS 2; 4; 7; 9; 11)

4. Demonstrate an understanding of the role of families in the education process and the role of collaboration and diversity in developing this role.

***Professionalism: Collaboration & Ethics; Diversity IC7 K2,4 S1 (RIPTS 7, 11)***

5. Develop family centered strategies for facilitating communication between home and school and for increasing family involvement in the education process.

***Professionalism: Collaboration & Ethics; IC7 K2,4 S1 (RIPTS: 7; 8; 11)***

6. Problem solve issues that arise in the student teaching setting. (RIPTS 4)

***Diversity: Special Needs and Inclusion***

7. Analyze current and prior behavior management strategies used to support students with a range of challenges. ***Planning, Action, Reflection***

**Course Requirements:**

**1. Individual Education Plan**

- ♦ Identify one student in your classroom
- ♦ Complete the following pages of an IEP based on your knowledge of the student and their learning needs. This can be done in collaboration with the cooperating teacher:
  - Present Levels of Academic Achievement and Functional Performance
  - Measurable Annual Academic or Functional Goal(s)- include two goals
  - Special Education and Related Service(s) page

**2. Self Evaluation and discussion** using the Low Incidence Disabilities Best Practices rubric – (attached.)

Student will analyze his/her practice using this rubric and will use this as a basis of indicating “next steps” on the TCWS. *Diversity: Cultural Diversity; Pedagogy: Assessment; IC8 K1 S1,2* (RIPTS: 4, 9)

**3. Information Sharing Project**

- Identify something learned during student teaching such as a piece of equipment, technology, a curriculum support, an evaluation tool, or a computer program.
- Create a one page information sheet to share with seminar participants
- Discuss anything key to what is shared. This may include: contact information, price, students who might benefit from it, and why it was selected.

**PERFORMANCE ASSESSMENT**

Performance	RIPTS	CEC Standards	Conceptual Framework
Self Evaluation	6, 9	4, 5	<i>Knowledge: Domain-Specific, Practice: Reflective Problem-Solving, Professional Practice,</i>
IEP Project	1, 4, 9, 11	3,4, 7, 8, 9	<i>Knowledge, Domain-Specific</i>
Information Sharing	9		<i>Knowledge: Domain-Specific Use of Technology</i>

**Standards:**

Since this is a seminar, grading will be based on completion of requirements and active participation in the seminar:

- A 90% attendance and active participation  
Completion of all requirements
- B 80% attendance and active participation  
Completion of all requirements
- C 80% attendance and active participation  
Completion of two requirements
- D Less than 80% attendance and active participation  
Completion of one requirement

## Course Schedule, Topical Outline

The seminar will meet for approximately two hours each week. 50 – 75% of each hour will be devoted to group discussion of the student teaching experience and group problem solving of any instructional issues that arise.

The remaining time will be devoted to the following topics:

1. Review of procedures for evaluating students with severe disabilities and developing quality IEPs.

2. Family Centered Practice

- (a) Family Centered Practice rubric
- (b) Family resources in Rhode Island
- (c) Home-School Communication
- (d) Strategies and Resources for supporting families with children who are medically fragile

***Professionalism: Collaboration; IC7 K2,4 S1,2***

3. Reflection and self evaluation using the two rubrics referenced above.

***Planning, Action, Reflection; IC8 K1 S1,2***

4. Review of procedures to complete the Exit Portfolio

5. Preparing for Professional Teaching Role in Rhode Island

- Becoming certified to teach
- Resume development
- Interview preparation

Continuum of Research-Based Effective Practices for Students with Disabilities that Significantly Affect Function

COMPETENCIES	0 BEST PRACTICE IS NOT EVIDENCED	1 BEST PRACTICE IS EMERGING	2 BEST PRACTICE IS INCONSISTENT	3 BEST PRACTICE IS EFFECTIVE	4 BEST PRACTICE IS UNIVERSAL	
CURRICULUM AND INSTRUCTION	<p><b>Curriculum</b> Curriculum is separate and different from general education; focuses on school only, with little ties to community or home participation.</p>	<p><b>Curriculum</b> The student's curriculum shows minimal links to general education, and incorporates instruction in only one of the following: preparing student for community participation, for participation in home based activities, and participation in unique activities referenced to the student's culture.</p>	<p><b>Curriculum</b> The student's curriculum links to some areas of general education, and incorporates instruction in only one of the following: community participation, participation at home, and participation in the student's culture. The curriculum is provided in a generic way, often not relevant to or understood by the student.</p>	<p><b>Curriculum</b> The student's curriculum links to most areas of general education, and incorporates some aspects of community and home participation. The curriculum shows plans for the future and considers the "culture" of the student's environment. Although different, student is provided this curriculum in a somewhat functional and understandable way.</p>	<p><b>Curriculum</b> The student's curriculum is linked to general education, incorporates participation in the community, participation at home, and participation in the student's culture. Although different, student is provided this curriculum in a way that is functional and understandable to the student.</p>	
	<p><b>INSTRUCTION REFLECTS THE STUDENT'S INDIVIDUAL NEEDS AND STRENGTHS</b></p>	<p><b>Instruction</b> Teaching methods, environmental modifications, and levels of support are based on district, school, program, or teacher strengths. There is no evidence student instruction reflects the child's individual needs and strengths.</p>	<p><b>Instruction</b> Teaching methods, environmental modifications, and levels of support do not clearly reflect student's needs and strengths. Decisions are primarily based on district, school, program, or teacher strengths.</p>	<p><b>Instruction</b> Instruction is based on the student's individual needs and strengths. Teaching methods, environmental modifications, and levels of support reflect the needs of some students. Changes in instruction are evident and are based on the progress of some students.</p>	<p><b>Instruction</b> Instruction is based on the individual needs of each student. Teaching methods, environmental modifications, and levels of support reflect most student's needs and strengths; and change to match most students' progress.</p>	<p><b>Instruction</b> Instruction is based on the individual needs and strengths of each student. Teaching methods, environmental modifications, and levels of support reflect individual needs and strengths; and change to match each student's progress.</p>
	<p><b>STUDENT'S LIFE IS PREDICTABLE AND UNDERSTANDABLE</b></p>	<p><b>Predictability</b> No schedule system provides the student information on the changes in the day.</p>	<p><b>Predictability</b> The student's schedule system is used inconsistently. The system does not match the student's age or level of understanding.</p>	<p><b>Predictability</b> The student's schedule system matches the student's age and level of understanding. The system is used in some situations and by some individuals.</p>	<p><b>Predictability</b> The student's schedule system somewhat matches the student's age and level of understanding. It incorporates a way for the student to understand where he/she is, the expectations, and when the environment will change. The schedule is used on most occasions and with</p>	<p><b>Predictability</b> The student is provided an ongoing means to understand where he/she is, the expectations, and when the structure of the environment will change. The schedule system matches the student's age and level of understanding. Most people who spend time with the student use</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">CURRICULUM AND INSTRUCTION</p> <p><b>POSITIVE BEHAVIORAL SUPPORT</b></p>	<p><b>Positive Behavioral Support</b> Proactive environmental supports (schedules, behavior contracts, and social rules defining expectations) are not provided to the students. The same behavior management strategies are used for all students, regardless of the function of their behavior.</p>	<p><b>Positive Behavioral Support</b> Proactive environmental supports are provided inconsistently. Functional Behavioral Assessments (FBA) are conducted for particular students, but are not used to direct the positive behavioral intervention plan.</p>	<p><b>Positive Behavioral Support</b> Environmental supports are used in some situations by some people. Functional Behavioral Assessments (FBA) are conducted for particular students and direct the positive behavioral intervention plan in some situations/settings with some people.</p>	<p><b>Positive Behavioral Support</b> Environmental supports are used on most occasions by most people. Functional Behavioral Assessments (FBA) are conducted for particular students and direct the positive behavioral intervention plan in most settings with most people.</p>	<p><b>Positive Behavioral Supports</b> Environmental supports (schedules, behavioral contracts and social rules defining expectations) that match the student's nature are used across contexts to prevent occurrences of challenging behavior and to promote appropriate skills. Positive behavioral supports, based on a Functional Behavioral Assessment (FBA) are implemented consistently across staff and across settings.</p>
	<p><b>Student Progress</b> The student does not make progress toward goals identified in the IEP. The student's educational program does not change based on the student's lack of progress.</p>	<p><b>Student Progress</b> Data is collected in limited areas of student education. Few program decisions are made based on documentation of student progress.</p>	<p><b>Student Progress</b> Data is collected in limited areas of student education. Data reflects some progress toward identified goals. Student progress is considered in few program decisions.</p>	<p><b>Student Progress</b> Data is collected in key areas of student education. Data reflects progress toward identified goals. Most program decisions are made with consideration of student progress.</p>	<p><b>Student Progress</b> Data is collected in meaningful areas of student programs. Data reflects progress toward identified goals. Program decisions are based on data and changes are made to support ongoing student development.</p>

Continuum of Research-Based Effective Practices for Students with Disabilities  
that Significantly Affect Function

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<b>SKILL DEVELOPMENT</b>  STUDENT HAS A WAY TO COMMUNICATE AND TO UNDERSTAND THE COMMUNICATION OF OTHERS  EMBEDDED SOCIAL SKILL DEVELOPMENT  STUDENT CAN SELF-ORGANIZE AND PLAN TO MAXIMIZE ATTENTION	<b>Communication</b> A communication system is not used to assist the student in receptive or expressive communication growth.	<b>Communication</b> A communication system is selected for the student, but is not consistent with the student's strengths and needs. The system incorporates fewer than two pragmatic functions and does not change with the student's needs.	<b>Communication</b> A communication system is selected that is somewhat consistent with the student's expressive and receptive communication abilities. The student receives assistance in learning the communication system. The system incorporates three or more pragmatic functions.	<b>Communication</b> The communication system is consistent with the child's expressive and receptive abilities and preferences, but is not available for consistent use in some settings. The system incorporates six or more pragmatic functions. The student receives assistance in learning the communication system.	<b>Communication system</b> The communication system is consistent with the student's expressive and receptive abilities and preferences, available for continued use throughout the day, understood by others, and can grow with the student's needs. The system incorporates ten or more pragmatic functions. The student and staff receive instruction on how to use the system.
	<b>Social Skill Development</b> No opportunities are provided for practice and learning of social skills in an organized manner.	<b>Social Skill Development</b> Social skills are learned and practiced at the class level rather than individualized to the needs of the student.	<b>Social Skill Development</b> Appropriate social skills (imitation, social referencing and joint attention, emotional learning) are taught within the context of some activities with some people.	<b>Social Skill Development</b> Appropriate social skills (imitation, social referencing and joint attention, emotional learning) are taught within the context of most activities with most people. Social skills are taught primarily in times of crisis.	<b>Social Skill Development</b> Appropriate social skills (imitation, social referencing and joint attention, emotional learning) are taught within many contexts and across staff. Social skills are taught in times of crisis and in non-crisis situations.
	<b>Student Organization and Planning</b> The student does not self-initiate. The student is often cue-dependent and waits for others to organize, plan and implement the conditions necessary for success in most situations.	<b>Student Organization and Planning</b> The student recognizes the general requirements and conditions needed for success in few activities. The student has difficulty in both planning and implementation.	<b>Student Organization and Planning</b> The student recognizes the general requirements and conditions needed for success in some activities. The teacher provides occasional support to assist the students self-organize and plan. The student can carry out the plan for most routine situations.	<b>Student Organization and Planning</b> The student knows the requirements and conditions needed for success in each activity, plans for the activity, and carries out the plan in routine situations.	<b>Student Organization and Planning</b> The student knows the requirements and conditions needed for success in each activity, plans for the activity, and carries out the plan in both routine and novel situations.

*Continuum of Research-Based Effective Practices for Students with Disabilities  
that Significantly Affect Practice*

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<p align="center"><b>STUDENTS' LEVEL OF INVOLVEMENT IN THEIR LIVES</b></p> <p align="center"><b>FAMILIES HAVE VALUED INPUT INTO PLANNING AND DECISIONS FOR THE STUDENT</b></p>	<p><b>Student Involvement</b> Student involvement is teacher-controlled with little evidence of student-driven choices. Activities are controlled by others.</p>	<p><b>Student Involvement</b> Child is provided few opportunities for student choice. The choices do not offer the child control in areas that are meaningful to the child. The child's involvement tends to focus on teacher-driven activities with minimal consideration to the student's wants and needs or future settings.</p>	<p><b>Student Involvement</b> Student involvement is active and meaningful and/or functional in some situations, and some involvement is based on the student's wants and needs.</p>	<p><b>Student Involvement</b> Student involvement is active, meaningful, functional and applied to many situations. The student has some choices based on his/her wants and needs, and choices that will assist the student to generalize involvement into future settings.</p>	<p><b>Student Involvement</b> Student involvement is active, meaningful, functional and applied to various situations. The student has many choices based on his/her wants and needs, and choices that will assist the student to generalize to future settings.</p>
	<p><b>Family Centered Practice</b> School professionals make decisions regarding a student's education. Decisions are made based on family weakness. The family is informed of these decisions. Home/school communication does not consider family culture, needs, or level of understanding.</p>	<p><b>Family Centered Practice</b> The family is provided few opportunities to participate in decisions related to their child. Key decisions are shared with the family.</p>	<p><b>Family Centered Practice</b> The family is invited to attend some meetings. Family input is valued, yet professional input often guides most decisions.</p>	<p><b>Family Centered Practice</b> The family is provided many opportunities to participate in decisions related to their child. Decisions are guided by family strengths. Families have some information to enable informed participation. Information may not reflect the family's style and preference.</p>	<p><b>Family Centered Practice</b> Families are considered equal partners in ALL activities that focus on their children. Shared responsibility is jointly decided. Families are considered valuable sources of information. Families are provided access to information that is consistent with family style and preference, and promotes meaningful and informed participation in their children's lives.</p>

This publication is available on the Internet at <http://www.thetlockcenter.org>.