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**RHODE ISLAND COLLEGE**  
**Feinstein School of Education and Human Development**  
**Department of Special Education**  
SPED 526-01

**ASSESSMENT, CURRICULUM, AND METHODS FOR CHILDREN  
WITH MULTIPLE DISABILITIES**

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Office Hours: Thursday 3-4 p.m. and by appt.

**CATALOG DESCRIPTION:**

Instructional and environmental adaptations pertinent to facilitating adaptive behavior in students with multiple disabilities are discussed.

**RELATIONSHIP TO THE PROFESSIONAL PROGRAM:**

SPED526 is a core requirement in the severe/profound disabilities concentration of the Masters of Education in Special Education. The content of this course supports other methods courses, with a focus on individuals with sensory impairments, physical impairments, and multiple disabilities.

**RELATIONSHIP TO THE FSEHD Conceptual Framework:**

Students will explore the use of technology, curriculum modifications, and teaching methods to support individuals with diverse sensory, physical, and multiple disabilities. Students will look toward general education standards as a basis of curriculum development. Alternate Assessment for individuals unable to complete standard measures will be incorporated. Through class discussion and course projects, students will analyze the influences of school culture, and family perspectives on the involvement of families in the educational planning process.

**PREREQUISITE:** SPED 300 and SPED 520

**COURSE OBJECTIVES IN RELATIONSHIP TO CEC INDIVIDUALIZED INDEPENDENCE  
CURRICULUM STANDARDS, RIBTS AND CONCEPTUAL FRAMEWORK**

This course relates most directly to the following CEC 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 Behaviors
IC7	Communication and Collaborative Partnerships
IC8	Professionalism and Ethical Practices

\*Rhode Island Beginning Teacher Standards (RIBTS) are also noted below:

As a result of this course, students will obtain the following CEC Independence Standards for Special Education:

1. Demonstrate planning, action, and reflection by applying appropriate instructional principles for students with multiple disabilities, utilize planning, action and reflection throughout all phases of family, school, and student involvement; (RIPTS: Reflection)
2. Demonstrate knowledge of educational terminology, definitions, identification criteria, incidence and prevalence, interpret ophthalmologic and auditory information, and impact to learning related

- to students with multiple disabilities; **KNOWLEDGE: Domain-Specific Knowledge;** (IC1:K1; IC2:K2,4;IC6:K5) (RIPTS: 1 General Knowledge)
3. Describe etiologies, medical aspects, and educational implications of various visual conditions; Identify related service personnel that can assist in educational planning and implementation. **KNOWLEDGE: Domain-Specific Knowledge, Professional Awareness;** (IC2:K2,3; IC4:S12) (RIPTS: 7-Collaboration, 11-Professional Ethics, 4-Diversity)
  4. Observe and describe functional visual behaviors/ functional hearing behaviors/auditory skills of students with multiple disabilities; **KNOWLEDGE: Domain-Specific Knowledge;** (IC3:S2; IC4:K3) (RIPTS: 9-Assessment)
  5. Use data-collection to make decisions regarding selecting and utilizing instructional content and multisensory practices to promote active participation and progress in mobility, social skills/communication, independence, and academics within the general education curriculum (instructional adaptation, adaptive technology) for children with visual, auditory, and physical disabilities; Facilitate use of prevention and intervention strategies that are age-appropriate. **KNOWLEDGE: Domain-Specific Knowledge, PRACTICE: Evidence-based Decision Making;** (IC3:S5; IC4:K4, S1,2,6,10,18,21,22; IC5:S5) (RIPTS: 9-Assessment)
  6. Review standard assessment using modifications and contrast this with exceptionality-specific assessment methods utilized to access information regarding student performance to identify cultural, linguistic, and medical factors that can impede student performance; identify specialized terminology used in assessment, guidelines, regulations and provisions regarding the use of psychometric testing and Alternate Assessment. **KNOWLEDGE: Domain-Specific Knowledge, Contextual Perspective;** (IC3:K1,2,S2,3) (RIPTS: 9-Assessment, 11-Professional Ethics)
  7. Develop an Alternate Assessment for one child with multiple disabilities; use specialized terminology and components in Alternate Assessment for Rhode Island that includes evidence of student-initiated learning, are age appropriate, use media, materials, and resources that match a child's abilities, and provide meaningful adult feedback on the child's progress and evaluation. **KNOWLEDGE: Domain-Specific Knowledge, PRACTICE: Evidence-based Decision Making;** (IC3:K1, S2; IC4:S4,10,12,16; IC5:S4) (RIPTS: 9-Assessment)
  8. Analyze environments (school, home, work), select, plan, and implement research-supported adaptations (environmental and personal barriers) & implications to educational materials and practices (physical management using positioning, employing teacher-safe body mechanics), minimization of physical exertion, specialized equipment, orthotic and prosthetic devices, new and current augmentative communication and assistive technology, sensory stimulation, involvement in medical self-management: seizure management, catheterization, tube feeding, etc.) for a student with a physical, visual, health and/or hearing loss; Identify the laws, regulations, and policies related to specialized health care. **KNOWLEDGE: Domain-Specific Knowledge;** (IC1:K5; IC2:K4; IC3:S4; IC4:K1,S2,7,9,13,14,18,19,21; IC5:K3,5,S2,8,9,10,11; IC7:S2) (RIBTS: 6-Learning Environment)
  9. Identify the roles and responsibilities of school-based medical and related services personnel, and other resources in assessing and providing services to individuals at risk, individuals with disabilities/ individuals with chronic and terminal illness and their families. **PROFESSIONALISM: Collaboration & Prof Ethics;** (IC7:K5,S2; IC8:S2) (RIBTS 7.2, 7.3; 11.4)
  10. Research the most recent information in an area of interest related to the field of children with multiple disabilities for collaboration with families and professionals. **KNOWLEDGE: Professional Awareness;** (IC8:K1,S1,2) (RIPTS: 10-Reflection)

## **SUGGESTED TEXT:**

Browder, D.M. & Spooner, F. (2006) *Teaching Language Arts, Math, & Science to Students with Significant Cognitive Disabilities*. Baltimore, MD: Paul H. Brookes Publishing Co.

Best, S. J., Wolff-Heller, D., & Bigge, J.L. (2005). *Teaching Individuals with Physical or Multiple Disabilities, Fifth Edition*. New York: Pearson Prentice Hall.

Students will also receive additional handouts and other resources in class

## **REFERENCES**

Haring, N.G., & Romer, L.T. (1995). *Welcoming Students Who are Deaf-Blind into Typical Classrooms: Facilitating School Participating, Learning, and Friendships*. Baltimore: Paul H. Brookes.

Simpson, R.L. & Kregel, J. (Eds.). (1999). Focus on Autism and other developmental disabilities [Special issue]. *Pro-ED Journal*, 14(2).

Smith, M. & Levack, N. (1996). *Teaching Students with Visual and Multiple Impairments: A Resource Guide*. Texas: Morgan Printing.

Erhardt, R.P. (1993). *Developmental Visual Dysfunction: Models for Assessment and Management*. Tucson, AZ: Therapy Skill Builders.

[www.cec.sped.org](http://www.cec.sped.org)

## **REQUIRED ASSIGNMENTS**

### **Technology Resource Information Sheet**

Choose a topic related to individuals with multiple disabilities. Using the internet, identify 5 websites related to your topic. For each website include the following:

- (1) The website address
- (2) A 2 – 3 sentence description of the web site.
- (3) A list of the audience who might benefit from this information.

### **Video Review**

Students will choose a video that supports their individual classroom needs/interests.

After viewing the video, the following information will be provided to be shared with the class:

Name of Video	Cost
Publisher	Audience
List of Issues/Content of Video	Summary of Video

### **Functional Observation of Vision**

Observe a student with a diagnosed or suspected vision loss. From these observations:

- (a) summarize the current ophthalmologic information and developmental information as it relates to the student's health and level of functioning.
- (b) describe functional visual behaviors (how the student uses his/her vision) both within a clinical "testing" setting and within the child's natural environment. Give specific, detailed examples of the "testing" and functional observations.
- (c) suggest age-appropriate teaching techniques which will aid the student in maximizing use of vision.
- (d) suggest modifications, including the use of contrast, in the environment and materials to aid visual functioning

### **Environmental Analysis/ Mobility Plan**

Select a school, community, residential, or vocational setting to analyze.

- (a) Describe the area prior to modification (photographs, drawings, or diagrams should be included to help clarify your written description).
- (b) Identify age-appropriate modifications you would make to assist a student with as severe vision loss. Be sure to include your rationale for each suggestion. Consider lighting, clutter, room "flow", etc.
- (c) Identify a mobility route within this environment. Discuss your reasoning for choosing this route. Task analyze the route and include tactile markers, O&M techniques, beginning and ending steps.

## Curriculum Modification Project

Develop several modified lessons that include students with multiple disabilities including physical challenges. A lesson plan format will be provided in class.

Using the general education curriculum as a basis, develop lesson plans that include:

- how the unit aligns with general education curriculum
- materials used for the unit and how these support ALL learners
- instructional plans and strategies to support ALL learners
- environmental adaptations to support learners with physical, cognitive, and sensory challenges
- with the focus on the students identified, provide a full description of how each student will participate in the lesson
- objectives and measurement plans for each student

### STANDARDS

Assignment	RI Professional Teacher Standards	CEC Standards	Conceptual Framework Advanced Competencies
Technology Resource Information Sheet	10-Reflection	#1 Foundations	<b>PRACTICE: Technology</b> <b>KNOWLEDGE: Information Literacy</b>
Video Review	10-Reflection	#1 Foundations	<b>PRACTICE: Technology</b> <b>KNOWLEDGE: Information Literacy</b>
Functional Observation of Vision	4- Diversity 9-Assessment 6-Learning Environments	#8 Assessment #5 Learning Environments #7 Instructional Planning	<b>PRACTICE: Diversity of Practice</b>
Environmental Analysis/ Mobility Plan	3-Learning 6-Learning Environments	#5 Learning Environments #7 Instructional Planning	<b>KNOWLEDGE: Domain-Specific Knowledge</b>
Curriculum Modification Unit		#7 Instructional Planning	<b>PRACTICE: Evidence-based Decision Making</b> <b>KNOWLEDGE: Domain-Specific Knowledge</b>

### GRADING STANDARDS

	Assignment	Date Due	Points
1	Technology Resource Information Sheet		5
2	Curriculum Adaptation		40
3	Environmental Analysis/ Mobility Plan		15
4	Video Review		5
5	Functional Observation of Vision		35

### Criterion for grading:

- Grading is based on the content provided, clarity of expression, and presentation of information. All papers must be typed, stapled, have no plastic covers, and be free of printer errors. Professionalism counts in grading. It is HIGHLY advisable to use a spelling and grammar tool prior to paper submission.
- No grades will be rounded up or down.
- **Each calendar day an assignment is late, a full letter grade will be deducted from the grade...exceptions only made with professor approval prior to the due date.** A student must complete ALL assignments to receive a passing grade in this class. A grade of Incomplete will only be considered in extreme student circumstances as consistent with the Rhode Island College student handbook.

## COURSE GRADING

A	94 and above	A-	90 - 93	B+	87 - 89
B	84 - 86	B-	80 - 83	C+	77 - 79
C	74 - 76	C-	70 - 73	D+	67 - 69
D	64 - 66	D-	60 - 63	F	Under 60

### Students who require accommodations

Students with documented disabilities are eligible for reasonable accommodations which are determined on an individual basis. The accommodations are based upon information provided in the student's documentation of their disability. It is the responsibility of the student to contact the professor to discuss their accommodations during the first few weeks of class.

### Student Email Policy Announcements

The College is now using your RIC email account as an official form of communication with you. Please check your RIC email regularly. NOTE: You may forward your RIC email to other email account, but you are responsible for ensuring that this forwarding functions properly. For help go to: <http://www.ric.edu/USS/ForwardYourEmail>.

### Bureau of Criminal Investigation Check Required

The Feinstein School of Education policy has instituted a new policy to require a BCI (background check) for all students who will come in contact with children/youth as a result of a course. This includes all undergraduate and graduate classes with a practicum, classes with an assignment that requires contact with students, graduate internships and student teaching beginning Spring 2010 semester. Students will be responsible to:

- Obtain a BCI through the FSEHD or
- Obtain a BCI directly through the Attorney General or
- Provide evidence of a previous BCI (within one year)

The information on the policy and procedures on obtaining a BCI is available on the RIC website at: <http://www.ric.edu/feinsteinSchoolEducationHumanDevelopment>

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### 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:
  - 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.



## 2010 Course Schedule

#	Day	Topic	Readings/ Class Handouts	Standards
#1		<b>Introduction</b> (Dell) explanation of course policies & procedures; introduction to individuals with severe/multiple disabilities <ul style="list-style-type: none"> <li>educational terminology, definitions, professional organizations</li> <li>identification criteria, incidence and prevalence</li> <li>overview of curriculum options for individuals with multiple disabilities</li> </ul>	Chapter 1 Pgs 1-24  Page 143 - 148	<b>IC1:K1;</b> <b>IC6:K5;</b> <b>IC8:K1,S1,2</b>
#2		<b>Positioning and Seating/ Lifting and handling for students with physical disabilities</b> <b>Challenges for Children with Health Issues</b> (Dell) <ul style="list-style-type: none"> <li>Etiologies, medical aspects (medical self-management: seizure management, tube feedings, catheterization, and CPR), educational considerations (minimizing physical exertion, managing sickness) and planning (considering the roles and responsibilities of school-based medical and related services)for students with health issues and technology dependency</li> <li>Special considerations for students who are at-risk, chronically ill / terminally ill and their families</li> <li>Physical management techniques and adaptive equipment (prosthetic and orthodic devices): positioning to decrease inappropriate tone and promote positive posture (wedges, standers, mobility aids), lifting using teacher-safe body mechanics, handling, relaxation, range of motion</li> </ul>	Chapter 3 Pgs 59 – 82  Chapter 9 Pgs 277-307	<b>IC1:K5; IC2:K1,2,4; IC3:S4</b> <b>IC4:S1,6,19,21</b> <b>IC7:K5, S2</b> <b>IC8:S2</b>
#3		<b>Communication Alternatives</b> for Students with Multiple Disabilities (Dell) <ul style="list-style-type: none"> <li>Assistive technology/Augmentative Communication: developing a plan that matches a child's age and abilities, implementation, and making changes based on data-collection</li> <li>Using communication to involve students in their own medical self-management.</li> <li>Using data collection to assess reliability of communicative responses and forms</li> </ul> <p style="text-align: center;"><i>Technology Resource Information Sheet due</i></p>	Chapter 8 Pgs 227-272	<b>IC3:S4,5</b> <b>IC4:K1,4,S2,6,10,13,18,21,2</b> <b>2</b> <b>IC5:K3; IC6:K6,S1</b>
#4		<b>Curriculum/ Assessment of Students with Multiple Disabilities (Dell)</b> <ul style="list-style-type: none"> <li>"standardized" assessment tools (using modifications) vs. exceptionality-specific assessment techniques for students with sensory impairments;</li> <li>Specialized terminology related to ecological inventory assessment and Alternate Assessment</li> <li>Regulations, guidelines regarding use of instructional assessments: (student-initiated learning, evaluation, and monitoring)</li> <li>Accommodations for students with special needs (using media, materials, and resources, to support receptive communication of the alternate assessment process and procedures)</li> <li>implications of recent legislation on assessment of students with multiple disabilities</li> <li>Writing IEP goals and data analysis plans to support AA and IEPs</li> </ul>	Chapter 6 Pgs 151 – 178  Chapters 13 (Literacy) 14 (Writing) 15 (Science & SS) 16 (Math)	<b>IC3:K1,2,S1,2, 3</b> <b>IC4: S4,12,16; IC5:S4</b>  <b>IC2:S1;</b> <b>IC7:K5</b>

#	Day	Topic	Readings/ Class Handouts	Standards
#5		<b>IEP development/Curriculum Adaptation</b> curriculum selection/COACH system for IEP development; curriculum planning for students with severe disabilities Application of Alternate Assessment Grade Spanl Expectations to Curriculum & Instruction <b>Group work (in class) for Curriculum Adaptation</b>	Chpts. 13, 14, 15, 16	
#6		<b>Modification of Curriculum:</b> Mathematics, Literacy (Writing, Reading) Science Using Story Boxes as literacy tools Sensory Integration		
#7		<b>Modification of Curriculum:</b> continued Mathematics, Literacy ( Writing, Reading) Science Using Story Boxes as literacy tools Sensory Integration		
		<b>No Class</b> Spring Recess		
#8		<b>Vision Loss (Salek)</b> <ul style="list-style-type: none"> <li>• Rhode Island Educational Regulations related to vision classification, integrating related service personnel related to vision</li> <li>• anatomy of eye, etiologies, medical implications</li> <li>• eye conditions,, educational/functional implications of various visual conditions, ophthalmologic terminology, reading eye reports</li> <li>• developmental implications of vision loss</li> </ul>	Class handouts	<b>IC1:K1;</b> <b>IC2:K1,2</b> <b>IC4:S12</b> <b>IC8:S1</b>
#9		<b>Vision Loss and Environmental Adaptations</b> <ul style="list-style-type: none"> <li>• Introduction to functional vision observation; vision simulations</li> <li>• Lighting and positioning; light/dark adaptation; assistive technology, color &amp; contrast; fit to student's age and interests</li> <li>• Research-supported instructional vision intervention strategies and practical adaptations to home and school environments &amp; materials to maximize visual abilities</li> <li>• Analysis of environmental and personal barriers</li> </ul>	Class handouts	<b>IC3:S2,</b> <b>IC4:S6</b>
<i>Curriculum Modification Project due</i>				

#	Topic	Readings/ Class Handouts	Standards
#9	<b>Orientation &amp; Mobility</b> <ul style="list-style-type: none"> <li>• Discussion of orientation &amp; mobility techniques, practice of techniques, discussion of concepts needed for mobility, introduction to movement terminology organization of the nervous system related to movement, discussion of resources</li> </ul>	Class handouts	<b>IC4:K1,S1,6,9,10,18</b> <b>IC5:K5,S2</b>
#10	<b>Cortical Vision Impairment</b> <ul style="list-style-type: none"> <li>• Identification of CVI</li> <li>• Intervention strategies for students with CVI</li> <li>• Resources for parents and professionals</li> </ul> <p style="text-align: right;"><i>Environmental Analysis DUE</i></p>		
#11	Independent Choice of Student Interest: Video Review		
#12	<b>Hearing Loss (HL)</b> <ul style="list-style-type: none"> <li>• overview of the auditory system; terminology, definitions, types of structural anomalies, etiologies, and medical aspects of conditions related to HL</li> <li>• exceptionality-specific assessment: standard audiometric assessment, discussion of the audiogram, assessment of auditory functioning; simulation of various hearing losses</li> <li>• developmental implications of hearing loss</li> <li>• care/use of hearing augmentation devices &amp; assistive technology</li> <li>• research-supported intervention strategies to max, auditory functioning</li> <li>• legal provisions, regulations and regarding unbiased assessment using psychometric &amp; instructional assessment</li> </ul>	Class handouts	<b>IC4:S6,12,17</b>
#13	<b>Deafblindness</b> <ul style="list-style-type: none"> <li>• definition of deafblindness</li> <li>• developmental implications of deafblindness</li> <li>• teaching strategies for students with deafblindness</li> <li>• sensory stimulation; encouraging the use of all senses to compensate for vision &amp; hearing loss</li> <li>• specialized equipment and materials to encourage the use of touch and hearing, active participation, tactile stimulation for children with vision loss that is consistent with their age and abilities</li> </ul> <p style="text-align: right;"><i>Functional Observation of Vision Due Video Review Due</i></p>	Class handouts	<b>IC1:K1</b> <b>IC2:K1,2</b> <b>IC3:K2, S2 4</b> <b>IC4:K1,3,S1,2,6,9,13,18,22</b>

<i>Summary of Student Information</i>				
Areas of Analysis	UNACCEPTABLE		ACCEPTABLE	EXEMPLARY
<p><b>Medical/Educational Background</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Age of Student/Grade in School</li> <li><input type="checkbox"/> Ophthalmologic reports</li> <li><input type="checkbox"/> Health/Physical Issues</li> <li><input type="checkbox"/> Developmental level</li> <li><input type="checkbox"/> Student's strengths</li> <li><input type="checkbox"/> Student's areas of challenge</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Information is not found in this area or significant areas are missing</li> </ul> <p style="text-align: center;">0</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> More than one area of medical/educational background is missing</li> <li><input type="checkbox"/> Information was found but important information was missing or the level of detail did not present a full description of this student</li> </ul> <p style="text-align: center;">1</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Information reflects an adequate amount of information to provide a summary of student's educational and medical background</li> <li><input type="checkbox"/> All 6 areas are summarized</li> <li><input type="checkbox"/> Some details are provided</li> </ul> <p style="text-align: center;">2    3    4</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> This section provides an excellent summary of student's educational and medical background</li> <li><input type="checkbox"/> All 6 areas are included with a detailed summary of content in evaluations reviewed/description of observation and discussion with other professionals</li> <li><input type="checkbox"/> Many details have been provided with descriptions to assist in understanding of technical terminology</li> <li><input type="checkbox"/> Section is written in strength-based language</li> </ul> <p style="text-align: center;">5</p>
<i>Evaluation of Visual Functioning (EVF)</i>				
<p><b>Testing of Visual Functioning</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Worksheet included</li> <li><input type="checkbox"/> Evaluation incorporates eye blink, visual behaviors, eye preference, viewing distance, tracking, shifting attention, scanning, convergence, and visual field</li> <li><input type="checkbox"/> Summary of how materials were chosen</li> <li><input type="checkbox"/> Results summarized for each of the above items</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Information was not found in this area</li> </ul> <p style="text-align: center;">0</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> More than one area of analysis is missing</li> <li><input type="checkbox"/> Information was found but important information was missing or the level of detail did not present a full description of this area</li> </ul> <p style="text-align: center;">1</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Information reflects an adequate amount of information to provide description of the EVF and the student's responses</li> <li><input type="checkbox"/> Materials are described</li> </ul> <p style="text-align: center;">2    3    4</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Worksheet is completed and included</li> <li><input type="checkbox"/> Description has (1) how each item was "tested" and (2) the detailed results</li> <li><input type="checkbox"/> Summary of how materials were selected: includes consideration of the student's interests, visual characteristics, and age of student</li> <li><input type="checkbox"/> Each section is defined and supported with many details in all required areas</li> </ul> <p style="text-align: center;">5</p>

<i>Informal Classroom Vision Observation</i>				
<p><b>Observation of Visual Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> EVF results are compared to observations in classroom</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Information was not found in this area</li> </ul> <p style="text-align: center;">0</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Information was included but important information was missing</li> </ul> <p style="text-align: center;">1</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Results from EVF and observation are compared</li> <li><input type="checkbox"/> Environmental conditions and materials are described</li> </ul> <p style="text-align: center;">2    3    4</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Description describes (1) how each item was “tested” and the results are provided in detail.</li> <li><input type="checkbox"/> Summary of the visual conditions of the observed environment are well detailed</li> <li><input type="checkbox"/> Materials/objects are described in detail</li> </ul> <p style="text-align: center;">5</p>
<i>Teaching Strategies</i>				
<p><b>Teaching Techniques</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Description of how to best use student’s vision</li> <li><input type="checkbox"/> General teaching strategies to assist student</li> <li><input type="checkbox"/> Adaptation of communication techniques/educational materials</li> <li><input type="checkbox"/> Visual practice</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Information was not found in this areas</li> </ul> <p style="text-align: center;">0</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Information was found but described with a limited detail.</li> <li><input type="checkbox"/> Information was found but important information was missing. Some areas of analysis were weak in description.</li> </ul> <p style="text-align: center;">1</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teaching techniques are described with some details</li> <li><input type="checkbox"/> Practice is described within some routines/in isolation</li> </ul> <p style="text-align: center;">2    3    4</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> This section provides an excellent summary of teaching techniques that will assist the student in maximizing the use of vision</li> <li><input type="checkbox"/> Details are included regarding use of visual field, positioning, timing, size of objects, safety, etc.</li> <li><input type="checkbox"/> Discussion of how communication &amp; educational materials will be adapted to match this student’s visual needs.</li> <li><input type="checkbox"/> Detailed description of how vision “practice” can be infused into natural routines throughout the day is evident.</li> </ul> <p style="text-align: center;">5</p>
<p><b>Environmental Changes</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Environmental Changes</li> <li><input type="checkbox"/> Material Adaptation</li> <li><input type="checkbox"/> Use of Contrast</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Information was not found in this areas</li> </ul> <p style="text-align: center;">0</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Information was found but described with a limited detail.</li> <li><input type="checkbox"/> Information was found but important information was missing. Some areas of analysis were weak in description.</li> </ul> <p style="text-align: center;">1</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Environmental adaptations are described with some detail</li> <li><input type="checkbox"/> Materials are described to support this student’s visual needs and interests</li> </ul> <p style="text-align: center;">2    3    4</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> This section provides an excellent summary of environmental changes, use of contrast, that will assist the student in maximizing the use of vision</li> <li><input type="checkbox"/> Detailed description of material adaptations to support this student’s vision and interests</li> </ul> <p style="text-align: center;">5</p>

Professionalism of the Paper					
	UNACCEPTABLE		ACCEPTABLE		EXEMPLARY
<b>Writing Mechanics</b>	<input type="checkbox"/> Writing skills require significant improvement 0	<input type="checkbox"/> Writing Skills require some improvement 1	<input type="checkbox"/> Good Writing Skills with few errors noted 2    3    4		<input type="checkbox"/> Excellent writing skills 5
And <b>Presentation of Paper</b>	<input type="checkbox"/> Acronyms are not defined	<input type="checkbox"/> errors of spelling	<input type="checkbox"/> errors of grammar	<input type="checkbox"/> non-professional language used	<input type="checkbox"/> Not concisely worded
	<input type="checkbox"/> Errors of format	<input type="checkbox"/> Font difficult to read	<input type="checkbox"/> Headers not used	<input type="checkbox"/> Non-strength-based language used	Ideas are difficult to follow in some areas

\_\_\_\_\_/30

Grade for Paper: \_\_\_\_/100

Name \_\_\_\_\_

Graded by: \_\_\_\_\_

Date: \_\_\_\_\_

## Environmental Analysis

## SPED 526

<i>Description of Environment Prior to Modification</i>					
Areas of Analysis	UNACCEPTABLE		ACCEPTABLE		EXEMPLARY
<ul style="list-style-type: none"> <li><input type="checkbox"/> Visuals: Photos, drawings, or diagram</li> <li><input type="checkbox"/> Environmental Analysis worksheet</li> <li><input type="checkbox"/> Summary of problem areas linked to worksheet and/or visuals</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Information was not found in this area</li> </ul> <p style="text-align: center;">0</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Information was included but important information was missing</li> </ul> <p style="text-align: center;">1</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Environmental conditions and materials are described</li> <li><input type="checkbox"/> Most areas of analysis are described</li> <li><input type="checkbox"/> Visuals (photos) are included for most key areas</li> </ul> <p style="text-align: center;">2    3</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Visuals clearly depict a full view the environment</li> <li><input type="checkbox"/> Environmental Analysis worksheet is completed in all areas and included with this project</li> <li><input type="checkbox"/> Each key area of analysis (illumination, form vs. function, type of lighting, clutter, accessibility, etc.) is fully described, with details and reference to visuals (photos)</li> </ul> <p style="text-align: center;">4    5</p>	
<i>Notes:</i>					
<i>Environmental Modifications to improve functioning</i>					
<p><b>Environmental Changes</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Environmental modifications suggested</li> <li><input type="checkbox"/> Explanation of how changes will assist in visual functioning</li> <li><input type="checkbox"/> Modifications are respective of budget, ease of change, and age of users</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Information was not found in this areas</li> </ul> <p style="text-align: center;">0</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Information was found but described with a limited detail.</li> <li><input type="checkbox"/> Information was found but important information was missing. Some areas of analysis were weak in description.</li> </ul> <p style="text-align: center;">1</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> This section provides an good summary of environmental modifications that will assist the student in maximizing the use of vision</li> <li><input type="checkbox"/> Modifications are somewhat within the scope of “reasonable” in budget, change, etc.</li> </ul> <p style="text-align: center;">2    3</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> This section provides an excellent summary of environmental modifications that will assist the student in maximizing the use of vision</li> <li><input type="checkbox"/> Modifications are within the scope of “reasonable” in budget, change, etc.</li> </ul> <p style="text-align: center;">4    5</p>	
<i>Notes:</i>					
<i>Mobility Training</i>					
<p><b>Discussion of Mobility</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Task Analysis of a Mobility Route</li> <li><input type="checkbox"/> Rationale for selecting this route</li> <li><input type="checkbox"/> Summary of techniques and environmental cues used to teach this route</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Information was not found in this areas</li> </ul> <p style="text-align: center;">0</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Information was found but described with a limited detail.</li> <li><input type="checkbox"/> Information was found but important information was missing. Some areas of analysis were weak in description.</li> </ul> <p style="text-align: center;">1</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Task Analysis is present</li> <li><input type="checkbox"/> Rationale describes some of the key aspects of selecting a mobility route</li> <li><input type="checkbox"/> Summary of techniques used to teach this route in included</li> </ul> <p style="text-align: center;">2    3</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Task analysis is detailed with “reasonable” number of steps and level of difficulty</li> <li><input type="checkbox"/> Clear rationale describes why this route was selected, including: frequency of use, ease of use, student preference for goal, and difficulty of route</li> <li><input type="checkbox"/> Summary of techniques and environmental cues is included with important details noted.</li> </ul> <p style="text-align: center;">4    5</p>	

Professionalism of the Paper					
	UNACCEPTABLE		ACCEPTABLE		EXEMPLARY
	<b>Writing Mechanics</b>	<input type="checkbox"/> Writing skills require significant improvement 0	<input type="checkbox"/> Writing Skills require some improvement 1	<input type="checkbox"/> Good Writing Skills with few errors noted 2      3	
And <b>Presentation of Paper</b>	<input type="checkbox"/> Acronyms are not defined	<input type="checkbox"/> errors of spelling	<input type="checkbox"/> errors of grammar	<input type="checkbox"/> non-professional language used	<input type="checkbox"/> Not concisely worded
	<input type="checkbox"/> Errors of format	<input type="checkbox"/> Font difficult to read	<input type="checkbox"/> Headers not used	<input type="checkbox"/> Pages not numbered	
	<input type="checkbox"/> Strength-based language not used		<input type="checkbox"/> Wording is too technical without description	<input type="checkbox"/> Ideas are difficult to follow in some areas	

\_\_\_\_\_/25

Grade for Paper: \_\_\_\_/100

Name \_\_\_\_\_

Graded by: \_\_\_\_\_

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Subject Area of the Lesson \_\_\_\_\_

USING THE GENERAL EDUCATION SETTING FOR STUDENT LEARNING				
Lesson Plans	UNACCEPTABLE		ACCEPTABLE	EXEMPLARY
<input type="checkbox"/> Lesson plans <input type="checkbox"/> Alternate Assessment Grade Span Expectations are identified <input type="checkbox"/> Lessons are based in general education activity	Information was not found in this area  0	<input type="checkbox"/> Many lesson plans are missing <input type="checkbox"/> AAGSEs have not been identified for most lessons  1 2	<input type="checkbox"/> Lesson plans are included for most periods of the day <input type="checkbox"/> Lessons have some AAGSEs identified.  3	<input type="checkbox"/> Lesson plans are included for each of the 4 chosen lessons <input type="checkbox"/> All lessons have the AAGSE identified that most closely matches the activity. <input type="checkbox"/> Lessons are detailed, reflect typical classroom learning and clearly state the steps of each lesson  4
<input type="checkbox"/> Adaptive Materials <input type="checkbox"/> Equipment/Positions	Information was not found in this area  0	<input type="checkbox"/> Adaptive materials were selected based on group needs rather than individual participation <input type="checkbox"/> Positions somewhat support the student's active involvement in the lesson.  1 2	<input type="checkbox"/> Adaptive materials were selected to allow most students participation in each lesson <input type="checkbox"/> Positions were selected to involve students in most lessons  3	<input type="checkbox"/> Adaptive Materials are selected that maximize each student's active participation in all lessons <input type="checkbox"/> Creative use of adaptation allows for student involvement <input type="checkbox"/> Equipment positions are selected to maximize the student's ability to participate in lessons  4
<input type="checkbox"/> Prior Knowledge	Information was not found in this area or conveys minimal understanding  0	<input type="checkbox"/> Prior knowledge was not lesson specific <input type="checkbox"/> Beginning/Ending points were not lesson specific to provide student understanding of the progression of the lesson  1 2	<input type="checkbox"/> Prior knowledge is identified for the entire class without consideration of individual student needs or strengths <input type="checkbox"/> Beginning/Ending identified for class  3	<input type="checkbox"/> Prior knowledge is identified to ensure students have background for success in this lesson <input type="checkbox"/> Beginning/Ending of the lesson are understandable, and provide student a clear understanding of the progression of the lesson. <input type="checkbox"/> Aspects are matched to each student's strengths and needs.  4

USING THE GENERAL EDUCATION SETTING FOR STUDENT LEARNING				
Lesson Plans	UNACCEPTABLE		ACCEPTABLE	EXEMPLARY
<b>Lesson Progression/Steps</b> <input type="checkbox"/> Steps of Lesson <input type="checkbox"/> Conveyance of steps to students	Information was not found in this area or conveys minimal understanding  0 1 2	<input type="checkbox"/> Adaptive materials were selected based on group needs rather than individual participation <input type="checkbox"/> Positions somewhat support the student's active involvement in the lesson.  3 4 5	<input type="checkbox"/> Adaptive materials were selected to allow most students participation in each lesson <input type="checkbox"/> Positions were selected to involve students in most lessons  6 7 8	<input type="checkbox"/> The lesson is planned in a way that individual students can work toward their defined objectives <input type="checkbox"/> Creative use of steps in the lesson <input type="checkbox"/> Planned lesson involves some aspects of active engagement. <input type="checkbox"/> Steps of the lesson are clearly conveyed to students in a way that matches student's mode/level of communication  9 10

# Curriculum Modification Project Rubric

SPED 526

ADAPTING GENERAL EDUCATION LESSONS TO SUPPORT STUDENT LEARNING LINKED TO IEP					
Areas of Analysis	UNACCEPTABLE		ACCEPTABLE		EXEMPLARY
<b>RECEPTIVE Communication</b> (student schedule)	Information was not found in this area or conveys minimal understanding  0	<input type="checkbox"/> Student schedules are identified for some lessons  1 2	<input type="checkbox"/> Student schedules are identified for each student <input type="checkbox"/> Schedules are selected based on group needs rather than indiv. needs and levels of understanding  3	<input type="checkbox"/> Student schedules are linked to each student's abilities, sensory, or cognitive understanding. <input type="checkbox"/> Schedule items are based on individual student abilities and preferences <input type="checkbox"/> Schedule items are selected that are respective of a student's age and level of understanding  4	
<b>COMMUNICATION Objective</b>	Information was not found in this area or conveys minimal understanding  0 1 2	<input type="checkbox"/> Objectives are identified for most students  3 4 5	<input type="checkbox"/> Objectives for each student can be used within each lesson <input type="checkbox"/> All objectives do not clearly match student's abilities <input type="checkbox"/> Some lessons plan for limited opportunities to practice within lesson  6 7 8	<input type="checkbox"/> Objectives for each student allow for multiple "practice" within each lesson <input type="checkbox"/> Objectives are selected for meaningful practice in the lesson based on individual student abilities <input type="checkbox"/> Objectives are selected that are respective of a student's age and level of understanding <input type="checkbox"/> Objectives are clearly measurable, observable, with criterion and created to meet the individual needs of each student's in each lesson  9 10	
<b>CONTENT Objectives</b> (all objectives except communication)	Information was not found in this area or conveys minimal understanding  0 1 2	<input type="checkbox"/> Objectives are identified for most students  3 4 5	<input type="checkbox"/> Objectives for each student can be used within each lesson <input type="checkbox"/> All objectives do not clearly match student's abilities <input type="checkbox"/> Some lessons plan for limited opportunities to practice within lesson  6 7 8	<input type="checkbox"/> Objectives for each student allow for multiple "practice" within each lesson <input type="checkbox"/> Objectives are selected for meaningful practice in the lesson based on individual student abilities <input type="checkbox"/> Objectives are selected that are respective of a student's age and level of understanding <input type="checkbox"/> Objectives are clearly measurable, observable, with criterion and created to meet the individual needs of each student's in each lesson  9 10	
<b>MEASUREMENT</b>	Information was not found in this area or conveys minimal understanding  0 1 2	<input type="checkbox"/> Measurement systems/datasheets do not support individual student learning  3 4 5	<input type="checkbox"/> Most measurement systems/datasheets are consistent with student objectives and are reasonable to use. <input type="checkbox"/> Measurement systems may not provide data for clear analysis of student learning  6 7 8	<input type="checkbox"/> Measurement systems/datasheets support the identified objective <input type="checkbox"/> Measurement systems/datasheets were developed to capture student learning <input type="checkbox"/> Measurement systems/datasheets are reasonable in terms of time needed for data collection. <input type="checkbox"/> Measurement systems/datasheets match the criterion and easily support decisions of students reaching criterion  9 10	

<b>Professionalism of the Paper</b>				
	<b>UNACCEPTABLE</b>		<b>ACCEPTABLE</b>	<b>EXEMPLARY</b>
<b>Writing Mechanics</b>	<input type="checkbox"/> Writing skills require significant improvement 0	<input type="checkbox"/> Writing Skills require some improvement 1 2	<input type="checkbox"/> Good Writing Skills with few errors noted 3	<input type="checkbox"/> Excellent writing skills 4
And <b>Presentation of Paper</b>	<input type="checkbox"/> Acronyms are not defined <input type="checkbox"/> Errors of format	<input type="checkbox"/> Font difficult to read <input type="checkbox"/> Errors of spelling	<input type="checkbox"/> Errors of grammar <input type="checkbox"/> Headers not used	<input type="checkbox"/> Non-professional language used <input type="checkbox"/> Pages not numbered <input type="checkbox"/> Ideas are difficult to follow in some areas <input type="checkbox"/> Not concisely worded

Grade for Paper: \_\_\_\_\_/60 = \_\_\_\_\_/100

Name: \_\_\_\_\_ Graded by: \_\_\_\_\_ Date: \_\_\_\_\_