

AUGUSTA STATE UNIVERSITY
COLLEGE OF EDUCATION
Department of Educational Leadership, Counseling, and Special Education
SPECIAL EDUCATION PROGRAM

SPED 6015
METHODS/MATERIALS FOR TEACHING STUDENTS WITH SEVERE DISABILITIES
3 SEMESTER HOURS(3-0-3)

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COURSE DESCRIPTION

Methods for teaching students with moderate to severe disabilities throughout the life span including hands-on experiences; emphasis on career education, transitions, and lesson plans emphasizing life skills. Emphasis is on self-evaluation and plans to improve instruction. 20 hours offfield experience is required. *Prerequisite(s): admission to graduate program and sped 6014*

TEXTBOOK

Westling, D.L., & Fox, L. (2008). Teaching students with severe disabilities. (4th Ed.), Englewood Cliffs, NJ: Merrill Prentice Hall.

Upon successful completion of this course, students will meet a common core of knowledge and skills essential for special educators. The student will recognize the following competencies in the research-based methodologies, teaching techniques, and learning strategies utilized to effectively instruct individuals with moderate to severe disabilities, noting different learning styles and adapting teaching and materials to these styles:

1. Collect data and identify methods for monitoring student progress.
2. Identify different learning styles of the students and how to adapt teaching to these styles.
3. Create curricula for the development of motor, cognitive, academic, social, language, affective and functional life skills for individuals with moderate to severe needs.
4. Evaluate and select instructional and remedial methods, techniques, and curriculum materials for learners with moderate to severe disabilities.
5. Demonstrate techniques for modifying instructional methods and materials

6. Design and implement life-skills instruction relevant to independent, community, and personal living and employment.
7. Choose and use appropriate technologies to accomplish instructional objectives and integrate them appropriately into the instructional process.
8. Conduct and use task analysis.
9. Integrate affective, social, and career/vocational skills with academic skills
10. Use strategies for facilitating maintenance and generalization of skills across learning environments.

1. College of Education Conceptual Framework

Understanding for Teaching, Teaching for Understanding

The preparation of educators is the most critical of all professions, without educators there are no other professions. The professional educator is the key element in the learning process. Building on the key elements of the professional educator, the Conceptual Framework of the unit of Augusta State University consists of a vision and mission with an overarching theme to produce **prepared**, **able**, and **responsive** professionals to teach diverse learners.

This vision and mission is a shared responsibility between campus colleagues, public school practitioners, and involved community agencies requiring the partnership of the entire education unit including the College of Education, the College of Arts and Sciences, and the local community educational system and the Partner School Network.

Element: Prepared (PD)

P1: Demonstrate strong content and pedagogical preparation in their respective subject area or professional field.

P2: Use self assessment and analysis to form the basis for collaboration with colleagues and the development of a desire to be a lifelong learner.

P3: Participate in graduate study to extend and refine the knowledge base of educators to build expertise.

P4: Possess an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) or their professional field of study and be able to create learning experiences that enable all students to learn.

P5: Understand how students learn and develop (intellectually, socially, and individually) and be able to provide developmentally appropriate learning opportunities and support for these opportunities.

P6: Demonstrate knowledge of how to implement effective verbal and nonverbal information and technology techniques to foster active inquiry, collaboration, and supportive interaction in educational settings.

Element: Able (AD)

A1: Understand, use, and support a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving, and performance skills.

A2: Create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all learners.

A3: Plan, guide, and support instruction based upon knowledge of subject matter, the learners, the community, and curriculum goals.

A4: Understand and use authentic assessment to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

A5: Ability to teach and work in authentic settings with diverse populations of learners

Element: Responsive (RD)

R1: A respect for the dignity of all persons. All children can learn and have the right to an opportunity to do so.

R2: Preparation in the subject area(s) to be taught or the professional field of study must be accompanied by the skill and dispositions to translate knowledge into creating and supporting meaningful experiences for diverse learners

R3: Understanding of how students differ in their approaches to learning and demonstrate the commitment for meeting their educational needs in fair, caring, nondiscriminatory, and equitable manners.

R4: Ability to be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally

R5: Fostering of relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of all students.

Program-Specific Standards Addressed in This Course:

Standard #1: Leadership and Policy

- Skills:
 - ACC1S2 - Promote high expectations for self, staff, and individuals with exceptional learning needs
 - ACC1S3 - Advocate for educational policy within the context of evidence-based practices.

Standard #2: Program Development and Organization

- Knowledge:
 - ACC2K2 – Theories and methodologies of teaching and learning, including adaptation and modification of curriculum.
 - ACC2K3 – Continuum of program options and services available to students with exceptional learning needs.
 - ACC2K6 – Developmentally appropriate strategies for modifying instructional methods and the learning environment.
- Skills:
 - ACC2S1 – Develop programs including the integration of related services for children based upon a thorough understanding of individual differences.
 - ACC2S2 – Connect educational standards to specialized instructional services.
 - ACC2S3 – Improve instructional programs using principles of curriculum development and modification, and learning theory.

Standard #3: research and Inquiry

- Skills:
 - ACC3S2 – Evaluate and modify instructional practices in response to ongoing assessment data.
 - ACC3S3 – use educational research to improve instruction intervention strategies, and curricular materials.

Standard #4: Evaluation

- Knowledge:
 - ACC4K2 – Variety of methods for assessing and evaluation students' performance.
- Skills:
 - ACC4S2 – Design and implement research activities to examine the effectiveness of instructional practices.

Standard #5: Professional Development and Ethical Practice

- Knowledge:

- ACC5K1 – Legal rights and responsibilities of students, staff, and parents/guardians.
- ACC5K2 – Moral and ethical responsibilities of educators.
- ACC5K3 – Human rights of individuals with exceptional learning needs and their families.
- Skills:
 - ACC5S3 – Use ethical and legal discipline strategies.

Standard #6: Collaboration

- Skills:
 - ACC6S1 – Collaborate to enhance opportunities for learners with exceptional learning needs.

Method of Instruction

Lecture, discussion, small group activities, textbook activities, online activities, field trip, guest speakers, lesson planning, and student teaching videos.

COURSE SCHEDULE

<u>Date:</u>	<u>Topic</u>	<u>Assignment</u>
10/12	Intro/overview; Definitions	chp. 1
10/19	Philosophy and best Practices	chp. 2
10/26	Planning instructional Programs Video 1	chp. 5
11/2	Conducting Assessments	chp. 6
11/9	Midterm quiz	chps 1,2, 5,6

11/16	Teaching new skills Video 2	chp. 7
11/23	Generalization	chp. 8
11/30	Course evaluations Review for Final exam Video3	

Performance Assessment:

1. Case Study: 20 points parts a-e = 15 points part f = 05 points

Students are expected to develop a case study on a student (selected student to be approved by the instructor). Student will be identified by a fictitious name or number. Case study must be typed in 10 to 12 point font and double spaced. Students must include the following components:

- a. Summary of recent educational, pre-academic, and developmental evaluations with most current information given most importance. Evaluative data should include information regarding all five developmental areas: self-help/domestic, socialization, motor skills, cognition/pre-academics, prevocational/vocational, recreational/leisure, community and communication.
- b. Narrative description of student's disability and areas of strengths and weaknesses.
- c. Description of the family constellation, and relevant ecological information (information regarding the natural environments in which the child participates). Family background information should include information about the family's values and cultures, abilities and interests (if known) and assumptions regarding family values and cultures, abilities and interests if not known.
- d. Detailed description of the child's medical and educational history to include medical and/or educational diagnoses
- e. Description of the type(s) of program(s), related services, and community resources utilized by the student including involvement of interdisciplinary/multidisciplinary team/agency involvement.
- f. Based on parts a-e and the current functioning level of your student, design a perfect program for the student using the items in part e. Design a perfect future scenario.

Parts a-e due: Oct. 26, 2009

Part f due: Nov. 16, 2009

2. Chapter Questions 20 points: due weekly (5 CHAPTERS @ 4 POINTS EACH)

Chapter questions from the text are assigned to be turned in weekly. They should be typed and in APA style. These will not be accepted late.

Rubric for Chapter Questions: Content=1; spelling, punctuation & grammar=1; organization=1; and overall=1

3. Lesson Plans: 20 points; 5 each Due: Night topic covered in class

Students will prepare four original lesson plans appropriate for the case study student. One must be done for appropriate academics and community. Two others will be chosen from the following domains: self-help/domestic, socialization, motor skills, cognition/pre-academics, prevocational/vocational, communication skills, personal care skills, or rec-leisure. Objectives for the lesson will be stated clearly for all activities and covered through planned activities. Activities will be appropriate for the learner balancing premises of both chronological and developmental appropriateness. All materials are to be clearly listed and correspond to lesson activities. Lesson/activity is to be created as to engage and motivate the learner. A template will be given out in class.

4. Midterm and Final Exam: 20 points (10=midterm; 10= final)

*Students will be given one midterm and one final exam. Dates are on topical outline.

5. Videotapes and self reflection: 15 points

Three videotapes of your teaching a lesson to a student with severe disabilities are required. Guidelines will be given in class. They will be watched in class and evaluated by peers, and instructor. A self-reflection must be turned in with it.

FIELD EXPERIENCE REQUIREMENTS

Students who are not currently teaching in a classroom for students with severe disabilities will spend 2 hours per week in a public school classroom for students with moderate and severe disabilities. Lesson plans will be written and implemented for small groups and individuals under supervision in a variety of content areas including social skills, life skills, and vocational skills.

MAT ONLY

MAT students will be observed teaching a lesson in a classroom for students with severe disabilities. Students will receive feedback on his/her performance from the classroom teacher and the college supervisor. A time sheet and evaluation are required at the end of the semester.

Please let me know promptly about problems or concerns with assignments or requirements of the course.

ASSESSMENT:

Case Study	20 points
Chapter questions	20 points
Video with reflection	20 points
Lesson plans	20 points

Midterm and final	20 points
Total:	<hr style="width: 100%; border: 0.5px solid black;"/> 100 points

GRADE SCALE

A = 100 – 90 B = 89 – 80 C = 79 – 70 D = 69 – 60 F = below 59

A grade of *Incomplete* for the course will only be given under documented extraordinary circumstances or events not due to a student’s own negligence that prevent completion of specific assignments. Please consider the requirements specified in the syllabus as you plan your schedule.

CONTRIBUTION TO CLASS DISCUSSION

Be prepared by reading the assigned material and be able to raise and respond to questions about each assigned topic. The quality of your participation in class discussion and activities will be assessed through the semesters.

WRITTEN ASSIGNMENTS

In order to avoid a late penalty of one letter grader per day, the instructor must receive assignments by 5:00 pm on the due date. You may submit an assignment early in my personal department box located on the third floor of University Hall. If necessary, email it as a Word document attachment to apolling@aug.edu . **A HARD COPY IS PREFERRED.**

Papers may only be submitted once for credit. You may not resubmit a paper/assignment once it has been turned in. Unless otherwise specified, all papers should be typed, double spaced, with 12-pt. font and 1” margins using APA guidelines. References to journals, books, and websites should be sited in APA format at the end of each report in the *Reference* section. If you are unfamiliar with APA, see the Publication Manual in the library or check out their website, <http://www.apastyle.org>.

Always use PERSON FIRST language and other appropriate terms as indicated in the APA Manual. Written assignments will be graded on content and style. Grammatical and spelling errors will be penalized.

Please ask for assistance with writing style if you have questions about these expectations. Also, you may contact the ASU writing Center (737-1402) for further help with developing and improving composition skills.

ACADEMIC HONESTY

ALL STUDENTS ENROLLED IN SPED 6015 ARE EXPECTED TO ABIDE BY ALL ASU RULES AND REGULATIONS CONCERNING ACADEMIC INTEGRITY, INCLUDING

ACADEMIC HONESTY, CHEATING, PLAGIARISM, COLLUSION WITH OTHERS TO CHEAT OR PLAGIARIZE, AND SANCTIONS FOR ACADEMIC DISHONESTY.

If you have any questions or concerns about the integrity code, please see me. I support the code and expect you to do likewise.

Students are expected to read and strictly adhere to the entire Academic Honesty policy found on page 62 of the 2003-2004 Augusta State University Catalog. In part, the policy reads:

“Academic honesty requires the presentation for evaluation and credit of one’s own work, not the work of others...Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student’s own unless otherwise acknowledged. Such acknowledgement should occur whenever one quotes another person’s actual works, whenever one appropriates another person’s ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge.”

Pipeline Accounts

Students are encouraged to check their Pipeline accounts daily. Students are responsible for any assignments or deadlines sent to them via Pipeline. If you have trouble accessing your Pipeline account, you should contact Information Technology Services at 737-1676. Computers and printers are available free of charge in computer labs throughout campus as well as the library and campus internet cafes for students who do not have access from a home computer.

Department of Educational Leadership, Counseling, and Special Education Website

Students are invited to visit the departmental website at: www.aug.edu/clinical
A variety of forms, some interactive, may be downloaded from the website. There are also newsletters, registration information and announcements which students will find useful. Most forms are in Adobe Acrobat. All campus computers have Adobe Acrobat Reader installed and students can download Adobe Acrobat Reader for their home computer at no charge from: www.adobe.com/products/acrobat/

Cell Phone & Pager Policy

Students are asked to mute or turn off cell phones and/or pagers during class time. Violations will be addressed on an individual basis.

Students with Disabilities

Students with disabilities who are registered with the Office of Disability Services should schedule an appointment with the instructor before the third week of class to discuss academic accommodations. If the student does not initiate this meeting, it is assumed no special accommodations or modifications will be necessary to meet the requirements of this course. You may make an appointment by calling the Counseling and Testing Center (706) 737-1471 or visit their office located in the Quadrangle, next to Fanning Hall (Business Office).

Please let me know promptly about problems or concerns with assignments or requirements of the course.

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Functional Lesson Plan Example

Student: Timothy Simms	School: St. Stephen's Preschool	Date: 10/30/2009
Teachers: Carlene Johnson, Ted Grayson, & Jo Milano (SLP)		
Objective: Upon arrival at and departure from preschool. Timothy will exit the care, walk to enter the preschool class, greet familiar people, remove and hang his outer garments in his cubby, and select and go to a play activity at a criterion of 10 of 15 steps (67%) during two training sessions (using partial participation on some steps as indicated in the task analysis).		
Stage of Learning: Acquisition		Arrangement: One to one, naturalistic
Setting: car, bus/car area, sidewalk, halls, classroom, cubby		
Instructional Cue: Arrival or departure cues, "let's go to preschool," "Let's go home"		
Prompt(s): Gestural (point, tap) with partial physical (gentle pressure or nudge) Do not use verbal prompts, except stating his name if he is not attending.		
Materials: natural materials involved in task; activity board, student photo cards; task analysis		
Reinforcers: Praise, smile, deep pressure rub on shoulder, play activity in AM; car ride at noon		
Teaching Procedure: For first 2 days use 0-sec delay; then delay prompt 4 sec. Use 0-sec delay for 1 day after long absences, vacations, or errors on 5 or more steps in one session. Antecedents: Follow task steps. Start by giving cue, wait delay, then give prompt on time if no response. As successful, include gesture prompts that draw his attention to peers nearby who are performing the same task. Consequences: Follow unprompted corrects with enthusiastic praise or rub; follow prompted corrects with praise; follow a no response with a prompt. Interrupt errors with a prompt. Encourage peers to praise him when his things are in cubby and when he makes an activity choice.		
Maintenance: Thin and fade reinforce to end of task and activity board choice. Require his use of arrival procedure to participate in play activity.		
Fluency: If performance is slower than peers, time him and set goals for shortening the duration.		
Generalization: Task analyze home routine, try out and adjust procedure.		

Lesson Plan Grading Rubric

Observation assessment of plan and implementation:

Date: _____

0 (Omitted)

1 (Poor)

2 (Acceptable)

3 (Exceptional)

Student:		
Teacher:		
School:		
Objective (Behavioral, GPS)		
Stage of Learning:		
Arrangement:		
Setting:		
Instructional Cue:		
Prompt(s):		
Materials:		
Reinforcers:		
Teaching Procedure:		
Maintenance:		
Generalization:		

SPED 6015 - Review of Video Lesson Plan

Teacher: _____

Reviewer: _____

Check each element you observe. Make notes about strengths and areas that may need further consideration. Then summarize your impressions and suggestions.

- 1. Anticipatory Set & Objectives for Students
 - Focus, Introduction, & Review
 - Prior knowledge & reasons why
 - Advance organizer
- 2. Instructional Input of New Material
 - Modeling
 - Lecture
 - Examples
 - Non-examples
- 3. Guided Practice
 - Maximum opportunities for response
 - Error-free practice
 - Close monitoring-check for understanding
 - Systematic & Frequent Feedback
 - Specific praise given for correct answers
 - Encourage & prompt hesitant responses
 - Give process feedback
 - Repeat or restate questions
 - Correct mistakes
 - Re-teach to errors
- 4. Independent Practice
 - Directly related to skill taught
 - Acquire speed & fluency
 - Actively supervise
 - Expect 95% mastery
- 5. Closure
 - Encapsulate lesson
 - Review & summarize
 - Preview future lessons

Notes:

Overall impressions: Comment on the following & give specific examples of each:

Teacher Strengths

Examples

-
- 1.
 - 2.
 - 3.

Goals for improvement

Specific Modifications and/or Suggestions

-
- 1.
 - 2.
 - 3.