University of Maryland
Department of Special Education

COURSE: **EDSP 400/602 Section 0101 WEDNESDAY**
TITLE: **Functional Assessment and Instruction in Special Education**
PROFESSOR: Dr. Frances Kohl
TIME: Wednesday, 4:15-7:00 PM   PLACE: 1121 Benjamin Building
SEMESTER: **FALL, 2015**

DESCRIPTION: Characteristics, methods, and materials are presented for the instruction and inclusion of students traditionally labeled moderately, severely, and profoundly mentally retarded or intellectually disabled, severely emotionally disturbed, autistic, and multiply impaired. The course focuses on task analysis; data based instruction; alternate and meaningful assessments; evidenced based instructional procedures and methodologies; and functional task instruction in the following areas: motor, communication, self-help/grooming, social, housekeeping/home management, recreation, and community functioning. Course activities include readings and class discussions, evaluating existing assessment instruments and curricula, practicing state-of-the-art instructional procedures, writing and implementing lesson plans, and promoting parental support.

OFFICE HOURS: Tuesday and Wednesday 1:00 - 3:00 PM **Other times by appointment**.
E-MAIL: flkohl@umd.edu
OFFICE PHONE: 301.405.6490

Accommodations for Students with Disabilities: If you have a documented disability from DSS with accommodations, you must hand in the documentation by the second night of class. For information on accommodations, visit www.counseling.umd.edu/DSS.

Attendance: As future educators, you are held to a high standard of professional behavior. This course is important to your future and the future of the many students you will teach. Attendance and in-class participation are ongoing requirements. Therefore, attendance will be recorded for each class and included in evaluation. **University policy excuses the absences of students for illness (self or dependent), religious observances (where the nature of the observance prevents the student from being present during the placement or class period), participation in University activities at the request of University authorities, and compelling circumstances beyond the student's control. Students must request the excuse in writing and supply appropriate documentation.** Notify Dr. Kohl BEFORE CLASS regarding any absence and, in the case of religious observances, please provide a written notification of the projected absence within two weeks of the start of the semester. Attendance information is found at: http://www.faculty.umd.edu/teach/attendance.html
   • It is highly recommended to exchange telephone numbers with at least one classmate to obtain notes and follow-up assignments missed during an absence.

Technology Use Policy: While UMD recognizes students' need for educational technological devices, the use of cellular phones during class time is not allowed. ***All phones*** must be turned off and put away in purses, backpacks, etc. during class. Laptop computers are allowed in class, **but for professional reasons only** including taking notes, use of CANVAS, or investigating professional websites. ***Absolutely no text messaging or unprofessional use of a laptop (e.g., checking emails) during class will be tolerated. You will be asked to leave the class.***

EDSP 400/602 Course Outline FALL 2015 SECTION 0101 – Wednesday

Date	Session	Topic	Requirements
09/02	1	Course Requirements; Definitions of and History of Services for Students with Severe Disabilities **PP#1**	Readings
09/09	2	Overview of Current Services **PP#2**	Readings
09/16	3	Functional Behavior Objectives **PP#3**	Readings
09/23	4	Task Analysis; Baseline Types; and Ecological Inventories **PP#4**	Readings
09/30	5	Principles of Conditioning & Reinforcement; Increasing Behaviors **PP#5**	Readings; **Take Home I Distributed**
10/07	6	Instructional Prompts & Error Correction Procedures **PP#6**	Readings; **Take Home I Due**
10/14	7	Systematic Instructional Procedures: Least to Most & Most to Least Prompt Hierarchies Prompting Procedures **PP#7**	Readings
10/21	8	Shaping & Chaining Procedures **PP#8**	Readings
10/28	9	Time Delay Procedures **PP#9**	Readings; **Take Home II Distributed**
11/04	10	Simultaneous Prompting Procedures **PP#10** Gradual Guidance Procedures **PP#11**	Readings; **Take Home II Due**
11/11	11	Data Collection; Data Based Decision Making **PP#12**	Readings
11/18	12	**Video Critique**	In Class **EXAMINATION; Take Home III Distributed**
11/25		Thanksgiving (no class)	
12/02	13	Graphing **PP#13** Instructional Grouping **PP#14**	Readings
12/09	14	Meaningful Assessment **PP#15** NCSC and ALT-MSA **PP#16** MSDE College and Career-Ready Standards	Readings; **Take Home III Due**

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Teacher Candidate Learning Outcomes* for EDSP 400/602

EDSP 400/602 Teacher Candidate Learning Outcomes:	CEC (2012) Special Educator Preparation Standards	InTASC (2014) Core Teaching Standards	College of Education (2011) Conceptual Framework	Maryland Teacher Technology Standards (2002)
1. Characteristics/Definitions: To know the characteristics and definitions related to the identification and instruction of individuals with severe/low incidence disabilities	1,7	1	Learners, Advocacy, & Diversity	I, VI
2. **Assessment:** To know and implement meaningful assessment procedures (e.g., ecological inventory, discrepancy analysis, MAPS) to accommodate and modify instruction for individuals with severe/low incidence disabilities	3,4	6,7	Goals & Assessment	I, II, IV, VI
3. **Instructional Planning**: To construct and implement functional lesson plans for students with severe/low incidence disabilities	3,5	7	Curriculum; Innovation/ Creativity	V
4. **Curriculum:** To analyze and apply functional curriculum which encourages independence with students having severe/low incidence disabilities	3,5	5	Curriculum & Subject Matter	I, V,VI
5. **Instructional Strategies:** To know and apply types of instructional prompts (e.g., verbal, model, gesture, physical) and systematic instructional strategies (e.g., prompt hierarchies, time delay, chaining, gradual guidance) for students with severe/low incidence disabilities	5, 7	8	Pedagogy, Technology	II, V, VI
6. **Data Based Decision Making:** To collect student outcome data and make appropriate instructional decisions based on student outcomes	4, 5	5, 9	Goals and Assessment; Technology	I, IV
7. **Inclusion Practices & Collaboration:** To know and apply strategies (e.g., planning matrices, differentiated instruction) to facilitate inclusion of students with physical and severe/low incidence disabilities with peers without disabilities in age-based neighborhood schools (e.g., differentiated instruction, communication, UDL)	2,7	3,9	Social & Cultural Contexts; Advocacy	II, VI
8. **Professional & Ethical Responsibilities:** to use foundational and practical knowledge and the professional ethical principles to inform special education practice, to engage in lifelong learning, and to advance the profession.	6	9	Reflection, Advocacy, & Ethical Action; Competence	I, II,III,VII

*CEC = Council for Exceptional Children: Initial Professional Content Standards
http://www.cec.sped.org/~/media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf
*InTASC = Interstate Teacher Assessment and Support Consortium: Core Teaching Standards
http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_and_Learning_Progressions_for_Teachers_10.html
*CF = UM College of Education Conceptual Framework
http://www.education.umd.edu/Academics/Programs/teacher_education/documents/FINALCFApproved2011.pdf
*MTTS= Maryland Teacher Technology Standards
http://www.marylandpublicschools.org/MSDe/programs/technology/techstds/index.html

Course Requirements

All written assignments are to be **typed** and **double-spaced** (unless otherwise noted). Attention will be given to writing style, organization, and grammar; points will be subtracted depending upon the ease of readability.

- Never use real names of students, teachers, schools, etc. Use <u>S</u> for student & <u>T</u> for teacher.
- All assignments must be sent electronically in MS Word (doc or docx), 12 point font, double-spaced (unless otherwise noted), and with 1" margins to CANVAS (NO Excel or PDF).
- ALL assignments must be titled as follows: **LastNameFirstName.Assignment.Date**
  If the assignment is not titled as presented above, it will be returned for correction.

All assignments are due on the dates specified in the <u>Course Outline</u>. **Late assignments will not be accepted.**

1. <u>Readings, Attendance, and Class Involvement</u>. It is expected that teacher candidates will have read the required readings for each class prior to lecture, attend class, and participate in discussions and activities. Attendance and in-class participation are ongoing requirements and an integral part of the work of this course. Therefore, attendance will be recorded and included in evaluation as well as being punctual and **paying attention and being engaged in learning**. [No cell phone or noninstructional computer use; see **Technology Use Policy**.]

2. <u>Take Home Examinations I, II, and III</u>. All examinations are applied and based on readings, handouts, and lecture materials. **Late take home examinations will NOT be accepted.**

3. <u>Video Critique and Data Collection Examination</u>. Teacher candidates will critique a video of the implementation of a least-to-most prompt hierarchy/total task chaining procedure. The video critique will be done in class as a small group assignment and the data collection section will be done individually. Evaluation information is found in Appendix A.

Grading

Each requirement is assigned the following maximum points:

1. Class Attendance/Discussion/Participation/Engaged Learning   5
2. Take Home Examination I   25
3. Take Home Examination II   25
4. Take Home Examination III   25
5. In Class Examination: Video Teaching Critique   20

          Total: **100**

A+	100 – 98	B+	89 – 87	C+	79 – 77
A	97 – 93	B	86 – 83	C	76 – 73
A-	92 – 90	B-	82 – 80	C-	72 – 70
				D	Below 70

Required Textbook

Brown, F., McDonnell, J.J., & Snell, M.E. (2016). <u>Instruction of students with severe disabilities</u> (8th ed.). Boston: Pearson.

Reminder: If any teacher candidate is interested in an internship placement with students having severe disabilities, please contact Dr. Kohl for additional information.

READING ASSIGNMENTS

Bring pertinent PPT and handouts to class each week downloaded or printed from CANVAS.

Sessions 1 and 2: Definitions; Student Characteristics; Overview of Historical and Current Services for Students with Severe Disabilities

Required Readings
1. Brown, McDonnell, & Snell: Chapter 1 and 2

Recommended Historical Readings on Students with Severe Disabilities

Baumgart, D., Brown, L., Pumpian, I., Nisbet, J., Ford, A., Sweet, M., Messina, R., & Schroeder, J. (l982). Principle of partial participation and individualized adaptations in education programs for severely handicapped students. *JASH*, 7, l7-27. (CANVAS)

Blatt, B., & Kaplan, F. (1966). *Christmas in Purgatory: A photographic essay on Mental* Retardation. Boston: Allyn & Bacon.

Brown, L., , M. B., Hamre-Nietupski, S., Johnson, F., Wilcox, B., & Gruenwald, L.(1979). A rationale for comprehensive interactions between severely handicapped students and nonhandicapped students and other citizens. *AAESPH Review*, 4 (1), 3-14. (CANVAS)

Brown, L., Nietupski, J., & Hamre-Nietupski, S. (1976). The criterion of ultimate functioning and public school services for severely handicapped students. In M. A. Thomas (Ed.), *Hey, don't forget about me!* Reston, VA: Council for Exceptional Children, 2-15. (CANVAS)

Burke, P., & York, R. (1973). Considerations for serving the severely handicapped in public schools. *Education and Training of the Mentally Retarded, 8 (2)*, 20-26.

Collins, S., & Salzberg, C. (2005). Scientifically based research and students with severe disabilities: Where do educators find evidence-based practices? *Rural Special Education Quarterly*, 24 (1), 60-63. (CANVAS)

Ferguson, D.L., & Baumgart, D. (1991). Partial participation revisited. *JASH,16*, 218-227. (CANVAS)

Sontag, E., & Haring, N. (1996). The professionalization of teaching and learning for children with severe disabilities: The creation of TASH. *Journal of the Association for Persons with Severe Disabilities, 21*, 39-45.

Wolfensberger, W. (1972). Normalization: *The principle of normalization in human services.* Toronto, Canada: National Institute on Mental Retardation.

Session 3 and 4: Functional Behavior Objectives; Task Analysis; Baseline Data Collection Measures/Types; Ecological Inventories

Required Readings

1. Brown, McDonnell, & Snell: Chapter 5
2. Brown, L., Branston, M.B., Hamre-Nietupski, S., Pumpian, I., Certo, N., & Gruenewald, L. (l979). A strategy for developing chronological age appropriate and functional curricular content for severely handicapped adolescents and young adults. *Journal of Special Education, 13*, 8l-90. (CANVAS)

Sessions 5, 6, 7, 8, 9, and 10: Instructional Interventions: Reinforcement; Instructional Prompts;   Error Correction Procedures; Fading Procedures; Least to Most Prompting; Most to Least Prompting; Simultaneous Prompting; Graduated Guidance; Progressive and Constant Time Delay Procedures

Required Readings
1. Brown, McDonnell, & Snell: Chapter 5 and 6

Recommended:
Snell, M.E., & Gast, D.L. (1981). Applying time delay procedures to the instruction of the severely handicapped, *JASH*, 6, 3-14. (CANVAS)

Sessions 11, 12, and 13: Data Collection, Data Based Decision Making, & Graphing Procedures; Instructional Grouping

Required Readings
1. Brown, McDonnell, & Snell: Chapter 4
2. Brown, McDonnell, & Snell: Chapter 5 p.139 - 150

Session 14:   Meaningful Assessment; Alternate Assessments; ALT-MSA Procedures; MSDE College and Career-Ready Standards

Required Readings:
1. Brown, McDonnell, & Snell: Chapter 3
2. MSDE Alternate MSA (ALT-MSA) Test Administration Manual 2015-2016

IN CLASS Video Critique: 20 Points

A video of the implementation of a Total Task Chaining/Least to Most Prompt Hierarchy will be shown in class and each teacher candidate is required to:

(1) **Assigned Group Activity**: Teacher candidates must critique the use of the least-to-most prompt hierarchy instructional procedures viewed on the video. The following teaching dimensions must be evaluated by stating strengths, flaws, and/or needs on the following topics:
   a) use of prompt hierarchy procedures;
   b) use of total task chaining procedure;
   c) delivery of reinforcement (frequency, type, tone);
   d) pace of instruction;
   e) use of natural supports/modifications/assistive technology;
   f) tone/affect of instruction;
   g) ability to handle behavior problems/interruptions;
   h) closure of instruction; and/or
   i) other (please explain).

(2) **Individual Activity**: Teacher candidates will collect data on the instructional outcomes on each step of the task analysis using a data sheet provided. Teacher candidates are to watch the video and collect data using the instructional key (+, G, VC, or P) and tabulate the number and percentage of independent steps on the task analysis.

Rubric: IN CLASS Video Critique

	Points	Points Earned	Comments:
1 a. Critique use of appropriate prompt hierarchy (clear, systematic, has realistic latency)	4		
b. Critique use of total task chaining/task analysis procedure (logical, orderly, materials, etc.)	4		
c. Critique delivery of reinforcement (frequency, type, tone/inflection, sincerity)	2		
d. Critique overall use of instructor's affect, pace, tone, volume, etc.	3		
e. Critique closure of instruction	1		
f. Miscellaneous (e.g., need to revise TA, change reinforcement, handling of behavior problems/interruptions)	1		
2. Data collection is accurate and represents skill acquisition of student. Correct notations are used.	5		
Total Maximum Points:	20	**Total Points**:	

University of Maryland, College of Education, and EDSP Policies/Information

Academic Integrity: The University of Maryland has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student, you are responsible for upholding these standards for this course. It is important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. Students who are uncertain as to what constitutes academic dishonesty should consult the publication Academic Dishonesty found at: http://www.testudo.umd.edu/soc/dishonesty.html or the Student Honor Council, visit www.shc.umd.edu which defines ACADEMIC DISHONESTY as any of the following acts:

(a) CHEATING: intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
(b) FABRICATION: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
(c) FACILITATING ACADEMIC DISHONESTY: intentionally or knowingly helping or attempting to help another to violate any provision of this *Code*.
(d) PLAGIARISM: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

Academic dishonesty may take many forms. Examples of academic dishonesty include, but are not limited to, the following:

- buying, selling, or trading papers, projects, or other assignments;
- using or attempting to use any unauthorized book, notes, or assistance from any person during a quiz or examination;
- plagiarizing and/or submitting the work of another as your own;
- fabricating information, references, or citations;
- facilitating dishonest acts of others pertaining to academic work;
- possessing unauthorized examinations;
- submitting, without instructor permission, work previously used;
- tampering with the academic work of another person;
- ghosting-taking a quiz or exam in place of a student or having any person take a quiz or exam in your place;
- any attempt to falsify an assigned grade or an examination, quiz, report, or program or in a grade book, document, or other record;
- any attempt, or actual, collusion willfully giving or receiving unauthorized or unacknowledged assistance on any assignment (both parties to the collusion are considered responsible); and
- forging a faculty member's or administrator's signature on any card, form, or document.

Honor Pledge: The University of Maryland Honor Pledge reads: *I pledge on my honor that I have not given or received any unauthorized assistance on this assignment or examination.* Unless you are specifically advised to the contrary, the pledge statement should be handwritten and signed on the front cover of all papers, projects, or other academic assignments submitted for evaluation in this course. Students who fail to write and sign the Pledge will be asked to confer with instructor.

Foundational Competencies: The College of Education Foundational Competencies Policy was adopted in November 2010 and specifies the professional criteria expected of all teacher candidates in the College. Performance that meets the Foundational Competencies is expected across all professional settings, including university-based coursework and field placements. If concerns arise in any professional setting, a referral will be made to the Teacher Candidate's advisor. Each Teacher Candidate and Supervisor will complete the Foundational Competencies evaluation at the end of each field placement experience. Additional Foundational Competencies evaluation forms may be completed if concerns arise during a field placement or in any professional setting. **These evaluations will be reviewed along with candidates' performance across all program requirements and coursework. Continuation in the Special Education teacher certification program depends on both satisfactory completion of all coursework and satisfactory ratings on the Foundational Competencies.**

Learning Assistance Services: Assistance in study skills, time management, and writing is available at the Learning Assistance Service (LAS) located in the UMD Counseling Center. More information can be found at the following website: http://www.inform.umd.edu/LASRV. Additionally, if you are encountering personal problems that hamper your academic performance, contact the Counseling Center 301-314-7651 for resources or referrals.

Physical Restraint and Seclusion: Teacher Candidates are **not** permitted to implement physical restraint and seclusion procedures or to participate in school system training on the use of physical restraint and seclusion procedures. We urge teacher candidates to become thoroughly familiar with the ethical and practical responsibilities involved in dealing with these issues. Please refer to the Council for Exceptional Children's Policy on Physical Restraint and Seclusion Procedures in School Settings (adopted September 2009) which is located at the following link: http://www.cec.sped.org/~/media/Files/Policy/CEC%20Professional%20Policies%20and%20Positions/restraint%20and%20seclusion.pdf

Personal Care Procedures: If toileting/personal care procedures are implemented at your placement site, please review the protocols with your university supervisor as soon as possible after the start of the placement.

Office of Student Conduct: If a student displays disorderly or disruptive behaviors in class or poses a concern for violence, he or she will be referred to the Office of Student Conduct – this may result in being charged under the University's Code of Student Conduct and/or be referred for counseling or mental health interventions, if appropriate.

Professional Practices for EDSP Teacher Candidates - EDSP 400/602 <u>FALL 2015</u>

Please initial each policy as discussed in class and hand at the end of the first day of class.

_____ Assignments are graded one time only; students are not allowed to rewrite or redo any assignment. If you have questions before an assignment is due, send any questions by email, make an appointment, or ask during office hours. Allowing individual students to rewrite assignments after evaluation leads to initial submissions that are sloppy or done at the last minute as well as capricious grading accusations.

_____No extra points will be given within EDSP 400/602.

_____Due to electronic submissions of assignments, avoid using any identifiable information (names in particular) of students, teachers, other professional staff, principals, schools, programs, counties, etc. on all assignments or projects. Parents and professionals don't want any identifiable information floating in cyber space. For descriptions, use generic terms such as "the student", "the teacher", "the high school", etc.

_____ I am responsible for upholding the standards of academic integrity for this course and I am aware of the consequences of cheating, fabrication, facilitation, and plagiarism.

_____I understand and pledge not to submit or use a paper, project, or assignment in more than one class.

_____I understand that Dr. Kohl does not accept late take home examinations.

_____I understand that it is my responsibility to meet with Dr. Kohl and submit required DSS documentation if I need accommodations in EDSP 400/602.

_____I understand it is my responsibility to check for announcements/emails/PPTs sent by Dr. Kohl each week before class. I will READ the syllabus to make sure I am aware of due dates for assignments, readings, and activities.

_____READING THE COURSE MATERIAL IS IMPERATIVE. Students cannot master the content of the course without reading the material. The subject matter is clarified in class and with online materials and handouts. Students are encouraged to ask questions whenever information needs clarifying.

Signature: _____ Date: _____