



**Professional Education Unit
Department of Early Childhood, Elementary, & Special Education**

**COURSE SYLLABUS
Designing, Delivering, and Managing Instruction of Students with Moderate and Severe
Disabilities I (Face to Face)**

EDSP 374/616 – 001: Wednesday, 5:00pm – 7:40pm, Fall, 2011

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Office Hours: MW 10:00am-12:30pm; W: 3:00pm-5:00pm & by appointment

Course Description: This course provides the foundation of skills needed to design, manage, and deliver effective instruction to students with moderate and severe disabilities.

Required Field Experience Hours: N/A

Conceptual Framework: “Community Engagement: A Light to and from the Mountains”

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFO’s):

The Unit and the faculty within individual programs assess the degree to which its graduates:

- 1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings.
- 2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.

3) Demonstrate professional dispositions

4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.

5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLO’s): By the end of this course, the candidate will be able to:

1. Each candidate will become knowledgeable about the characteristics and needs of students with moderate and severe disabilities across the life span.
2. Candidates will become familiar with medical and other terminology related to the needs of students with moderate and severe disabilities.
3. Candidates will articulate the values and research base supporting effective educational programs for students with moderate and severe disabilities.
4. Candidates will learn assessment tools and techniques, with particular emphasis on ecological strategies and person-centered planning, used in planning effective instruction for students with moderate and severe disabilities.
5. Candidates will develop goals and objectives for students with moderate and severe disabilities that reflect the best practice in functional community-referenced instruction within inclusive educational settings.
6. Candidates will articulate an organizing framework to guide them in making instructional decisions related to the education of students with severe disabilities. This framework will reflect the meaning of Kentucky's Learner goals as they apply to students with severe disabilities.
7. Candidates will develop basic skills related to the organization and management of instruction of students with severe disabilities within the public schools. These skills will include effective use of all resources available within the school including teaching assistants, ancillary service personnel, volunteers, and peer tutors as well as collaboration with other teachers.
8. The candidates will outline the basic components of an effective functional, community-referenced, chronological age-appropriate, student-centered curriculum for students with severe disabilities.

NCATE/ EPSB Accreditation Alignment of CFO’s and SLO’s:

Program: P-5 MSD Course: EDSP 374/616 Designing, Delivering, and Managing Instruction of Students with Moderate and Severe Disabilities I					

Aligned with→ Assessment→ (point values)	Kentucky Teacher Standards (KYS)	Kentucky Education Reform Act (KERA)	Education Professional Standards Board (EPSB)	Council for Exceptional Children [CEC] Initial Content Standards	NCATE
Quizzes: 8 @ 10 points 80 points CFO: 1 SLO: 1-8	I	N/A	1. Diversity 2. Assessment 3. Closing the Achievement Gap	2: Development and Characteristics of Learners 3: Individual Learning Differences 4: Instructional Strategies 5: Learning Environments and Social Interactions 6: Language 7: Instructional Planning 9: Professional and Ethical Practice	I
Student Assessment 40 points CFO: 1, 2, 5 SLO: 1, 2, 4, 5	I V VII	1.1-1.12	1. Diversity 2. Assessment 3. Closing the	1: Foundations 3: Individual Learning	I, II, IV

			Achievement Gap 4. Technology	Differences 8: Assessment	
Teaching Strategy Check 5 points CFO: 1 SLO: 3	I IV	N/A	1. Diversity 2. Assessment 3. Closing the Achievement Gap	8: Assessment	I
Instructional Program Plan 200 points CFO: 1, 2, 4, 5 SLO: 1, 2, 4, 5, 6, 7	I II VI	1.1-1.12	1. Diversity 2. Assessment 3. Closing the Achievement Gap 4. Technology	2: Development and Characteristics of Learners 3: Individual Learning Differences 4: Instructional Strategies 5: Learning Environments and Social Interactions 6: Language 7: Instructional Planning 9: Professional and Ethical Practice	I, III, IV
Presentation of Final Program Plan 140 points	I	1.1-1.12	1. Diversity 2. Assessment	3: Individual Learning	I

CFO: 1, 2, 3 SLO: 1, 2, 4, 5, 6, 7			3. Closing the Achievement Gap 4. Technology	Differences 8: Assessment 9: Professional and Ethical Practice	
Additional Graduate Assignment 100 points Undergraduate Portion 20 Points CFO: 1, 2, 3 SLO: 1, 3, 5-8	I II VI	1.1-1.12	1. Diversity 2. Assessment 3. Closing the Achievement Gap 4. Technology	2: Development and Characteristics of Learners 3: Individual Learning Differences 4: Instructional Strategies 5: Learning Environments and Social Interactions 6: Language 7: Instructional Planning	I, III, IV
Class Attendance/Participation 10 Points CFO: 1, 2, 3 SLO: 1, 2, 3, 4, 5, 6, 7, 8	I	N/A	1. Diversity	9: Professional and Ethical Practice	I

Assignment Descriptions:

Program: P-5 MSD Course: EDSP 374/616 Designing, Delivering, and Managing Instruction of Students with Moderate and Severe Disabilities I

Assessment (point value)	Description
Daily Quiz 8 @ 10 points = 80 points	A daily quiz will be given at the beginning of each class meeting. The quiz will consist of 5 multiple choice questions from the reading specified for that particular day.
Student Assessment 40 points	Each student will choose a target student and assess them in an area of weakness. From the assessment an assessment report will be developed using the guidelines provided by the professor. From the assessment report, an individualized learning outcome will be developed. A systematic teaching strategy will be used to teach the target skill. For example, you may use Constant Time Delay to teach safety sight words.
Teaching Strategy Check 5 points	Students will practice all strategies and then be rated by the professor on accuracy of the specific teaching strategy that will be used in their instructional program plans. This assists the professor in knowing that each student will be implementing their instructional plans with high rates of accuracy.
Instructional Program Plan 200 points	Students will develop a systematic teaching strategy instructional plan for one teaching strategy and implement it within their classroom or placement. All instructional activity must be preceded with baseline data and use formative data to document student progress. Specific content/topic areas for the programs will be decided jointly by the classroom teacher or practicum student and the course instructor.
Presentation of Final Program Plan 140 points	Each student will give the results of their instructional program plans. He or she will tell the class how the teaching strategy worked, what didn't work, what he or she may have done differently, etc. Each student is responsible for sharing data with the class. All information will be delivered via powerpoint.
Graduate Additional Assignment	Graduate students will pair up with a partner to present

100 points Undergraduate Portion 20 Points	information regarding specific chapters within the textbook. The presentation will be via PPT and also will include a small group activity. The undergraduate students will also pair up with the graduate group and facilitate a small group activity during the graduate presentations.
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Evaluation and Grading Scale:

1. **Quiz.** A daily quiz will be given at the beginning of each class meeting. The quiz will consist of 5 multiple choice questions from the reading specified for that particular day.
2. **Student Assessment/.** Each student will choose a target student and assess them in an area of weakness. From the assessment an assessment report will be developed using the guidelines provided by the professor. From the assessment report, an individualized learning outcome will be developed. A systematic teaching strategy will be used to teach the target skill. For example, you may use Constant Time Delay to teach safety sight words. See Appendix A for additional Guidelines.
3. **Teaching Strategy Check.** Students will practice all strategies and then be rated by the professor on accuracy of the specific teaching strategy that will be used in their instructional program plans. This assists the professor in knowing that each student will be implementing their instructional plans with high rates of accuracy. See Appendix B for Additional Guidelines.
4. **Instructional Program Plan.** Students will develop a systematic teaching strategy instructional plan for one teaching strategy and implement it within their classroom or placement. All instructional activity must be preceded with baseline data and use formative data to document student progress. Specific content/topic areas for the programs will be decided jointly by the classroom teacher or practicum student and the course instructor. See Appendix C for Additional Guidelines.
5. **Presentation of Final Program Plan.** Each student will give the results of their instructional program plans. He or she will tell the class how the teaching strategy worked, what didn't work, what he or she may have done differently, etc. Each student is responsible for sharing data with the class. All information will be delivered via powerpoint. See Appendix D for Additional Guidelines.
6. **Graduate Additional Assignment.** Graduate students will pair up with a partner to present information regarding specific chapters within the textbook. The presentation will be via PPT and also will include a small group activity. The undergraduate students will also pair up with the graduate group and facilitate a small group activity during the graduate presentations. See Appendix E for Additional Guidelines.
7. **Class Attendance/Participation.** Each student will be expected to attend and participate in class discussion.

	Points:	
Assignment	Graduate Students	Undergraduate Students

Quizzes: 8 @ 10 points	80	80
Student Assessment	40	40
Teaching Strategy Check	5	5
Instructional Program Plan	200	200
Program Plan Presentation	140	140
Add'l Graduate Assignment / Undergrad Small Group Activity	100	20
Attendance	10	10
Total	575	495

All work will be evaluated based on the thoroughness with which the assignment is completed, the clarity with which the information is presented (verbally or in writing), and degree to which the framework presented in this course is used in completing the assignments.

Required Textbook(s):

Teaching Students with Moderate and Severe Disabilities. Guilford Press.

Folio180

All **undergraduate** students in this course are required to purchase a Folio 180 account.

To purchase Folio180 online or through the MSU Bookstore:

1. Purchase Folio180 at the MSU Bookstore and follow the instructions included with that purchase.
2. To purchase online, go to www.folio180.com/msuky/coe <<http://www.folio180.com/msuky/coe>>
3. Complete registration and payment information. Your login information will be emailed to you.
4. Note: if you have a Tk20 account, you will NOT need to purchase Folio180--we will provide your Folio180 account information to you via email. Announcements and instructions will also be made on the CoE Facebook page.
5. You will be able to continue using your Folio180 account through any graduate programs you might enroll in through MSU.
6. NOTE: students must have purchased or activated their Folio180 account by midterm or they will receive an "E" at midterm per TEP policy.

Course Format

A variety of teaching strategies are used to present material in this course. Lectures/discussions are based on assigned readings and individual experience with this population. Slides and videotapes of students with moderate to severe disabilities are used to supplement lectures. Additional class learning activities will include: simulations; small group activities; demonstrations; and candidate presentations. **All candidates must enroll in Blackboard** to receive powerpoints, additional readings, materials, etc.

Candidates are also encouraged to enroll in **Facebook** to receive additional information regarding special education, transition, special education issues, class cancellations, etc. Facebook will allow the candidate to chat with other students regarding special education and transition, chat with the instructor, search and join national organizations on the web, pose questions or concerns to the class, etc.

CLASS ATTENDANCE POLICY

Attendance. Attendance is mandatory. If you are unable to attend a class session the instructor should be notified ahead of time. As noted above, attendance and participation contribute toward your grade for this course; therefore, unexcused absences will negatively affect the student's grade.

CLASS POLICIES

Academic Honesty. Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at

<http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>

Americans with Disabilities Act (ADA). In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, they are best applied when requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator at: 204-E ADUC, 606-783-5188, or e.day@moreheadstate.edu

Campus Safety Statement. Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at <http://www.moreheadstate.edu/emergency>

Confidentiality. In all reports and discussion of their experience candidates are reminded to refrain from using students' last names or in any way providing information that might identify individual students to individual outside the classroom. It is inappropriate to discuss anything observed in a classroom, on videotape, or learned from discussion in this seminar with anyone not directly involved with the delivery of services to students or involved in this professional training. Violation of confidentiality will be regarded as a serious breach of professional ethic and may result in the failure in this class.

Plagiarism. Any paper showing evidence of plagiarism from any source will be considered unacceptable and result in no grade (0) being awarded for that assignment. If you have any questions related to plagiarism please ask the instructor.

All assignments must be completed using Times New Roman 12 point and must be double spaced. When turning in an assignment, the RUBRIC MUST BE STAPLED TO THE FRONT of the assignment. This is where you will place your name. It WILL NOT be necessary to put your name, date, etc., at the beginning of your papers, which will be placed on the Grading Rubric. The assignment will not be accepted without the grading rubric.

Late Assignments. Five percent (5%) per day will be deducted from all assignments which are submitted after the due date unless a late submission is negotiated in advance. No points will be deducted for redone assignments provided they are turned in within a time frame arrange with the instructor.

Person First. In all papers and class discussions observe the standards for use of "people first" language as outlined in Guidelines for reporting and writing about people with disabilities published by the Research and Training Center on Independent Living at the University of Kansas and discussed in class.

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COURSE SCHEDULE
Schedule is Subject to Change

Week of	Class Topics	Reading(s)	Assignment Due
Aug. 24	Introductions Overview of Syllabus Enroll in Blackboard Enroll in Facebook		
Aug. 31	MDS Key Words Components of Instructional Program	Posted to BB	
Sept. 7	Standards-Based Individualized Education Plans and Progress Monitoring	Chapter 3	Quiz #1
Sept. 14	Evidence-Based Practices: Constant Time Delay	Chapter 4	Quiz #2 Assessment Report
Sept. 21	Evidence-Based Practices: System of Least Prompts	Chapter 4	Quiz #3
Sept. 28	Evidence-Based Practices: Simultaneous Prompting	Chapter 4	Quiz #4

Oct. 5	Evidenced Based Practices: Group Activity		Instructor will watch each student implementing teaching strategy Instructional Program should be put into place this week
Oct. 12	MIDTERM		
Oct. 19	Communication Skills Melissa and Ashley	Chapter 11	Instructional Program Questions Group 1 Presentation
Oct. 26	Comprehension across the Curriculum Gretchen and Melanie	Chapter 6	Quiz #5 Instructional Program Questions Group 2 Presentation
Nov. 2	Mathematics Jenny and Ashley	Chapter 7	Quiz #6 Instructional Program Questions Group 3 Presentation
Nov.9	Science Leslie and Jason	Chapter 8	Quiz #7 Instructional Program Questions Group 4 Presentation
Nov. 16	Personal and Daily Living Skills Jamie and Michelle	Chapter 13	Quiz #8 Instructional Program Questions Group 5 Presentation

Nov. 23	Thanksgiving Break		
Nov. 30	Time to work on FINAL PRESENTATIONS		
Dec. 7	FINAL PRESENTATIONS		Final Presentations
Dec. 7	FINAL PRESENTATIONS		Final Presentations

APPENDICES

Appendix A

Assessment

EDSP 374/616 Individual Assessment Evaluation Rubric

Student Name: _____

In order to begin your instructional plan, you must first know what to teach. In order to know what to teach, you must assess the student to determine the instructional area. For this assignment you will conduct an assessment of a specific skill. Then you will write up your assessment results using the guidelines below. Please use the headers below when organizing and writing your report. Also, remember to write in **behavioral** terms.

Your assessment assignment is evaluated on each of the areas in the assignment outline. Those areas are:

1. Introduction	/5
a. Student background information	
b. Describe the area being assessed	
c. Rationale for assessing this area	
2. Assessment Strategy (ies)	/10
a. Describe in DETAIL your assessment strategy (ies) [What did you do] and include the following information:	
i. Time of assessment	
ii. Assessment location	
iii. Materials used during the assessment	
iv. Activities used during the assessment	
3. Results	/10
a. What were the results of the assessment? Explain in DETAIL	
4. Conclusion/Recommendations – Explain in DETAIL	/10
a. What did you conclude at the conclusion of the assessment?	
b. What are your recommendations based on the assessment data? For example, will you develop a learning objective and then use systematic instruction to teach it? HINT: YES	
5. Appendix	/5
a. Attach assessment data, forms, examples of student work, etc.	
TOTAL POINTS	/40

Appendix B

Teaching Strategy Check List

Students will practice all strategies and then be rated by the professor on accuracy of the specific teaching strategy that will be used in their instructional program plans. This assists the professor in knowing that each student will be implementing their instructional plans with high rates of accuracy.

Behaviors observed by Professor:

Delivers task direction /1

Waits proper wait interval /1

Provides controlling prompt /1

Provides appropriate consequence /1

Scores data sheet correctly /1

TOTAL POINTS /5

Appendix C

EDSP 617/374

Instructional Program Assignment

Directions:

For this class you will develop and implement one instructional program. You will have one for Constant Time Delay, System of Least Prompts, or Simultaneous Prompting. Your instructional program should follow the rubric below. Please use necessary headings. **And as always remember to be specific in your writing.**

Background information:

1. Please describe your target student:
 - Fake name/initials
 - Age and grade level
 - Strengths and weaknesses
 - Specific disability – describe the disability
 - Specific characteristics of the student
 - Daily Schedule of the student
 - Other relevant necessary information
2. List prerequisite skills: what skills did the student possess in order to participate in the instructional program?
 - These should include motor, sensory, attending, cognitive/language skills etc.
3. Describe conducted pre-testing (assessment)?
 - What led you to teach the specific skill?
 - How did you assess the skill?
4. List skill you taught
 - For example is it: expressive shape identification, safety sight words, etc.?
 - If the behavior to be taught is a chained task, include a task analysis of the skill
5. List behavioral objective
 - Remember it **MUST** be written behaviorally

Data Collection:

6. List all materials and equipment you used to teach the instructional program
 - If you used reinforcement materials please include those

7. Describe the instructional setting and arrangement
 - Did you teach the student individually or in a small group?
 - Where did the intervention occur?
 - Where was the teacher in relation to the student(s)?
 - How did you control for distracters, if there were any?
 - What time of day did the instruction take place?

Baseline Data Sessions

- Describe procedures (step by step) for conducting baseline sessions and how you collected data:
8. How many trials were presented per stimulus
 - How many times did you probe the child on the stimulus?
 9. What type of teaching format did you use?
 - For example, a 1:1 format or small group?
 10. Describe the task direction
 - What did you state to alert the student that it is time to begin instruction?
 - For example, “Sarah, it’s time for Math.”
 11. Describe what you did for correct responses
 - What type of reinforcement did you provide?
 - What did you use as your reinforcement schedule?
 12. Describe what you did do for incorrect or no responses
 - HINT: there is no prompting during baseline sessions

Intervention Data Sessions

- Describe teaching procedures and how you collected data (step by step):
13. How many trials were presented per stimulus
 - How many trials did you present during your intervention session?
 14. Describe the task direction
 - How did you let the student know it is time to begin the instruction?
 15. Describe in detail the different sessions: What did you do during each session?
 - Remember there will be different sessions for each teaching strategy
 - CTD: 0-second, 3-second delay sessions: What did you do during both?
 - SP: Test session and prompt sessions: What did you do during both?
 - SLP: Prompt hierarchy with specific seconds between each hierarchy: How did you use the different prompt levels?
 16. Describe specific prompt used
 - For example: What was the controlling prompt for CTD and SP

- What was the prompt hierarchy for SLP
- What was the delay interval used for all teaching strategies

17. Describe what you did for correct responses?

- What type of reinforcement did you use?
- What did you use as your reinforcement schedule?

18. Describe what you did for incorrect responses or no responses?

- HINT: Always provide controlling prompt

Maintenance Data Sessions:

19. Describe procedures for collecting maintenance data on the skill across time

- HINT: These sessions are conducted like baseline sessions: NO PROMPTING

20. What reinforcement schedule did you use?

21. How often did you collect maintenance data?

22. Where did you collect maintenance data?

Generalization Data Sessions:

23. Describe the procedures you will use for collecting generalization data on the skill across different persons, materials, or settings.

- HINT: Generalization sessions are conducted like baseline sessions: NO PROMPTING
- Where did these sessions take place: if across settings
- Who did these sessions take place with: if across persons
- What different materials were used: if across materials

24. How often did you collect generalization data?

Results

25. Describe your results: this is a narrative of your graph:

- Tell me exactly what the results were in the program
- What happened during baseline sessions
- What happened during intervention sessions
- What happened during maintenance sessions
- What happened during generalization results
- Did you make any modifications during the program
- **EXPLAIN IN DETAIL!!!**

Graph

26. Develop either a handwritten or excel graph to display:

- Baseline data
- Intervention data: data will look different for each teaching strategy
- Maintenance data
- Generalization data

Data Sheets

27. Include ALL data collection sheets for:

- Baseline data sessions
- Intervention data sessions
- Maintenance data sessions
- Generalization data sessions

EDSP 617/374
Instructional Program Assignment
Grading Rubric

Background information:

Describe the student	/10
List prerequisite skills	/5
List skill being taught	/5
List behavioral objective	/5

Data Collection:

Materials and equipment needed for the program	/5
Instructional setting and arrangement	/5
Baseline Data Sessions	/10
Intervention Data Sessions	/30
Maintenance Data Sessions:	/15
Generalization Data Sessions:	/15
Results	/50
Graph	/25
Data Sheets	/20
TOTAL POINTS	/200

Appendix D
Final Presentation Grading Rubric

Student Background information	/5
Teaching Strategy Used	/5
Research on the Teaching Strategy	/10
Skill Taught	/5
Instructional Materials Used	/5
Instructional Setting	/5
Baseline Data Results	/15
Intervention Data Results	/25
Maintenance Data Results	/15
Generalization Data Results	/15
Display of Graph	/20
Conclusions	/15
TOTAL POINTS	/140

Appendix E
Additional Graduate Student Assignment
Grading Rubric

Target subject area	N/A
Importance of subject area	/10
Research that supports the teaching of the subject area	/10
Examples, explanation, demonstration of how to teach the subject area	/50
<ul style="list-style-type: none">- Must include at least five demonstrations of how to teach subject area- May include videos, materials, etc.- You want ALL MSU students to be able to teach your topic using five different strategies	
Small group activity	/15
<ul style="list-style-type: none">- An activity that you can use with the class to ensure they understand your topic	
Thoroughness of presentation	/10
Overall powerpoint	/5
TOTAL POINTS	/100

Appendix F
Undergraduate Small Group Activity
Grading Rubric

Subject Area	N/A
Activity relates to subject area	/5
Materials were prepared in advance	/5
Students were engaged in activity	/5
Activity was presented and conducted in a professional manner	/5
TOTAL POINTS	/20