COURSE: EDSP 400/602
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, 2013

DESCRIPTION: Characteristics, methods, and materials are presented for the instruction and inclusion of students traditionally labeled moderately, severely, and profoundly mentally retarded, severely emotionally disturbed, autistic, and multiply impaired/disabled. The course focuses upon task analysis; data-based instruction; alternate assessments; instructional procedures and methodologies; behavioral supports; and functional skill instruction in the following areas: communication, motor, 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 OFFICE FAX: 301.314.9158

Accommodations for Students with Disabilities: If you have a documented disability and wish to discuss academic accommodations, please contact Dr. Kohl immediately for documented accommodations from DSS must be handed in by the second night of class. For information on accommodations, visit www.counseling.umd.edu/DSS. The disability support center is located on 4th floor of Susquehanna Hall.

For all Teacher Candidates: 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.

Attendance: 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. 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. Please notify instructors as soon as possible 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. More information on attendance can be found at: http://www.faculty.umd.edu/teach/attendance.html

EDSP 400/602 Course Outline FALL 2013

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<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
<th>Topic</th>
<th>Requirements (E=LiveText)</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/04</td>
<td>1</td>
<td>Course Requirements; Definitions and Overview of Current Services PP#1</td>
<td>Readings</td>
</tr>
<tr>
<td>09/11</td>
<td>2</td>
<td>Current Services Con’t. PP#1</td>
<td>Readings</td>
</tr>
<tr>
<td>09/18</td>
<td>3</td>
<td>Behavior Objectives PP#2 Task Analysis; Baseline Types</td>
<td>Readings</td>
</tr>
<tr>
<td>09/25</td>
<td>4</td>
<td>Ecological Inventories PP#2</td>
<td>Readings; Curriculum Selections</td>
</tr>
<tr>
<td>10/02</td>
<td>5</td>
<td>Principles of Conditioning; Reinforcement Increasing Behaviors PP#3</td>
<td>Readings</td>
</tr>
<tr>
<td>10/09</td>
<td>6</td>
<td>Instructional Prompts &amp; Error Correction Procedures PP#4</td>
<td>Readings</td>
</tr>
<tr>
<td>10/16</td>
<td>7</td>
<td>Instructional Procedures PP#5</td>
<td>Readings</td>
</tr>
<tr>
<td>10/23</td>
<td>8</td>
<td>Shaping &amp; Chaining Procedures PP#6</td>
<td>Readings</td>
</tr>
<tr>
<td>10/30</td>
<td>9</td>
<td>Time Delay Procedures PP#7</td>
<td>Readings; Take Home Distributed</td>
</tr>
<tr>
<td>11/06</td>
<td>10</td>
<td>Data Collection; Data Based Decision Making PP#8</td>
<td>Readings; Take Home Due (E)</td>
</tr>
<tr>
<td>11/13</td>
<td>11</td>
<td>Graphing PP#9</td>
<td>Readings; Curriculum Due (E)</td>
</tr>
<tr>
<td>11/20</td>
<td>12</td>
<td>EXAMINATION – In Class Video Critique</td>
<td>Readings</td>
</tr>
<tr>
<td>11/27</td>
<td></td>
<td>Thanksgiving (no class)</td>
<td>Total Task LP Due at 4:15 (E)/LiveText</td>
</tr>
<tr>
<td>12/04</td>
<td>13</td>
<td>Down Syndrome, Traumatic Brain Injury, Communicable Diseases</td>
<td>Readings</td>
</tr>
<tr>
<td>12/11</td>
<td>14</td>
<td>Meaningful Assessment/Portfolios PP#10 ALT-MSA PP#11 MSDE Common Core Standards</td>
<td>Time Delay LP Due (E)/Live Text</td>
</tr>
</tbody>
</table>

http://corestandards.org/the-standards/english-language-arts-standards  
http://corestandards.org/the-standards/mathematics

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Teacher Candidate Learning Goals* for EDSP 400/602

1. **Characteristics/Definitions:** To know the characteristics and definitions related to the identification and instruction of individuals with severe/low incidence disabilities (InTASC 1; CF Learners & Advocacy; CEC Standard 1- Learner Development and Individual Learning Differences)

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 (InTASC 6 & 7; CF Goals and Assessment; CEC Standard 4-Assessment)

3. **Instructional Planning:** To construct and implement functional lesson plans for students with severe/low incidence disabilities (InTASC 7; CF Curriculum and Innovation/Creativity; CEC Standard 5-Instructional Planning and Strategies)

4. **Curriculum:** To analyze and apply functional curriculum which encourages independence with students having severe/low incidence disabilities (InTASC 5; CF Curriculum & Subject Matter; CEC 3 - Curricular Content Knowledge)

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 (InTASC 8; CF Pedagogy & Technology; CEC Standard 5 - Instructional Planning and Strategies)

6. **Data Based Decision Making:** To collect student data and make instructional decisions based on student outcomes (InTASC 5 & 9; CF Goals and Assessment & Technology; CEC Standard 4 - Assessment)

7. **Inclusion Practices:** To know and apply strategies to facilitate inclusion of students with disabilities (e.g., planning matrices, differentiated instruction) (InTASC 3; CF Social and Cultural Contexts & Advocacy; CEC Standard 7-Collaboration)

8. **Professional Responsibilities:** To know and use information on Maryland ALT-MSA procedures (InTASC 9; CF Responsible and Ethical Action & Specialist Competence; CEC Standard 6 -Professional Learning and Ethical Practice)

*InTASC = Interstate New Teacher Assessment and Support Consortium Core Standards
*CF = UM College of Education Conceptual Framework
*CEC = Council for Exceptional Children Initial Professional Content Standards (2012)
Course Requirements

All written assignments are to be typed and double spaced. Attention will be given to writing style, organization, and grammar; points may be subtracted depending upon the ease of readability. Never use real names of students or teachers. Use S for student & T for teacher.

Electronic assignments must be sent in WORD via email to LiveText. Electronic assignments must be titled as follows: LastNameFirstName.AssignmentName.Date

If the assignment is not titled as presented above, it will not be accepted.

All assignments are due on the dates specified in the Course Outline. Points will be subtracted on all late assignments except when prior arrangements have been approved by the instructor.

1. Readings, Attendance, and Class Involvement. 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/engaged in learning.

2. Curriculum Evaluation. Each teacher candidate is required to evaluate one curriculum program or guide listed in Appendix A. The evaluation must be typed (not to exceed 3 pages) and conform to the Curriculum Evaluation Format presented in Appendix A.

3. Mid-Term Take Home Examination. This exam will be based on reading assignments, handouts, and lecture materials. Late take home examinations will not be accepted.

4. Video Critique and Data Collection Examination. Each teacher candidate is required to 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 will be done individually. Information is found in Appendix B.

5. Two Lesson Plans. Each teacher candidate is required to write two comprehensive lesson plans: (a) one using total task chaining and least-to-most prompt hierarchy procedure and (b) one using a time delay procedure with a student having severe disabilities. All lesson plans must conform to the UM/EDSP Lesson Plan Format for EDSP 400/602 found on CANVAS. Information and grading rubrics are found in Appendix C.

Grading

Each requirement will count the following points:

1. Class Attendance/Discussion/Participation/Engaged Learning 5
2. Take Home Examination 30
3. Curriculum Evaluation 10
4. Lesson Plans:
   Total Task Chaining/Least to Most Hierarchy 20
   Time Delay 20
5. Video Teaching Critique 15

Total: 100

100-90 = A  89-80 = B  79-70 = C  below 70 = D; plus/minus grades will not be used unless one receives all 100 points and then an A+ will be given.

Required Textbook

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 handouts to class each week!!

Sessions 1 and 2: Definitions & Student Characteristics; Overview of Current Services

Required Readings
1. Snell: Chapter 1

Recommended Historical Readings

Sessions 3 and 4: Behavior Objectives; Task Analysis; Baseline Types; Ecological Inventories

Required Readings
1. Snell: Chapter 3: p. 91- 102

Sessions 5, 6, 7, 8, and 9: Instructional Interventions
Required Readings
1. Snell: Chapters 4

Sessions 10, 11, and 12: Data Collection, Data Based Decision Making, & Graphing Procedures
Required Readings
1. Snell: Chapter 5

Session 13: Down Syndrome; Traumatic Brain Injury; Communicable Diseases
Required Readings:
1. Batshaw: Chapter 18 (Down Syndrome) and 30 (TBI)
2. Handouts on Communicable Disease Prevention

Session 13 and 14: Meaningful Assessment; Alternate Assessments; ALT-MSA Procedures; MSDE Common Core State Standards
Required Readings:
1. Snell: Chapter 3
2. MSDE Alternate MSA (ALT-MSA) Test Administration Manual 2013
Appendix A
Curriculum Evaluation Format: 10 points

Write the curriculum evaluation in a narrative format using the following headings:

1. **Identification Information**: Include information allowing the potential user to identify the curriculum and obtain it from the publisher (i.e., title, publisher, address, date, cost) and a description of the population for whom the guide was intended for use.

2. **Content Format and Coverage**: Describe the format/layout of the curriculum and how a user can access information. For example, the guide may include an overview, definitions, content areas, instructional procedures, etc. Describe specific areas the curriculum covers. Be specific enough so that the user can evaluate whether the curriculum is appropriate for use. For example, stating "Community Functioning Skills" is not sufficient; elaborate upon the skills/tasks presented (e.g., public transportation, banking, supermarket shopping).

3. **Strengths**: List the outstanding strengths of the curriculum based upon the Curriculum Component Evaluation Criteria (see below) and explain why it is a strength.

4. **Weaknesses**: List the outstanding weaknesses (e.g., erroneous information, poor organization, incomplete or lack of content).

5. **Comments**: Discuss additional information that is included in the guide that a user may find helpful, certain precautions in using the guide, or other relevant information, criticisms, or comments not included or discussed above.

**Curriculum Component Evaluation Criteria**

No curriculum is perfect. Consider the following curriculum components to determine whether available curricula are complete, appropriate, and beneficial for use with students with severe/low incidence disabilities.

**Remember**: Not all of the components listed below will be applicable. Curricula are not meant to be cookbooks, but guides and should be used with flexibility.

1. Statement of the long range goals or ecological inventories.
2. Adequacy of behavioral objectives (conditions, behaviors, and criterion).
3. Rationale for each area presented in the curriculum.
4. Completeness of coverage/omission of important content areas.
5. Content coverage across ages and disabilities.
6. Strategies to promote flexibility in sequencing objectives and criterion statements.
7. Functional activities and materials to teach content.
8. Age-appropriate activities and materials to teach content for a variety of age groups or specified age groups.
11. Procedures for modifications, accommodations, supports, assistive technology, and universal design of learning.
12. Potential for use as both assessment and teaching manual.
13. Available task analysis, data sheets, parent inventories, or input forms/questionnaires.
14. Information on instructional procedures (e.g., prompting, reinforcement, correction).
15. Data collection procedures and data sheets.
16. Activities or procedures to assure generalization across people, places, materials, and cues.
17. Precautions or considerations for individualizing instruction and developing IEP’s.
18. Information on the uses of adaptive equipment, prosthetic devices, or functional alternatives to promote independent performance.
19. Additional references or resources.
20. Discussion on home-school/parent-teacher cooperation and collaboration.
21. Strategies to promote inclusion, self-determination, and student interaction.

This assignment is not to exceed **three typed written, double spaced pages**. You can work in groups, but the narrative write-up must be independent.

Send the evaluation via *LiveText.*

**LASTNameFirstName.CurriculumEvaluation.Date**

**Curriculum Selections:**

**Early Childhood Teacher Candidates:** You may select and critique a curriculum guide, possibly being used in your current classroom placement, with Dr. Kohl’s permission.
Appendix B

IN CLASS Video Critique of Least to Most Prompt Hierarchy: 15 Points

A video of a Least to Most Prompt Hierarchy will be shown in class and each teacher candidate is required to:

(1) Critique the use of the least-to-most prompt hierarchy instructional procedures. The following teaching dimensions must be evaluated by stating strengths, flaws, and/or needs on the following topics using these headings:
   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) Collect data on the instructional outcomes on each step of the task analysis using the 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 of the task analysis.

Rubric: IN CLASS Video Critique

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

Total Maximum Points: 15  Total Points: 9
Appendix C

Lesson Plan Requirements and Evaluation Rubrics

LESSON PLANS DO NOT NEED TO BE DOUBLED SPACED

1. Lesson Plan: Total Task Chaining Task Analysis with Prompt Hierarchy (20 points)

Each teacher candidate is to write a total task chaining lesson (20 points) for a student with severe disabilities. Different student descriptions must be used with each required lesson plan.

(a) The behavior objective must be a functional life management task selected from the following:

<table>
<thead>
<tr>
<th>making a bed</th>
<th>making popcorn in microwave oven</th>
</tr>
</thead>
<tbody>
<tr>
<td>putting on make-up</td>
<td>using a washing machine/dryer</td>
</tr>
<tr>
<td>using a vending machine</td>
<td>operating an iPod/iPhone/iPad</td>
</tr>
<tr>
<td>making a sandwich</td>
<td>making a bowl of cereal</td>
</tr>
</tbody>
</table>

(b) The task must be taught using a least-to-most prompt hierarchy procedure unless the use of a most to least prompt hierarchy procedure is approved by Dr. Kohl;

(c) The task must include at least one step which aligns to a reading or math standard from the MD Common Core (CC) Standards;

(d) The task analysis must have a minimum of 15 steps; and

(e) The lesson plan must conform to the UM/EDSP 400/602 Lesson Plan Format (on Canvas).

Total Task Chaining Lesson Plan is DUE: Wednesday, November 27, 2013 via LiveText. LASTNameFirstName.TotalTaskLessonPlan.Date

2. Lesson Plan: Progressive Time Delay Procedure (20 pts)

Each teacher candidate is to write a time delay lesson plan for a student with severe disabilities. Different student descriptions must be used with each required lesson plan.

(a) The behavior objective must be an academic or communication task for a student with severe disabilities and aligned to a reading or math standard from the MD CC Standards;

(b) The objective must be selected from the following:

<table>
<thead>
<tr>
<th>learning colors, shapes, or words</th>
<th>learning coins or money values</th>
</tr>
</thead>
<tbody>
<tr>
<td>learning graphic symbol representations</td>
<td>learning numbers/math skills</td>
</tr>
</tbody>
</table>

(c) The task must be taught using a progressive time delay procedure; and

(d) The lesson plan must conform to the UM/EDSP 400/602 Lesson Plan Format (see ELMS).

Progressive Time Delay Lesson Plan is DUE: Wednesday, December 12, 2013 to LiveText. LASTNameFirstName.TimeDelayLessonPlan.Date
Scoring Key (0-2)/Evaluation Criteria for Total Task Chaining & Prompt Hierarchy and Time Delay Lesson Plans

(2) **EXEMPLARY/EXCEEDS STANDARD:** Section is outstanding. Information is well synthesized and writing is succinct and free from grammatical errors. The section is vigorous, well written, creative, and/or practical. Descriptions are comprehensive, insightful, and markedly reveal the context of the standard. Performance competencies of the standard have been met with distinction that irrefutably supports teaching competence.

(1) **ACCEPTABLE/MEETS STANDARD:** Section is satisfactory. Information is reasonable, complete, and presented effectively; writing is clear with minimal mistakes; information is comprehensible. Descriptions show some critical thinking and reveal the context of the standard. Performance competencies of the standard have been met.

(0) **UNACCEPTABLE/BELow STANDARD:** Section is not satisfactory. Information is not available, incomplete, vague, and/or poorly written with obvious mistakes; information is inaccurate and/or difficult to comprehend. Performance competencies of the standard have not been met.

Evaluation Sheet: **Total Task Chaining Task Analysis with Prompt Hierarchy Lesson Plan (20 points)**

<table>
<thead>
<tr>
<th>CEC Standard</th>
<th>Total Task Chaining Task Analysis with Prompt Hierarchy Components</th>
<th>Points Earned</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 Learner Development &amp; Individual Learning Differences</td>
<td>1. Student Description: Comprehensive and detailed with a minimum of 10 detailed sentences</td>
<td>/2</td>
<td></td>
</tr>
<tr>
<td>#3: Curricular Content Knowledge</td>
<td>2. Individualized Behavior Objective: Aligned to a MD CCS Standard (Attach copy of &amp; highlight MD CCS Standard)</td>
<td>/2</td>
<td></td>
</tr>
<tr>
<td>#4 Assessment</td>
<td>3. Multiple Opportunity Baseline Procedures: Task Demand, Latency, Instructional Procedures, Number of Sessions</td>
<td>/2</td>
<td></td>
</tr>
<tr>
<td>#5 Instructional Planning and Strategies</td>
<td>4. Total Task Chaining Procedure Description, Instructional Times, and Instructional Materials/AT/UDL</td>
<td>/2</td>
<td></td>
</tr>
<tr>
<td>#5 Instructional Planning and Strategies</td>
<td>5. Prompt Hierarchy Procedures: Prompts, Latency, Instructional Procedures</td>
<td>/2</td>
<td></td>
</tr>
<tr>
<td>#5 Instructional Planning and Strategies</td>
<td>6. Type and Schedule of Reinforcement</td>
<td>/2</td>
<td></td>
</tr>
<tr>
<td>#3: Curricular Content Knowledge</td>
<td>7. Task Analysis with Instructional Content</td>
<td>/2</td>
<td></td>
</tr>
<tr>
<td>#4 Assessment</td>
<td>8. Data Collection: Procedures, Electronic Data Sheet and Key</td>
<td>/2</td>
<td></td>
</tr>
<tr>
<td>#4 Assessment</td>
<td>9. Electronic Graph (Baseline and Instruction)</td>
<td>/2</td>
<td></td>
</tr>
<tr>
<td>#6 Professional Learning and Ethical Practice</td>
<td>10. Writing, Grammar, Attention to Detail; Ethical Practice</td>
<td>/2</td>
<td></td>
</tr>
</tbody>
</table>
## Evaluation Sheet: Time Delay Lesson Plan (20 points)

<table>
<thead>
<tr>
<th>CEC Standard</th>
<th>Time Delay Lesson Plan Components</th>
<th>Points Earned</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 Learner Development &amp; Individual Learning Differences</td>
<td>1. Student Description: Comprehensive and detailed/must have a minimum of 10 detailed sentences</td>
<td>/2</td>
<td></td>
</tr>
<tr>
<td>#3: Curricular Content Knowledge</td>
<td>2. Individualized Behavior Objective: Aligned to a MD CCS Standard (Attach copy of &amp; highlight MD CCS Standard)</td>
<td>/2</td>
<td></td>
</tr>
<tr>
<td>#4 Assessment</td>
<td>3. Multiple Opportunity Baseline Procedures: Latency, Conditions, Number of Requests; Number of Trials &amp; Sessions</td>
<td>/2</td>
<td></td>
</tr>
<tr>
<td>#5 Instructional Planning and Strategies</td>
<td>4. Description and Use of Materials</td>
<td>/2</td>
<td></td>
</tr>
<tr>
<td>#5 Instructional Planning and Strategies</td>
<td>5. Task Demand, Response Prompt; Latency; Back-up Prompt Time Delay Schedule and Criterion for Moving on to Next Delay Level (Training Criterion); Number of Trials &amp; Sessions</td>
<td>/2</td>
<td></td>
</tr>
<tr>
<td>#5 Instructional Planning and Strategies</td>
<td>6. Explanation of 0-sec Delay Procedures and All Response Outcomes (N =3); Explanation of 2-sec Delay Procedures and All Response Outcomes (N=5)</td>
<td>/2</td>
<td></td>
</tr>
<tr>
<td>#5 Instructional Planning and Strategies</td>
<td>7. Type and Schedule of Reinforcement</td>
<td>/2</td>
<td></td>
</tr>
<tr>
<td>#4 Assessment</td>
<td>8. Data Collection Procedures: Electronic Data Sheet for Baseline with KEY and Instruction with KEY</td>
<td>/2</td>
<td></td>
</tr>
<tr>
<td>#4 Assessment</td>
<td>9. Electronic Graph (Baseline and Instruction)</td>
<td>/2</td>
<td></td>
</tr>
<tr>
<td>#6 Professional Learning and Ethical Practice</td>
<td>10. Writing, Grammar, Attention to Detail; Ethical Practice</td>
<td>/2</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL Points:** ________/20 Points

**GRADE:**

**Overall Comments:**
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 the following terms:

ACADEMIC DISHONESTY: any of the following acts, when committed by a student, shall constitute academic dishonesty:
(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.

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.

Live Text: Live Text is an electronic portfolio and Accreditation Management System that is required for all students enrolled in the teacher preparation programs in the College of Education. Live Text accounts can be purchased at the University Book Center; see EDUC-EDUC in the Book Center course listings. An active subscription to Live Text is a requirement for this class and for other courses that comprise your professional education program. Live Text is a one-time purchase that lasts the duration of your time at the College of Education and one year following program completion (up to a period of five years), so if your account is active, you do not need to re-purchase the software. If you do not have an active account all students must purchase the LiveText FEM version.

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($113). Please submit any and all requests for assistance with LiveText, including individual training, using the form on the College’s LiveText website: [http://education.umd.edu/assessmentOffice/LiveText/testindex.html](http://education.umd.edu/assessmentOffice/LiveText/testindex.html). For urgent matters with LiveText, please send emails to [coe-livetext@umd.edu](mailto:coe-livetext@umd.edu). Candidates may contact LiveText any time for assistance, 1-866-548-3839.

**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](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.