COURSE: EDSP 400/602 Section 0101 WEDNESDAY

TITLE: Instruction of Students with Severe Disabilities I

PROFESSOR: Dr. Frances Kohl

TIME: Wednesday, 4:15:15 PM + Field Experience (TBD)

PLACE: 2121 Benjamin Building

SEMESTER: FALL, 2016

DESCRIPTION: Characteristics of and evidenced based procedures 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 are presented. The course focuses on task analysis; data based instruction; alternate and meaningful assessments; evidenced based instructional procedures; and functional task instruction in the following areas: motor, communication, selfhelp/grooming, social, home management, recreation, and community functioning. Course activities include readings and class discussions, reviewing existing assessment instruments and curricula, practicing state-of-the-art instructional procedures, writing and implementing lesson plans, promoting parental support, and observing/reflecting on educational practices for students with severe disabilities. There is a two hour per week field placement required; information and placements are presented in class.

OFFICE: 1240D Benjamin Building (College of Education)
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.

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.

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 is recorded for each class and included in evaluation. University policy excuses the absences of students for religious observances, mandatory military obligation, illness of the student or illness of an immediate family member, participation in university activities at the request of university authorities, and compelling circumstances beyond the student's control (e.g., death in the family, required court appearance).

Single Absence due to Illness or Injury: University of Maryland policy dictates that a single
absence during the semester due to illness or injury will be excused with an email attesting to the date of the illness and acknowledging that the information is true and correct. You are expected to contact Dr. Kohl by email prior to the class meeting if you expect to be absent due to illness. In the case of religious observances or military obligation, please provide a written notification of the projected absence within two weeks of the start of the semester. Please NOTE: It is highly recommended to exchange telephone numbers with at least one classmate to obtain notes and follow-up assignments missed during an absence.

Attendance information is found at: http://www.ugst.umd.edu/courserelatedpolicies.html.

Multiple Absences & those Covering Major Scheduled Grading Events: Multiple absences or those occurring on a scheduled grading event require written documentation of the illness or injury from the Health Center or an outside health care provider. The letter must verify the dates of treatment and the period during which you were unable to meet academic responsibilities. Accommodations will be arranged on a case-by-case basis, but makeup assessments will not be offered for unexcused or undocumented absences.

Engage in respectful discussions and be open to new or different ideas. Throughout this class, you will be challenged to think critically about the impact of cultural, sociological, and experiential differences from your own perspective as a learner. Please participate in discussions openly and respectfully using person-first language when speaking and writing about people with disabilities and other groups and use acceptable terminology when addressing issues of gender, race, ethnicity, disability, sexual orientation, and other areas of diversity. Students are encouraged to take risks in class by asking difficult questions and sharing their experiences and comments. Language used in assignments and class discussions (written and spoken) should be respectful and professional at all times. All people will be treated respectfully in this course.

Assignment Requirements: All written assignments must be typed and double-spaced. 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 S for student & T for teacher.

- All assignments must be sent electronically in MS Word (doc or docx), 12-point font, double-spaced, and with 1” margins to CANVAS (NO Excel or NO PDF).

- ALL assignment files must be titled as follows: LastNameFirstName.Assignment.Date
  For example: SmithJane. Exam 1. 09.21.16

  If the assignment file is not titled as presented above, it will be returned for correction.

All assignments are due on the dates specified in the Course Outline. Turn in assignments on time for late assignments will not be accepted. All assignments must be completed before the beginning of class and submitted on or before the assigned due date/time. All work submitted for the class must be legible, clearly organized, and proofread. Illegible work or plagiarized work will not be graded.
08/31  1  Course Requirements; Definitions of and History of Services for Students with Severe Disabilities  **PP#1**

09/07  2  Overview of Current Services  **PP#2**

09/14  3  Functional Behavior Objectives  **PP#3**

09/21  4  Principles of Conditioning & Reinforcement; Increasing Behaviors  **PP#4**

09/28  5  Task Analysis; Baseline Types; and Ecological Inventories & Discrepancy Analyses  **PP#5**

10/05  6  RtI; EBPs; Instructional Prompts & Error Correction Procedures  **PP#6**

10/12  7  Systematic Instructional Procedures: Least to Most & Most to Least Prompt Hierarchies Prompting Procedures  **PP#7**

10/19  8  Shaping & Chaining Procedures  **PP#8**

10/24  **Field Placement Assignment Due**

10/26  9  Time Delay Procedures  **PP#9**

11/02  10  Simultaneous Prompting Procedures  **PP#10**

11/09  11  Data Collection  **PP#11**

11/16  12  **Video Critique**  In-Class EXAMINATION

11/23  Thanksgiving (no class)

11/30  13  Data Based Decision Making  **PP#12**

12/05  **Field Placement Assignment Due**

12/07  14  Instructional Arrangements  **PP#13**

*Exam Review 6:15 – 7:00 if possible.

**Field Placement Attendance Sheet Due**

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**Teacher Candidate Learning Outcomes* for EDSP 400/602**

|---------------------------------------------------|-------------------|---------------|---------------------|-----------------|

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<tr>
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<tbody>
<tr>
<td>To know the characteristics and definitions related to the identification and instruction of individuals with severe/low incidence disabilities</td>
<td>1,7</td>
<td>1</td>
<td>Learners, Advocacy, &amp; Diversity</td>
<td>I, VI</td>
</tr>
<tr>
<td>2. Assessment:</td>
<td>3,4</td>
<td>6,7</td>
<td>Goals &amp; Assessment</td>
<td>I, II, IV, VI</td>
</tr>
<tr>
<td>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</td>
<td>3,4</td>
<td>6,7</td>
<td>Goals &amp; Assessment</td>
<td>I, II, IV, VI</td>
</tr>
<tr>
<td>3. Instructional Planning:</td>
<td>3,5</td>
<td>7</td>
<td>Curriculum; Innovation/ Creativity</td>
<td>V</td>
</tr>
<tr>
<td>To construct and implement functional lesson plans for students with severe/low incidence disabilities</td>
<td>3,5</td>
<td>7</td>
<td>Curriculum &amp; Subject Matter</td>
<td>I, V, VI</td>
</tr>
<tr>
<td>4. Curriculum:</td>
<td>3,5</td>
<td>5</td>
<td>Pedagogy, Technology</td>
<td>II, V, VI</td>
</tr>
<tr>
<td>To analyze and apply functional curriculum which encourages independence with students having severe/low incidence disabilities</td>
<td>3,5</td>
<td>5</td>
<td>Pedagogy, Technology</td>
<td>II, V, VI</td>
</tr>
<tr>
<td>5. Instructional Strategies:</td>
<td>5, 7</td>
<td>8</td>
<td>Social &amp; Cultural Contexts; Advocacy</td>
<td>II, VI</td>
</tr>
<tr>
<td>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</td>
<td>5, 7</td>
<td>8</td>
<td>Social &amp; Cultural Contexts; Advocacy</td>
<td>II, VI</td>
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<tr>
<td>6. Data Based Decision Making:</td>
<td>4, 5</td>
<td>5, 9</td>
<td>Reflection, Advocacy, &amp; Ethical Action; Competence</td>
<td>I, II, III, VII</td>
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<tr>
<td>To collect student outcome data and make appropriate instructional decisions based on student outcomes</td>
<td>4, 5</td>
<td>5, 9</td>
<td>Reflection, Advocacy, &amp; Ethical Action; Competence</td>
<td>I, II, III, VII</td>
</tr>
<tr>
<td>7. Inclusion Practices &amp; Collaboration:</td>
<td>2,7</td>
<td>3,9</td>
<td>Social &amp; Cultural Contexts; Advocacy</td>
<td>II, VI</td>
</tr>
<tr>
<td>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)</td>
<td>2,7</td>
<td>3,9</td>
<td>Social &amp; Cultural Contexts; Advocacy</td>
<td>II, VI</td>
</tr>
<tr>
<td>8. Professional &amp; Ethical Responsibilities:</td>
<td>6</td>
<td>9</td>
<td>Reflection, Advocacy, &amp; Ethical Action; Competence</td>
<td>I, II, III, VII</td>
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<tr>
<td>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.</td>
<td>6</td>
<td>9</td>
<td>Reflection, Advocacy, &amp; Ethical Action; Competence</td>
<td>I, II, III, VII</td>
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*CEC = Council for Exceptional Children: Initial Professional Content Standards

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

*MTTS= Maryland Teacher Technology Standards
http://www.marylandpublicschools.org/MSDe/programs/technology/techstds/index.html

**Course Requirements**

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- Never use real names of students, teachers, schools, etc. Use $S$ for student & $T$ for teacher.
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All assignments are due on the dates specified in the Course Outline. Turn in assignments on time for **late assignments will not be accepted.** All assignments must be completed before the beginning of class and submitted on or before the assigned due date. All work submitted for the class must be legible, clearly organized, and proofread. Illegible work will not be graded.

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 in class and field placements will be recorded and included in evaluation as well as being punctual, paying attention, and being engaged in learning. [No cell phone or noninstructional computer use; see Technology Use Policy.]

2. **Take Home Examinations I, II, III, IV, and V.** All examinations are applied and based on readings, handouts, and lecture materials. **Late submissions of take home examinations will NOT be accepted.**

3. **Video Critique and Data Collection Examination.** 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. Appendix A presents evaluation information.

4. **Field Placement Requirements.** All teacher candidates are required to submit seven requirements: CITI Training, Fingerprinting, Attendance Sheet, Professional Resume, Field Placement Observation Notes/Log, Field Placement Activity Notes/Log, and Field Placement Commentaries. All assignments are described and due dates are presented in the EDSP Field Placement Description, Requirements, and Assignment document.

**Grading**

Each requirement is assigned the following maximum points:

1. Class/Placement Attendance/Participation/Resume 5
2. Take Home Examination I 10
3. Take Home Examination II 10
4. Take Home Examination III 20
5. Take Home Examination IV 10
6. Take Home Examination V 10
7. Class Examination: Video Teaching Critique 15
8. Field Placement Assignment 20

**Total:** **100**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>100 – 98</td>
</tr>
<tr>
<td>A</td>
<td>97 – 93</td>
</tr>
<tr>
<td>A-</td>
<td>92 – 90</td>
</tr>
<tr>
<td>B+</td>
<td>89 – 87</td>
</tr>
<tr>
<td>B</td>
<td>86 – 83</td>
</tr>
<tr>
<td>B-</td>
<td>82 – 80</td>
</tr>
<tr>
<td>C+</td>
<td>79 – 77</td>
</tr>
<tr>
<td>C</td>
<td>76 – 73</td>
</tr>
<tr>
<td>C-</td>
<td>72 – 70</td>
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<tr>
<td>D</td>
<td>Below 70</td>
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**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 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


Session 3, 4, and 5: Functional Behavior Objectives; Principles of Conditioning & Reinforcement; Fading Procedures; Task Analysis; Baseline Data Collection Measures; Ecological Inventories & Discrepancy Analyses
Required Readings

1. Brown, McDonnell, & Snell: Chapter 5
Appendix A
IN CLASS Video Critique: 15 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 (10 points)**: 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 (5 points)**: 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**

<table>
<thead>
<tr>
<th>Points</th>
<th>Points Earned</th>
<th>Comments</th>
</tr>
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<tbody>
<tr>
<td>1 a. Critique use of appropriate prompt hierarchy (clear, systematic, has realistic latency)</td>
<td>2</td>
<td></td>
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<tr>
<td>b. Critique use of total task chaining/task analysis procedure (logical, orderly, materials, etc.)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>c. Critique delivery of reinforcement (frequency, type, tone/inflection, sincerity)</td>
<td>2</td>
<td></td>
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<tr>
<td>d. Critique overall use of instructor’s affect, pace, tone, volume, etc.</td>
<td>2</td>
<td></td>
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<tr>
<td>e. Critique closure of instruction</td>
<td>1</td>
<td></td>
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<tr>
<td>f. Miscellaneous (e.g., need to revise TA, change reinforcement, handling of behavior problems/interruptions)</td>
<td>1</td>
<td></td>
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<tr>
<td>2. Data collection is accurate and represents skill acquisition of student. Correct notations are used.</td>
<td>5</td>
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**Total Maximum Points:** 15  **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. The Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. There are many ways that academic dishonesty can manifest in a University setting. The Code of Academic Integrity defines four major types of Academic Dishonesty, as described below.

CHEATING: fraud, deceit, or dishonesty in any academic course or exercise in an attempt to gain an unfair advantage and/or intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
FABRICATION: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
FACILITATING ACADEMIC DISHONESTY: intentionally or knowingly helping or attempting to help another to violate any provision of this Code.
PLAGIARISM: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

As a student you are responsible for upholding these standards in your courses. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. The UMD Student Honor Council has detailed information. For any course specific standards for academic integrity, please see your course syllabus or speak to your course instructor. On every examination, paper, or other academic exercise not specifically exempted by the instructor, you are expected to write by hand and sign the following pledge: I pledge on my honor that I have not given or received any unauthorized assistance on this examination. Failure to sign the pledge is not a violation of the Code of Academic Integrity, but neither is it a defense in case of violation of this Code. Students who do not sign the pledge will be given the opportunity to do so. Refusal to sign must be explained to the instructor. Signing or non-signing of the pledge will not be considered in grading or judicial procedures. Material submitted electronically should contain the pledge, submission implies signing the pledge.

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 are 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. Teacher candidates must 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 A copy of the policy is found on CANVAS and must be read before starting the field placement.

**Personal Care Procedures:** Teacher candidates are not allowed to partake in toileting/personal care procedures if they are implemented at your field placement site.

**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.
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 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. 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 assignments.

______ I understand that it is my responsibility to meet with Dr. Kohl and submit required DSS documentation if I need academic 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.

Name (print): ____________________________________________________________
Signature: ___________________________ Date: ______________