University of Maryland
Department of Special Education

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 Education Bldg.
SEMESTER: FALL, 2010

DESCRIPTION: Characteristics, methods, and materials are presented for the instruction and inclusion of students traditionally labeled moderately, severely, and profoundly 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. Major 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. Documented accommodations from DSS must be handed in the second night of class.

Academic Integrity: Along with certain rights, students also have the responsibility to behave honorably in an academic environment. Academic dishonesty including cheating, fabrication, facilitating academic dishonesty, and plagiarism will not be tolerated. Any abridgement of academic integrity standards will be referred directly to the Department Chair and forwarded to the University Office of Judicial Affairs. Confirmation of such incidents can result in expulsion from the University. 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

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.

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.

Foundational Competencies (aka Technical Standards): The College of Education Technical Standards Policy was adopted in May 2004 and specifies the professional criteria expected of all Teacher Candidates in the College. Performance that meets 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 University Supervisor will complete the Foundational Competencies evaluation at the end of each field placement experience. Additional evaluation forms may be completed if concerns arise in any professional setting. These evaluations will be reviewed along with candidates’ performance across all program requirements and coursework. Continuation in the EDSP teacher certification program depends on both satisfactory completion of all coursework and satisfactory ratings on the Foundational Competencies.

**EDSP 400/602 Course Outline FALL 2010**

<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
<th>Topic</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/01</td>
<td>1</td>
<td>Course Requirements Definitions, Characteristics, &amp; Overview of Current Services</td>
<td>PP#1</td>
</tr>
<tr>
<td>09/08</td>
<td>2</td>
<td>Behavior Objectives; Task Analysis; Baseline Types; Ecological Inventories</td>
<td>PP#2 Readings</td>
</tr>
<tr>
<td>09/15</td>
<td>3</td>
<td>Principles of Conditioning Increasing Behaviors</td>
<td>PP#3 Readings Curriculum Selections</td>
</tr>
<tr>
<td>09/22</td>
<td>4</td>
<td>Instructional Prompts &amp; Error Correction Procedures</td>
<td>PP#4 Readings</td>
</tr>
<tr>
<td>09/29</td>
<td>5</td>
<td>Instructional Procedures</td>
<td>PP#5 Readings</td>
</tr>
<tr>
<td>10/06</td>
<td>6</td>
<td>Shaping &amp; Chaining Procedures</td>
<td>PP#6 Readings</td>
</tr>
<tr>
<td>10/13</td>
<td>7</td>
<td>Time Delay Procedures</td>
<td>PP#7 Readings Take Home Distributed</td>
</tr>
<tr>
<td>10/20</td>
<td>8</td>
<td>Data Collection; Data Based Decision Making</td>
<td>PP#8 Readings Take Home Due</td>
</tr>
<tr>
<td>10/27</td>
<td>9</td>
<td>Graphing</td>
<td>PP#9 Readings</td>
</tr>
<tr>
<td>11/03</td>
<td>10</td>
<td>EXAMINATION – In Class Video Critique</td>
<td>PP#10 Readings</td>
</tr>
<tr>
<td>11/10</td>
<td>11</td>
<td>Dr. Diane Kelly: Deaf/Blindness</td>
<td>PP#11 Readings</td>
</tr>
<tr>
<td>11/17</td>
<td>12</td>
<td>Down syndrome, Traumatic Brain Injury, Communicable Diseases</td>
<td>PP#12 Readings Curriculum Due</td>
</tr>
<tr>
<td>11/24</td>
<td></td>
<td>Thanksgiving (no class)</td>
<td>PP#13 Readings</td>
</tr>
<tr>
<td>12/01</td>
<td>13</td>
<td>Meaningful Assessment/Portfolios</td>
<td>PP#14 Readings</td>
</tr>
<tr>
<td>12/08</td>
<td>14</td>
<td>ALT-MSA</td>
<td>PP#15 Lesson Plans due</td>
</tr>
</tbody>
</table>

MSDE Voluntary Curriculum

© 2010. Dr. Francey Kohl. All Rights Reserved.
Course Requirements

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

All assignments must be sent electronically in WORD via email to flkohl@umd.edu. All assignments must be titled as follows: LastNameFirstName.Assignment.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 Discussion. 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.
2. Web Sites/Hard Copy. Teacher candidates will find, print off the first page, and hand in a hard copy of educational web sites based on Fall, 2010 coursework. The list of sites and due dates is found on p. 13.
3. Mid-Term Take Home/Electronic Examination. This exam will be based on reading assignments, handouts, and lecture materials. Late take home exams will not be accepted.
4. Curriculum Evaluation/Electronic. 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.
5. Three Lesson Plans/Electronic. Each teacher candidate is required to write three lesson plans: (a) one using total task chaining and least-to-most prompt hierarchy procedure; (b) one using a backward OR forward chaining and least-to-most prompt hierarchy procedure; and (c) one using a time delay procedure. All lesson plans must conform to the UM/EDSP Lesson Plan Format for EDSP 400/602 presented found on ELMS.
6. 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.

Grading

Each requirement will count the following points:
1. Class Attendance/Discussion/Participation 5
2. Web Pages 5
2. Take Home Examination 20
3. Curriculum Evaluation 10
4. Lesson Plans:
   Total Task Chaining/Least to Most Hierarchy 15
   Forward OR Backward Chaining/Least to Most Hierarchy 15
   Time Delay 15
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.

Required Textbook

© 2010. Dr. Francey Kohl. All Rights Reserved.
FOR TCs FROM EDSP 403/603 SPRING, 2010:

FOR ALL OTHER TCs:

Bel Jean/Maryland Book Exchange - Book of Readings and Handouts found at 4500 College Ave., College Park, MD 301/927-2510

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

READING ASSIGNMENTS - Bring pertinent handouts to class each week!!

Session 1: Definitions & Student Characteristics; Overview of Current Services

Required Readings
1. Snell: Chapter 1 (6th and 7th ed.)

Recommended Historical Readings

Session 2: Behavior Objectives; Task Analysis; Baseline Types; Ecological Inventories
Required Readings

**Sessions 3, 4, 5, 6, and 7:** Instructional Interventions

Required Readings
1. Snell: Chapters 4 (6th and 7th ed.)

**Sessions 8 and 9:** Data Collection, Data Based Decision Making, & Graphing Procedures

Required Readings
1. Snell: Chapter 5 (6th and 7th ed.)

**Session 10:** Inclusion Practices: Planning, Adaptations, Modifications, & Matrices
Social Interactions & Supports

Required Readings:
   *Snell: Chapter 6 7th ed. on ELMS for all TCs*
2. MCIE:
   *a. Special Education is a Service, not a Place*
   found at [http://www.mcie.org/docs/publications/AllInclusive1.pdf](http://www.mcie.org/docs/publications/AllInclusive1.pdf)
   *b. Planning the Transition from Special Education Classes to General Education Settings:*
   found at [http://www.mcie.org/docs/publications/AllInclusiveIssue2.pdf](http://www.mcie.org/docs/publications/AllInclusiveIssue2.pdf)

Recommended Readings:

**Session 11:** Instructional Strategies for Students with Deaf/blindness

Required Readings:
1. Handouts distributed in class.

**Session 12:** 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:** Meaningful Assessment

**Required Readings:**
1. Snell: Chapter 3 (6th and 7th ed.)

**Session 14:** Alternate Assessments; ALT-MSA Procedures; MSDE State Curriculum

**Required Readings:**
1. Handouts distributed in class.
   2. MSDE Alternate MSA (ALT-MSA) Test Administration Manual 2010-2011
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 Coverage**: 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. **Content Format**: Describe the 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.

4. **Strengths**: List the outstanding strengths of the curriculum based upon the Curriculum Component Evaluation Criteria (see below).

5. **Weaknesses**: List the outstanding weaknesses (e.g., erroneous information, poor organization, incomplete or lack of content). The Curriculum Component Evaluation Criteria may help.

6. **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 will be applicable.** Remember too that 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 to: flkohl@umd.edu
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

Lesson Plans: Chaining Task Analysis with Prompt Hierarchy (30 points)

Each teacher candidate is to write a (1) total task chaining lesson and (2) backward OR forward chaining lesson for a student with severe disabilities with the following conditions:

(a) the objectives must be functional life-management tasks selected from the following:

| hand washing | washing breakfast dishes |
| teeth brushing | using a washing machine/dryer |
| putting on an article of clothing | operating an iPod |
| making a sandwich | going through a cafeteria line |

(b) the task must be taught using a least-to-most prompt hierarchy procedure;
(c) the task must include at least one step which aligns to a reading, math, or science indicator from the MD State Curriculum;
(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 (see ELMS).

DUE: Wednesday, Dec. 8, 2010

Send the lesson plans to: flkohl@umd.edu
LastNameFirstName.TotalTaskLessonPlan.Date AND
LastNameFirstName.Backward/ForwardLessonPlan.Date

Lesson Plan: Progressive Time Delay Procedure (15 pts)

Each teacher candidate is to write a time delay lesson plan for a student with severe disabilities with the following conditions:

(a) the objective must be an academic or communication task for a student with severe disabilities and aligned to a reading, math, or science indicator from the MD State Curriculum;
(b) the objective must be selected from the following:

| learning colors, shapes, or words | learning coins or money values |
| learning graphic symbol representations | learning numbers/math skills |

(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).

DUE: Wednesday, Dec. 8, 2010

Send the lesson plans to: flkohl@umd.edu
LastNameFirstName.TimeDelayLessonPlan.Date
**Rubric: Lesson Plan/Prompt Hierarchy (15 points X 2)**

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Points</th>
<th>Points Earned</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Description: comprehensive and detailed</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IEP &amp; <strong>Individualized Behavior Objective</strong>, MD State Curriculum Aligned;</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attach copy of &amp; highlight MD State Curriculum objective</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiple Opportunity Baseline Procedures: latency, conditions</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chaining Procedure Description</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prompt Hierarchy/No Response &amp; Error Correction Procedures/Latency</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type &amp; Schedule of Reinforcement</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Task Analysis (delineation, rigor of task)</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data Collection Procedures, Electronic Data Sheet, Key of Notations, Terms</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electronic Graph</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Maximum Points:** 15  **Total Points:**

08/08/10

*Exceeds Requirement:* Lesson plan is well-synthesized; writing is succinct and free from mistakes. The section is vigorous, well analyzed, creative, and/or enlightening.

*Meets Standard:* Lesson plan is reasonable, complete, and writing is clear with minimal mistakes; information is accurate, presented clearly, and comprehensible.

*Below Standard:* Lesson plan is incomplete, vague, mistake ridden, and/or poorly written; information is inaccurate, not presented clearly, and/or difficult to understand.

**The following scoring rubric is used for the evaluation of lesson plan:**

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeds Standard</td>
<td>12.5 - 15 points</td>
</tr>
<tr>
<td>Meets Standard</td>
<td>10 - 12.4 points</td>
</tr>
<tr>
<td>Below Standard</td>
<td>Below 10 points</td>
</tr>
</tbody>
</table>
### Rubric: Lesson Plan/Time Delay Procedure (15 points)

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Points</th>
<th>Points Earned</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Description: Comprehensive and detailed</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IEP &amp; Individualized Behavior Objective, Maryland State Curriculum Aligned; Attach a copy of the Maryland State Curriculum objective</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description of Materials and Display of Materials</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseline Procedures: Type, Description of Procedures, Latency, Sessions</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delineated Description of Type of Delay; Natural Cue; Response Prompts; Latency; and Back-up</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time Delay Schedule (0 to last delay) and Criterion for Moving on to the Next Delay Level (training criterion)</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type &amp; Schedule of Reinforcement: When and How</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data Collection Procedures, Electronic Data Sheet, Key, Terms</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electronic Graph</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Maximum Points:</strong></td>
<td><strong>15</strong></td>
<td><strong>Total Points:</strong></td>
<td>07/29/09</td>
</tr>
</tbody>
</table>

**Exceeds Requirement:** Lesson plan is well-synthesized; writing is succinct and free from mistakes. The section is vigorous, well analyzed, creative, and/or enlightening.

**Meets Standard:** Lesson plan is reasonable, complete, and writing is clear with minimal mistakes; information is accurate, presented clearly, and comprehensible.

**Below Standard:** Lesson plan is incomplete, vague, mistake ridden, and/or poorly written; information is inaccurate, not presented clearly, and/or difficult to understand.

The following scoring rubric is used for the evaluation of capstone project:

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeds Standard</td>
<td>12.5 - 15 points</td>
</tr>
<tr>
<td>Meets Standard</td>
<td>10 - 12.4 points</td>
</tr>
<tr>
<td>Below Standard</td>
<td>Below 10 points</td>
</tr>
</tbody>
</table>
Appendix C

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 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: Video-Tape 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>b.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>f.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

**Total Maximum Points:** 15  **Total Points:**
# Web Page Assignments for EDSP 400/602 -- Fall, 2010

**Requirement:** Find and print the first page of each web site to be handed in on due date; include your name on page and the date due.

<table>
<thead>
<tr>
<th>Due Session</th>
<th>Session</th>
<th>Topic</th>
</tr>
</thead>
</table>
| 9/08        | 2       | The Association for Persons with Severe Disabilities (TASH)  
• TASH Resolutions  
• TASH Application  
NICHY: IDEA Definitions  
American Association on Intellectual and Developmental Disabilities (AAIDD) |
| 9/15        | 3       | MSDE web page (explore [mkd12-org](http://example.org))  
Council for Exceptional Children (CEC) |
| 9/22        | 4       | Practicum school district web page site; school district disability definitions/classifications/continuum of services; school district special education services/programs |
| 09/29       | 5       | Maryland School Assessments (MSA)  
Maryland State Curriculum in Reading, Math, and Science |
| 10/06       | 6       | EL or SM: Maryland High School Assessments (HSA) and  
MSDE High School Core Learning Goals  
EL or EC: Maryland Model for School Readiness (MMSR) |
| 10/13       | 7       | MSDE Requirements for Accommodating, Excusing, and Exempting Students in Maryland Assessment Programs |
| 10/20       | 8       | Any relevant site on Behavior Objectives and Instructional Methods |
| 10/27       | 9       | Any relevant site on Data Collection or Rubrics |
| 11/03       | 10      | Maryland Coalition on Inclusive Education  
Any site on inclusive educational practices |
| 11/10       | 11      | Any relevant site on assessment for students with severe disabilities |
| 11/17       | 12      | Any site on IEP development |
| 12/01       | 13      | ALT-MSA Technical Administration and Coordination Manual (2010-2011)  
National Center on Educational Outcomes (NCEO): Alternate Assessments |