Syllabi

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EDSP 556.01: Advanced Instructional Methods in Low Incidence Disabilities

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UNIVERSITY OF MONTANA

Curriculum & Instruction 456/556
Advanced Instructional Methods in Low Incidence Disabilities

Fall 2013

Instructor: **Morgen Alwell, Ph.D.** *Office:* **Education 306** *Phone:* **406-243-5512** *E-mail*: morgen.alwell@umontana.edu *Office Hours:* Mondays 3:00 – 5:00 & Thursdays 1:00-3:00, and **by appointment**	*Meets:* **Tuesdays, and online** *Meeting Time:* **4:10 – 7:00 pm** *Location*: **PJW Education 241** *Credits*: **3.0**

*This course is required for all Project TTEAM participants.

Welcome to C&I 4/556! This course explores what to teach, and how to teach, students who face very significant challenges to learning. Information about several specific low incidence disabilities will be shared, with an emphasis on the impact of these disabilities on learning and instruction. We will explore evidence-based instructional practices primarily for students who experience intellectual disabilities, vision loss, hearing loss, and/or dual sensory impairments (i.e., deaf-blindness). Some course attention will be also focused on teaching children and youth with physical and multiple disabilities, and autism spectrum disorders (although autism spectrum disorders are addressed more fully in other TTEAM courses).

The criterion of ultimate functioning, principle of partial participation, ecological inventory strategy, discrepancy analysis, and individualized adaptation strategy provide a philosophical and practical foundation for one prevalent perspective about "what to teach".   Addressing the "how to teach" question, class members will be introduced to the components of systematic instruction, including task analysis, prompting systems, error correction, reinforcement, data collection, and data analysis. Finally, we will examine the research literature to see examples of these evidence-based practices used to teach skills to students with low incidence disabilities across a variety of functional domains and areas of the curriculum. Class members will demonstrate their understanding of these practices by incorporating them into a couple systematic instructional programs that are developed for, and implemented with, one or more students with a low incidence disability. This project will be one of your TTEAM portfolio artifacts.

Please note: This course requires an additional 30-hour fieldwork experience.

Course Format
This is primarily a face-face class, with a robust online supplement in Moodle 2. The schedule of face-face and online class meetings will be shared in our first face-face meeting on September 3rd.
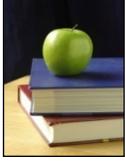
Required Text

TTEAM participants will be provided with a copy of the text for the class. This book is a reference for all of the TTEAM classes. Additional students may borrow a text for use during this class, with the understanding that it must be returned in good condition for subsequent classes.

Snell, M. E. & Brown, F. (2011). *Instruction of students with severe disabilities* (7[h] ed.). Upper Saddle River, NJ: Pearson.

Electronic readings and media will be made available on the course website.

Course Objectives

Please note: we will discuss these in class on Sept. 3rd; you will be given a copy [and they will be posted online] on Sept. 10th.

Expectations

Class Attendance & Participation:

In general, students are expected to attend each class session. You are expected to complete all assigned readings and assignments *prior* to the class session. You are required to notify Dr. Alwell if you must miss a class—please do this in advance of the class session, if at all possible. Whether or not your absence is considered "excused" is up to the discretion of the instructor. Unexcused absences will result in the lowering of your grade. You are responsible for course content during your absence—please contact other students in the class for assistance with missed content before contacting the instructor.

A note on participation: please *turn off* your cell phones/Blackberries during class (if you must make or receive a call, please leave the classroom). Also refrain from reading any other materials during class—your active attention during presentations and participation in small and large group discussions and activities is both expected and greatly appreciated! If you are using a laptop computer, please remain on topic. Also, you may bring a drink and lunch or a snack to consume during class time, but do be sensitive to those around you and be responsible for keeping the classroom clean and free of trash.

Conduct Code:

Students are expected to know, understand and comply with the academic honesty policies as described in the University of Montana *Student Conduct Code.* An unabridged copy of this code is available at: http:///www.umt.edu/studentaffairs/policy/code.htm. You must do your own work on quizzes, and all written work submitted for a grade must be original or properly cited. You must be especially careful with any information copied or remembered from another source (e.g.,

the Internet); even when you are paraphrasing ideas the source must be cited. If you have any questions, please consult with Dr. Alwell *prior* to turning in your work.

Accommodations:

If you have a documented disability and would benefit from accommodations in this class to facilitate your participation and learning, I am more than happy to work both with you and staff at Disability Services for Students (DSS) to make these accommodations. Please contact me as soon as possible after the class commences to make plans for your needs. Every effort will be made to keep sensitive information confidential.

Person-first language:

When referring to persons with disabilities, it is most respectful to use "person-first language". That means that we emphasize the *person* before the disability. For example, we would say, "a child with autism" *not* "an autistic child", or she "uses a wheelchair", *not* she is "wheelchair-bound". If you have questions or need to review the criteria for using respectful, person-first language, see Child Care plus+ *The Language of Inclusion*; Vol. 13 No. 2 http://www.ccplus.org/newsletters/13.2.pdf .

Assignments:

All written assignments and presentations are due **at the start of class** on the assigned day. If you are unable to meet this deadline, you should make an alternate arrangement with the instructor-- **_prior_** *to the actual due date*. Please plan ahead and pace yourself. All written work must be: typed (unless completed in the context of a class session or otherwise specified), double-spaced, be clearly and concisely written, and incorporate person-first language, APA style guidelines, and full references.

Differentiation for Graduate Students:

If you are taking this class for graduate credit, in addition to the following assignments, you will be expected to prepare and give a presentation of research on evidence-based practices, and develop and implement 4 instructional programs, as opposed to two.

Class Assignment Descriptions

> ### *AT Iris Module:*
> Non-TTEAM participants: if you have not taken a course in Assistive Technology, you must complete the IRIS module on Assistive Technology: http://iris.peabody.vanderbilt.edu/module/at/
> You may do this on your own at any point in the semester; your responses are due at the first class session in December (the 3rd). [25 points]
>
> ### *Goals and Objectives:*
> We will study writing effective goals and objectives in class, and you will have a take home assignment to write a series of appropriate goals and objectives for a particular child. You will write goals for *each area in which the child needs specialized supports*. For each goal, you will write at least two objectives. The objectives need to be both observable and measureable. When applicable, they should include baseline information. Each objective also needs to specify a mastery criterion that makes sense for that skill.

Goals and objectives should be written in plain language (without jargon) and organized by domain. [15 points]

Final presentation:
You will select one instructional program with student performance data (collected over 10 sessions minimum) to present to the class. You should make a PowerPoint or Prezi with at least 4 slides: positive student profile; brief assessment data and rationale for skill selected; instructional program with data sheet; and graph of student performance. Please also reflect on the instruction—what is going well; what needs adjustment; next steps. [10 points]

Field-work Assignment Descriptions

Attendance log:
Students are to keep a log that includes the date and the start and stop times of each observation. Although the log is ongoing and must be kept up to date, it does not need to be turned in until the end of the course.

Projects 1-6: These are described in detail on the course website, and we will review these in class; a brief description follows.

Project 1: *Ecological Inventory & Discrepancy Analysis***:** Briefly, you will use an ecological inventory strategy to identify important skills to teach a learner with low incidence disabilities in one or more current environments for this child. [35 pts]

Project 2: *Student Profile/ Skill Selection:* You will pull together information about your student's learning preferences and characteristics, and evaluate the functionality of the skill(s) you are targeting for instruction. [15 pts]

Project 3: *Systematic Instructional Program Proposal* **[x 2]:** You will design in detail (and implement instruction on) two instructional programs targeting two specific skills for one child. This will include specific instructional procedures, task analyses, data collection sheets, and graphs. [120 pts]

Project 4: *Peer Review of Instructional Program:* You will evaluate one of your peer's Project 3 proposals in detail. [15 pts]

Project 5: *Annotated List of Evidence-Based Practice*: For one of the instructional programs/ interventions that you have designed, you will conduct and report on a mini literature review of the evidence supporting the use of this instructional strategy. [40 pts]

Project 6: *Report of Systematic Instructional Program* **[x1]:** You will write a formal report on the implementation and follow up of one of your instructional programs, and prepare your final presentation on this program. For the second program, you will turn in your program with student performance data and graph, and comment briefly on how things went, as well as recommended next steps. [35 pts] + [15 pts]

Activity	Points
Attendance & Participation	**75**
(15 class sessions x 5 points/session)	
AT IRIS Module	**25**
Writing Goals & Objectives	**15**
Final Presentation	**10**
Graduate Student Research Presentation	**10**

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UG: 100 without AT Module**; 125** with AT module;
G: 110 without AT Module**; 135** with AT module

Summary of Assignments and Associated Weighting for Field-Work Assignments

Activity	Points
Project 1: Ecological Inventory & Discrepancy Analysis	**35**
Project 2: Student Profile/ Skill Selection	**15**
Project 3: Systematic Instructional Program Proposal **[x 2]**	**120**
Project 4: Peer Review of Instructional Program	**15**
Project 5: Annotated List of Evidence-Based Practice	**40**
Project 6: Report of Systematic Instructional Program **[x 2]**	**35 + 15 [50]**
Graduate Students: Two additional instructional programs	**100**

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275
+100
375 possible (no AT module)
400 (with AT Module)/UG
500 (G)

Grading Policy

There 375 (or 400) possible points for this course. Grades are earned as follows:

Grading*:

A	= 94 - 100	B	= 83 – 86	C	= 73 - 76	D	= 63 - 66
A-	= 90 - 93	B-	= 80 – 82	C-	= 70 - 72	D-	= 60.0 – 62
B+	= 87 - 89	C+	= 77 -79	D+	= 67 - 69	F	= 0 – 59.9

*Percentage will be determined by dividing total points earned by total possible and
multiplying by 100; grades round from the tenth position using standard practices of 0 – 4
rounds down and 5 – 9 rounds up with the exception of "F".