

Course & Section Nos.	EDMX 635, Section 1
Course Title	Curriculum and Instruction for Students with Moderate/Severe Disabilities
Class Roster No.	CRN# 21002
Course Day(s)	Wednesday
Time	5:30-9:20 p.m.
Course Location	University Hall 257
Semester / Year	Spring 2018
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SCHOOL OF EDUCATION MISSION & VISION STATEMENT

(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

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COURSE DESCRIPTION

Focuses on developing knowledge and skill for effectively educating students identified with moderate and severe cognitive, communication, social/emotional, and physical/health challenges. Emphasis is on transdisciplinary teaming in IEP development and delivery and methods for procuring and managing resources to enable students with specialized health care, mobility, sensory, behavioral and communication needs to participate in school and community experiences.

CCTC Education Specialist Moderate/Severe Program Standards Addressed

M/M/S 3	M/S 1	M/S 2	M/S 3	M/S 4	M/S 5	M/S 6	M/S 7	M/S 8
K/A	K/A	K/A	K/A	K/A	K/A	K/A	K/A	K/A

Key:

M/M/S = Program Standard for both Mild/Moderate and Moderate/Severe Education Specialist

M/S = Moderate/Severe Education Specialist Standard

K = Competence at **knowledge** level

A = Competence at **application** level

M/M/S 3: Educating Diverse Learners
M/S 1: Learning Characteristics of Individuals with Moderate/Severe Disabilities
M/S 2: Communication Skills
M/S 3: Developing Social Interaction Skills and Facilitating Social Context
M/S 4: Assessment, Program Planning and Instruction
M/S 5: Movement, Mobility, Sensory and Specialized Health Care
M/S 6: Positive Behavioral Support
M/S 7: Transition and Transitional Planning
M/S 8: Augmentative and Alternative Communication

Credit Hour Policy Statement

Per the University Credit Hour Policy:

- Students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning.
- The combination of face-to-face time, out-of-class online and field time associated with the course totals to at least the minimum 45 hours per unit of credit.

REQUIRED TEXTS AND TASKSTREAM

American Psychological Association (2010). Publication manual of the American Psychological Association (6th ed.) Washington, DC: American Psychological Association. [APA]

Brown, F., McDonnell, J., & Snell, M. (2016). *Instruction of students with severe disabilities* (8th ed.). Boston: Pearson.

Conversations That Matter video website: <http://conversationsthatmatter.org/user>

Please subscribe by first clicking on the SUBSCRIBE NOW button and then on the STUDENT SUBSCRIPTION button. Select CSUSM and Jodi Robledo as the instructor. The page will show student registration as \$20. Click on the ADD TO CART button. A page appears which requests your e-mail and billing information. Complete all fields and then click on CONTINUE TO NEXT STEP. You then are directed to PAYPAL where you can either pay through your PAYPAL account or with a credit card. AS soon as you pay, you will receive an e-mail with a temporary password that will allow you to immediately access the site. If you don't receive an e-mail, check your junk mail folder. If you still can't find the e-mail, log in with your e-mail address and click on the "forgot my password" link. This will send another e-mail to you. You will be using this account all year in all courses. The first assignment in this class requires you to registration, so register right away and have some fun discovering and listening to the words of internationally known disability rights advocates and celebrities.

Selected readings posted on Moodle

Full text of the Education Specialist Teacher Performance Expectations, the CSUSM Clinical Practice Assessment Preliminary Education Specialist Moderate/Severe Teaching Performance Expectations form, and the Moderate/Severe Individualized Transition Development Plan form. All three documents are posted on the School of Education website in the Education Specialist Special Education Handbook for Education Specialists.

TaskStream Enrollment and Postings

The School of Education uses TaskStream to manage candidates' TPE, clinical practice, signature assignment, and disposition assessments. Candidates must be enrolled in TaskStream throughout the Mild/Moderate and Moderate/Severe Education Specialist program(s). Enrollment fees are paid by going to www.taskstream.com and registering for at least one year. Concurrent candidates and candidates completing both the Mild/Moderate and Moderate/Severe credentials should enroll for at least two years. After enrolling, access your specially designed Education Specialist program bucket - Concurrent MMS/ES Program 2016-2017 - by going to your home page, finding the Self-Enrollment area and clicking the *Enter Code* button. Then enter Concurrent 1617 as the program code. If this is the correct program, click the *Enroll*

button. The Education Specialist program now will show up on your TaskStream home page when you log in. Be sure to remember your own exact enrollment name and password. Add On candidates completing both the Mild/Moderate and Moderate/Severe credentials should enroll for two years. After enrolling, access your specially designed Education Specialist program bucket - Add-On Ed Specialist Credentials 2016-17 - by going to your home page, finding the Self-Enrollment area and clicking the *Enter Code* button. Then enter AddOn1617 as the program code. If this is the correct program, click the *Enroll* button. The Education Specialist program now will show up on your TaskStream home page when you log in. Be sure to remember your own exact enrollment name and password.

PROGRAM STUDENT LEARNING OUTCOMES

Preliminary Mild/Moderate and Moderate/Severe Education Specialist Program

Upon successful program completion, Preliminary Education Specialist teacher candidates will demonstrate proficiencies in

1. Applying current disability-related federal and state laws, procedures, and ethics pertaining to special education referral and eligibility and Individual Education Program plan development, monitoring, and implementation
2. Using various formal and informal assessment data from multiple sources to a) develop IEP goals based upon individual students' assessed needs and b) monitor student progress toward IEP goal achievement
3. Using knowledge of the characteristics of various disabilities and their effects on learning, skill development, and behavior to develop and deliver appropriate instruction to advance student progress toward IEP goal attainment and meaningful participation and progress in the curriculum
4. Differentiating instruction through a) knowledge and application of a variety of instructional and positive behavior support methodologies and b) use of technology inclusive of augmentative and alternative communication systems, applications, and devices
5. Collaborating, coordinating, consulting, and co-teaching effectively with general educators, special education and related service providers, paraeducators, students' families and community agency personnel to maximize communication and instructional quality

COURSE LEARNING OUTCOMES

Each candidate:

- 1) demonstrates knowledge of disability characteristics, and the educational and psychosocial implications of these characteristics for students identified with moderate/severe/profound mental retardation, physical health impairments, other health impairments, traumatic brain injury, deaf-blind, multiple disabilities, emotional disturbance, and autism spectrum disorders, while determining the implications of these characteristics for service delivery.
- 2) demonstrates the ability to collaborate with families and allied school and health personnel (e.g., nurses, physicians, communication specialists, teachers) as a member of a transdisciplinary team.
- 3) demonstrates the ability to collaborate with others to facilitate each student's ability to effectively communicate and increase the extent and variety of social interactions to achieve and expand meaningful social relationships across all settings.
- 4) demonstrates the ability to use assessment data from multiple sources (e.g., person-centered and family-centered planning and strengths based, functional/ecological assessment across classroom and non-classroom contexts) to develop effective programs and guide instruction leading to their students' meaningful participation in core, standards based curriculum, wellness curriculum, and progress toward IEP goals and objectives.
- 5) demonstrates the ability to assess students' verbal and non-verbal communication abilities and use assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction and 5) develop communication methods to demonstrate student academic knowledge.

- 6) demonstrates the ability to use alternative statewide assessments, formative assessments, and formal and informal assessment results to implement systematic, evidence based instructional strategies to teach skills within school, community and work settings.
- 7) demonstrates knowledge and skills to develop and implement IEPs and ITPs for students with moderate-severe disabilities inclusive of life skill curricula and instruction to promote:
 - a. personal care skills and address sexuality issues,
 - b. critical academics and language skills,
 - c. practical and purposeful nonverbal communication skills,
 - d. domestic and daily living skills,
 - e. community skills through community-based instruction,
 - f. employment skills and employment options,
 - g. integrated community recreation and leisure opportunities,
 - h. transition to adulthood and supports to promote quality life experiences as an adult, and
 - i. post-secondary education options.
- 8) demonstrates the ability to develop instructional plans responsive to the unique needs of the student and requirements of the core curriculum, and are implemented and adjusted systematically to promote maximum learning and academic achievement.
- 9) demonstrates the ability to develop and implement systematic, evidence based instructional strategies to teach skills within school, community and working settings, including assessment sources that integrate alternative statewide assessments, formative assessments, and formal and informal assessment results.
- 10) demonstrates knowledge of and ability to support the movement, mobility, sensory and specialized health care needs required for students to participate fully with dignity and maximum independence in classrooms, schools and the community.
- 11) demonstrates knowledge of appropriate and safe techniques, procedures, materials, educational technology, assistive technology, and other adaptive equipment.
- 12) demonstrates knowledge of federal, state, and local policies related to specialized health care in educational settings.
- 13) demonstrates the ability to consult and collaborate with designated staff and parents, to provide the appropriate, safe, and consistent support across all settings.
- 14) demonstrates understanding of the procedures required to procure services and how to access other professionals and agencies to acquire information regarding student's sensory, movement, mobility and specialized health care services.
- 15) demonstrates knowledge and skills to implement various positive behavioral change approaches (e.g., TEACCH, pivotal responses, discrete trial, floor time, social stories).
- 16) demonstrates knowledge and advocacy skills related to the various transitions experienced by students' moderate/severe disabilities, including those who are deaf-blind and/or those with additional disabilities, as they move from infancy to adulthood.
- 17) demonstrates understanding of mandated considerations for augmentative and alternative communication technology for students with moderate/severe disabilities, including students with physical/orthopedic disabilities, other health impairments, deaf/blind and multiple disabilities.
- 18) demonstrates knowledge and use of augmentative and alternative communication systems or devices and services to facilitate communication, improved academic performance, and skill development of students with moderate/severe disabilities, students with physical/orthopedic disabilities, other health impairments, deaf/blind and multiple disabilities.

COURSE FEATURES AND PROFESSIONAL AND ADMINISTRATIVE REQUIREMENTS

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Candidates successfully completing this program receive a credential with authorization to teach English learners.

(Approved by CCTC in SB 2042 Program Standards, August 02)

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for Preliminary Education Specialist Mild/Moderate Teaching credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students.

Teacher Performance Assessment (TPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation.

edTPA

Beginning in fall 2015, for newly entering initial candidates, the CSUSM assessment system is the edTPA. To assist with your successful completion of the edTPA, a capstone class is part of your curriculum. In this class edTPA related questions and logistical concerns are addressed. Additional support materials are available on the edTPA website:

http://www.edtpa.com/PageView.aspx?f=GEN_Candidates.html

Additionally, to support your success in your credential program and with TPA, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs).

Note: Add-On candidates who already hold a valid basic teaching credential are not responsible for TPAs.

Expected Dispositions for the Education Profession

Education is a profession that has, at its core, certain dispositional attributes that must be acquired and developed. Teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions that must be evident in teacher candidates: social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. These dispositions have observable actions that will be assessed throughout the preparation program. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*).

For this class: Students missing more than two class sessions will see their grades reduced by one full letter grade. Absence from more than three sessions will result in a reduction of two full letter grades.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours. Alternatively, in order to ensure confidentiality, in a more private setting.

CSUSM Academic Honesty Policy

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Refer to the full Academic Honesty Policy at:

http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

All work in this course must be the original work of the credential candidate. Scanning of student work via Turnitin™ software may be used to verify student authorship and accurate citation of copyrighted materials or thoughts, ideas, and/or work of others. The instructor may require that some assignments in the course be submitted using the built in Turnitin™ software feature. Students making unauthorized copies of copyrighted materials or microcomputer software will receive a failing grade.

All University Writing Requirement

This course ensures that the university's minimum 2,500-word per course writing requirement is met through the course assignments, reflections, and postings for Education Specialist standards assigned to this course.

Graduate Writing Requirements

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's candidates. This requirement must be achieved prior to Advancement to Candidacy. A master's candidate will satisfy the graduate writing requirement by receiving a passing score on a written product as assessed with the GWAR rubric. Toward the goal of providing opportunity for graduate students in the School of Education to satisfy the writing requirement, papers in graduate classes are expected to adhere to writing and format style guidelines described in the sixth edition of the *Publication Manual of the American Psychological Association* (aka, *APA Manual*). This manual is a required across all graduate-level (600-level) courses.

Course Format

Per the CSUSM Online Instruction Policy, EDMX 635 is considered primarily as traditional (FT) instruction.

Necessary Technical Competency Required of Students

Candidates are required to have the technical expertise to use online browsers (e.g., Firefox) to access information, use the Cougar Courses platform to access and download course content posted at Cougar Courses and submit assignments, and use various forms of technology (e.g., word processing, CSUSM electronic mail, presentation tools such as PowerPoint) to produce course assignments and instruct others for assignments requiring in-class instruction by candidates.

Please save a digital copy of all assignments for your use in your teaching portfolio. Most assignments are submitted online at Cougar Courses; some are submitted both online and in class; at least two assignments are submitted only in class. Details will be given for each assignment in class.

Contact Information for Technical Support Assistance

For technical support assistance, please contact the CSUSM Help Desk. See information on the various ways in which students may get technical support at <http://www.csusm.edu/sth/support/index.html>

Use of Technology:

Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Electronic Communication Protocol:

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

Other Professional and Administrative Requirements

1. Use “Person-first” language (e.g., “Student with Down Syndrome” rather than “Down Syndrome student”) must be used throughout all written and oral assignments and discussions.
2. Word-process all written documents. Be sure to keep an electronic copy of all of your work including Cougar Courses postings. Also, you will want these copies for your records and professional portfolio.
3. Always write in a professional voice. Be sure to avoid abbreviations, contractions, and slang. Write out acronyms on first appearance - such as Individualized Education Program (IEP).
4. Examine Moodle at least twice weekly for messages and newly posted materials and resources. Download materials needed for each class prior to class and bring to class all required resources.
5. Complete and post all assignments on the due dates for full credit. If you have extraordinary circumstances that impact completion of your assignments, please inform the instructor.
6. Participate in class discussions and group activities and demonstrate positive interpersonal skills with classmates and guests. Participation points are assigned on the basis of participation, collegiality, collaborative effort, and professionalism in interactions with fellow students, the instructors and guests.
7. If you are to miss class, be sure to select a class “buddy” to ensure that you receive handouts and information when you must miss class. You may wish to have the following:
Buddy: Phone#: e-mail:

ASSIGNMENT POINT DISTRIBUTION, GRADING SCALE, AND DESCRIPTONS

Grading Scale

93% = A 90% = A- 87% = B+ 83% = B 80% = B- 78% = C+
A grade of C+ or better is required for a course to count toward a credential. Points below 77% = F.

There is no Final Exam in this course

Late Assignments

All assignments are expected to be completed by the assigned due date. If you have extraordinary circumstances that impact completion of your assignments or have questions or concerns, please contact the instructor(s) immediately.

“Conversations that Matter” Reflections	16 points
Functional Behavioral Assessment and Behavior Intervention Plan	24 points
Augmentative and Alternative Communication Collaboration Project	30 points
Student/Family Case Study:	30 points
Total Points:	100 points
Assignment Descriptions:	

“Conversations that Matter” Forum: (16 points)

This is a wonderful resource that features presentations from leaders in the field! There are so many presentations on this website that are applicable to supporting individuals with moderate/severe disabilities in the classroom, home, and community. I encourage you to explore this site and view as many presentations as you can. For this assignment, select 4 presentations to view (please note that if you choose one with multiple parts please view all the parts and count this as ONE presentation). Write a 100-word response for each of the 4 presentations (4 points per reflection) and post on the Conversations that Matter Forum on cougar courses. Provide the title and presenter of the presentation and focus on a brief summary of the presentation, your reaction to the presentation, and how you might use this information to support individuals with moderate/severe disabilities. You are encouraged to read posts from your classmates and respond to their posts...let’s have conversations that matter!

Functional Behavior Assessment/Positive Behavior Intervention Plan: (24 points)

Each Teacher Candidate conducts a functional behavior assessment for one student within the clinical practice/internship environment and uses that data to prepare a positive behavior intervention plan. Please use pseudonyms for this assignment. You MUST use the FBA/BIP template in this syllabus. Information that is cut and pasted from a current IEP will NOT be accepted. You must attach the raw data (data sheets, interviews, checklists, etc.) to this assignment with the name blacked out. Template is below:

**FUNCTIONAL BEHAVIOR ASSESSMENT AND
POSITIVE BEHAVIOR INTERVENTION PLAN**

Student Name _____ DOB/Age _____ Grade _____ Date _____

Name and Title of Person Completing FBA/BIP:

BACKGROUND INFORMATION

Brief Schooling History

Academic Achievement

Social/Peer Relationships

Special Education Eligibility (Category)

Discipline History

Medical Condition(s)/Prescribed Medication

Concerns of Family

Powerful Reinforcer(s) & Motivators

Previous Interventions Attempted

Current Observations

Current Student Interview Information

ASSESSMENT TECHNIQUES USED TO EXAMINE AND ANALYZE BEHAVIOR

- Observation or Video/Audio Tape _____
__A-B-C __Frequency __Duration __Intensity __Permanent Product __Other
- Interview: Student Teacher Parent Administrator
(Circle all conducted) Other(s) _____
- Specify Behavior Checklist/Rating Scale _____
- Specify Other(s) _____

The behavior impeding learning is (describe what it looks like/sounds like)

It impedes learning because....

Frequency or intensity or duration of behavior:

What are the predictors for the behavior? (Situations in which the behavior is likely to occur: people, time, place, subject, etc.)

What consequences appear most likely to maintain the problem behavior? What supports the student using the problem behavior? (What is missing in the environment/curriculum or what is in the environment /curriculum that needs changing?)

What environmental changes, structures and supports are needed to remove the student's need to use this behavior? (Changes in time/space/materials/interactions to remove the likelihood of behavior)

Team believes the behavior occurs because: (Function of behavior)

What team believes the student should do INSTEAD of the problem behavior? (How should the student escape/protest/avoid to get his/her need met in an acceptable way?)

What teaching strategies/necessary curriculum/materials are needed? (To teach the replacement behavior, successive teaching/reinforcing steps to learn the alternative behavior)

What are reinforcement procedures to use for establishing, maintaining, and generalizing the new behavior?

What strategies will be employed if the problem behavior occurs again?

Strategies to improve quality of life (Foundational Issues that cut across routines – health, predictability, choice, social relations, communication skills). How does each strategy address the hypothesized function?

Behavior IEP Goal(s):**Evaluation and Monitoring System:**

(Data collection and summary forms, contracts, and other monitoring tools)

Persons Involved and Responsibilities of Each Person:**Follow-Up Timeline (e.g., next team meeting) for Checking on Behavior Change and Progress:****Augmentative and Alternative Communication Collaborative Project: (30 points)**

For this assignment you will be collaborating with SLP candidates from our Speech and Language Pathology Department! You will be given class time to collaboratively work on this project. Together, your team will create a student description, present levels, IEP/AAC goals/outcomes, and a lesson/activity that incorporates AAC (iPad and app will be provided in class). Your team will present your project in class.

Student Description (6 points): This section should provide background and characteristic information about the student (real or mock) and their learning, communication, and social needs. Others areas can be discussed if pertinent. Please describe if/how the student is utilizing ACC (1-2 pages).

Present Levels (6 points): This section should provide baseline data (real or mock) in the area of communication, socialization, and academics. Other areas can be discussed if pertinent (1 page).

IEP/AAC Goals/Outcomes (6 points): In this section the education specialist will create 2 IEP goals based on the student's present levels. The SLP candidates will consult/document with the education specialist to determine how AAC can be utilized to support these goals. Be specific with how data will be collected to demonstrate desired outcomes (1-2 pages).

Lesson Plan/Activity (6 points): This section should include a description of the lesson plan/activity personalized for the student (use lesson plan template from EDMX 573). The lesson/activity must target communication, socialization and academic needs and incorporate AAC. Be specific about how the ACC device will be used (training of staff, programming the device, etc.). As part of this lesson/activity you will program a page on the iPad to support the lesson (submit this as a screenshot) (1-3 pages).

Presentation (6 points): Each team will present their case description, present levels, goals/outcomes and lesson plan/activity using the iPad provided in class. Presentations should be between 8-10 min.

Student and Family Case Study: (30 points)

In order to provide personalized instruction and supports to students with moderate/severe disabilities and their families, candidates must demonstrate their ability to access and assess the strengths and needs of their students and families. This assignment will require students to prepare a case study in which they will access and assess the needs of both the student and family. Based on this assessment, candidates will be required to write individualized education plan goals, plan instructional strategies/supports, and develop methods for data collection. In addition, candidate will describe supports for the family to access community resources and supports and prepare for an upcoming transition. In order to complete this assignment, candidates must receive signed permission from parents to observe and interview teachers, family members and the student. Pseudonyms will be used to protect confidentiality.

Case Study Components:

Part 1. Assessment Procedures: (6 points) This section should describe the types of assessment procedures used in this case study. Please indicate the date, time, and duration of the assessment procedure. Possible assessment procedures might include (but are not limited to): observation of student and/or family (school,

home, community); interviews (student, teachers, family members, etc.); records review (IEP's present and past, assessments, assessment reports, authentic assessment, teacher/therapist data, medical reports/evaluations, etc.); formal and information assessment procedures done with classroom teacher.

Part 2. Description of Student and Family: (6 points) This section should describe the strengths and areas of need of the student and family. Your report should highlight both strengths and needs in the following areas:

- Description of Current Educational Program/Services and Family Life
- Strengths, Talents, Interests, Passions
- Learning Characteristics
- Communication Skills (Verbal and Nonverbal, AT and AAC if applicable)
- Movement, Mobility, Sensory, and Specialized Health Care
- Social Interaction Skills, Relationships, Belonging
- Emotional/Behavioral
- Self-Care
- Other Characteristics Associated with the Special Education Eligibility Category

Part 3. Instructional Strategies and Supports/ IEP Goals: (6 points) This section should describe 3-5 annual IEP goals (with objectives) related to the current needs of the student/family. IEP goals should be developed based on your assessments of the student/family. Goals must include Common Core Standards. For each IEP goal, describe personalized supports and instructional strategies that might be used to assist the student/family in meeting these goals and develop a plan for data collection.

Part 4. Family, Community, and Transitional Supports: (6 points) This section should describe supports for the family to access the resources and supports within their community. In addition, this section should describe supports for preparing for an upcoming transition for this student/family (elementary to middle school; middle school to high school; high school to adult program; other family transition; etc.).

Professional Presentation of Work: (6 points) Complete report is detailed, thorough, and professionally presented. Case study is free of spelling and grammar errors. APA style is used when appropriate.

SCHEDULE/COURSE OUTLINE

The instructor reserves the right to modify the schedule.

Date	Class Description	Readings	Assignments Due
1/24	Orientation to the Course Educating Students with Moderate/Severe Disabilities: Foundational Concepts and Practices <i>Introduction to FBA/BIP</i> <i>Introduction to Case Study</i> <i>Introduction to AAC Project</i>	Syllabus BMS Ch.1 “Free at Last” Article on CC “LDA” Article on CC	Review Syllabus Conversations that Matter Subscription Taskstream Subscription
1/31	Principles of Behavior Applied Behavior Analysis	CC Readings	
2/7	Functional Behavior Assessment Positive Behavior Intervention Plans Crisis Intervention & Planning	BMS Chs. 4,7	
2/14	NO FORMAL Class Meeting		
2/21	<i>Continued</i> Functional Behavior Assessment Positive Behavior Intervention Plans Crisis Intervention & Planning	BMS Chs. 4,7	
2/28	Oceanside IBI Team Presentation		
3/7	ONLINE – Conversations that Matter		Conversations that Matter Forum Posts Due
3/14	ONLINE - Autism Spectrum Disorder: Evidence-Based Practices	CC Readings	
3/21	SPRING BREAK		
3/28	ONLINE - Assessment, Curriculum, and Instruction Moderate/Severe	BMS Chs. 5,6,13	
4/4	***No Formal Class*** FBA/BIP WORKNIGHT		FBA/BIP DUE
4/11	Medically Fragile (Guest Speaker)	BMS Ch. 12	
4/18	AAC – Collaboration with SLPs (workshops) 5:00 – 7:30, Location TBD		
4/25	Working with Para-educators Fostering Family-Professional Partnerships	BMS Ch. 2 Beyond Emotions Ch. 1-2; Other chapters as assigned in class	

5/2	AAC – Collaboration with SLPs (workshops) 5:00 – 7:30, Location TBD		
5/9	AAC Presentations 5:00 – 7:30, Location TBD Course Evaluations		Student and Family Case Study Due AAC Project Due

Components	No Submission (0 points)	Does Not Meet Expectations <i>(Requires significant more understanding, instruction, and/or experience)</i> (1 point) (1 taskstream)	Approaching Expectations <i>(Demonstrates understanding but requires additional coaching or clarification)</i> (2-5 points) (2 taskstream)	Meets Expectations <i>(Meets the expectations as stated in component)</i> (6 points) (3 taskstream)	Exceeds Expectations <i>(Understands and/or performs beyond stated expectations)</i> (++++) (4 taskstream)	Points Earned
Part 1. Assessment Procedures	<p>No assignment submitted.</p> <p>Assignment submitted after agreed upon due date.</p>	<p>Limited description of the assessment procedure.</p> <p>Limited assessment procedures.</p> <p>Inappropriate assessments used.</p>	<p>Description of the assessment procedures.</p> <p>Assessment procedures are not exhaustive.</p> <p>Assessment procedures are appropriate.</p>	<p>Thorough description of assessment procedures consistent with expectations of novice teachers.</p> <p>Includes a variety of data collection methods: interviews, observations, records review, formal or information assessments.</p>	<p>Professionally detailed description of assessment procedures consistent with expectations of novice teachers.</p> <p>Includes a variety of data collection methods: interviews, observations, records review, formal or information assessments.</p>	

Components	No Submission (0 points)	Does Not Meet Expectations <i>(Requires significant more understanding, instruction, and/or experience)</i> (1 point) (1 taskstream)	Approaching Expectations <i>(Demonstrates understanding but requires additional coaching or clarification)</i> (2-5 points) (2 taskstream)	Meets Expectations <i>(Meets the expectations as stated in component)</i> (6 points) (3 taskstream)	Exceeds Expectations <i>(Understands and/or performs beyond stated expectations)</i> (++++) (4 taskstream)	Points Earned
Part 2. Description	<p>No assignment submitted.</p> <p>Assignment submitted after agreed upon due date.</p>	<p>Limited description of student/family.</p> <p>Does not include information in each section.</p> <p>Description is deficit based and/or does not use person-first language.</p>	<p>Description of student/family.</p> <p>Description focused too heavily on deficits or is not based on assessment.</p> <p>Includes information in most sections.</p>	<p>Thorough description of the student/family consistent with expectations of novice teachers.</p> <p>Highlights both strengths and needs.</p> <p>Includes information in each section.</p> <p>Uses person-first language consistently.</p>	<p>Professionally detailed description of the student/family consistent with expectations of experienced teachers.</p> <p>Highlights both strengths and needs.</p> <p>Includes information in each section.</p> <p>Uses person-first language consistently.</p>	

Components	No Submission (0 points)	Does Not Meet Expectations <i>(Requires significant more understanding, instruction, and/or experience)</i> (1 point) (1 taskstream)	Approaching Expectations <i>(Demonstrates understanding but requires additional coaching or clarification)</i> (2-5 points) (2 taskstream)	Meets Expectations <i>(Meets the expectations as stated in component)</i> (6 points) (3 taskstream)	Exceeds Expectations <i>(Understands and/or performs beyond stated expectations)</i> (++++) (4 taskstream)	Points Earned
Part 3. IEP Goal/Instructional Strategies	No assignment submitted. Assignment submitted after agreed upon due date.	Incomplete goals. Limited description of instructional and data collection strategies.	Poorly written goals. Goals/Instruction are not based on student/family strengths and needs. Limited description of instructional and data collection strategies.	Measurable and appropriate goals, personalized instructional strategies and supports, and data collection methods consistent with expectations of novice teachers.	Professionally detailed, measurable and appropriate goals, personalized instructional strategies and supports, and data collection methods consistent with expectations of experienced teachers.	
Part 4. Family, Community, and Transitional Supports	No assignment submitted. Assignment submitted after agreed upon due date.	Limited supports/resources for families to access community and prepare for transitions.	Some supports/resources for families to access community and prepare for transitions.	Thorough supports/resources for families to access community and prepare for transitions.	Extensive supports/resources for families to access community and prepare for transitions.	

Components	No Submission (0 points)	Does Not Meet Expectations <i>(Requires significant more understanding, instruction, and/or experience)</i> (1 point) (1 taskstream)	Approaching Expectations <i>(Demonstrates understanding but requires additional coaching or clarification)</i> (2-5 points) (2 taskstream)	Meets Expectations <i>(Meets the expectations as stated in component)</i> (6 points) (3 taskstream)	Exceeds Expectations <i>(Understands and/or performs beyond stated expectations)</i> (++++) (4 taskstream)	Points Earned
Professional Presentation of Material	No assignment submitted. Assignment submitted after agreed upon due date.	Complete report is not well written. Includes multiple grammar/spelling errors.	Complete report is mostly well written with minimal grammar/spelling errors.	Complete report is well written and free of grammar/spelling errors. APA style is used.	Complete report is detailed, through, and professional presented. APA style is used.	
Total Points Earned for Case Study						/30
Comments:						



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RELEASE OF LIABILITY, PROMISE NOT TO SUE, ASSUMPTION OF RISK AND AGREEMENT TO PAY CLAIMS

Activity: Student and Family Case Study – Moderate/Severe Disabilities

Activity Date(s) and Time(s): _____ Spring 2017 _____

Activity Location(s): _____

In consideration for being allowed to participate in this Activity, on behalf of myself and my next of kin, heirs and representatives, I **release from all liability and promise not to sue** the State of California, the Trustees of The California State University, California State University San Marcos and their employees, officers, directors, volunteers and agents (collectively "University") from any and all claims, **including claims of the University's negligence**, resulting in any physical or psychological injury (including paralysis and death), illness, damages, or economic or emotional loss I may suffer because of my participation in this Activity, including travel to, from and during the Activity.

I am voluntarily participating in this Activity. I am aware of the risks associated with traveling to/from and participating in this Activity, which include but are not limited to physical or psychological injury, pain, suffering, illness, disfigurement, temporary or permanent disability (including paralysis), economic or emotional loss, and/or death. I understand that these injuries or outcomes may arise from my own or other's actions, inaction, or negligence; conditions related to travel; or the condition of the Activity location(s).

Nonetheless, I assume all related risks, both known or unknown to me, of my participation in this Activity, including travel to, from and during the Activity.

I agree to **hold** the University **harmless** from any and all claims, including attorney's fees or damage to my personal property, that may occur as a result of my participation in this Activity, including travel to, from and during the Activity. If the University incurs any of these types of expenses, I agree to reimburse the University. If I need medical treatment, I agree to be financially responsible for any costs incurred as a result of such treatment. I am aware and understand that I should carry my own health insurance.

I am 18 years or older. **I understand the legal consequences of signing this document, including (a) releasing the University from all liability, (b) promising not to sue the University, (c) and assuming all risks of participating in this Activity, including travel to, from and during the Activity.**

I understand that this document is written to be as broad and inclusive as legally permitted by the State of California. I agree that if any portion is held invalid or unenforceable, I will continue to be bound by the remaining terms.

I have read this document, and I am signing it freely. No other representations concerning the legal effect of this document have been made to me.

Participant Signature: _____

Participant Name (print): _____ Date: _____

Emergency Contact (print): _____ Phone: _____

If Participant is under 18 years of age:

I am the parent or legal guardian of the Participant. I understand the legal consequences of signing this document, including (a) releasing the University from all liability on my and the Participant's behalf, (b) promising not to sue on my and the Participant's behalf, (c) and assuming all risks of the Participant's participation in this Activity, including travel to, from and during the Activity. I allow Participant to participate in this Activity. I understand that I am responsible for the obligations and acts of Participant as described in this document. I agree to be bound by the terms of this document.

I have read this two-page document, and I am signing it freely. No other representations concerning the legal effect of this document have been made to me.

Signature of Minor Participant's Parent/Guardian

Date

Name of Minor Participant's Parent/Guardian (print)

Phone

Minor Participant's Name (print)