# Course Description

This course focuses on applying fundamental concepts of teaching students with mildly or moderately disabling conditions. Students focus on applied behavioral analysis, problem-solving strategies, and preventive methods for challenging classroom behaviors. Developing and implementing appropriate Individual Education Plans (IEP) and Individual Transition Plans (ITP) with behavioral plans are emphasized. Students also examine how to create safe, supportive psychological and physical environments conducive to student learning. Planning for transitions across the lifespan is explored. Field experience is required.

# University Learning Outcomes (ULO)

* **ULO1:**Knowledge of Human Cultures and the Physical and Natural World
* **ULO2:**Intellectual and Practical Skills
* **ULO3:**Personal and Social Responsibility
* **ULO4:**Integrative and Applied Learning­
* **ULO5:**Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

* **PLO1:** Apply theoretical and practical knowledge in support of your professional practice. (ULO 2, 4)
* **PLO2:** Utilize educational research and develop your own research interests and agenda. (ULO 2, 3)
* **PLO3:** Examine and critique the economic, political, cultural, historical, and social influences that impact education in the United States. (ULO 1, 3, 5)
* **PLO4:** Apply policies, statutes, and rules established by state and local agencies relating to judicious application of disciplinary methods and behavioral procedures. (ULO 3, 4)
* **PLO5:** Identify and use instructional methods and curricula that are appropriate and effective in meeting the needs of individual learners. (ULO 1, 2, 4, 5)

# Course Learning Outcomes (CLO)

* **CLO1**: Analyze criteria for age- and ability-appropriate, evidence-based methods for academic and nonacademic instruction. (PLO1, 2, 12)
* **CLO2**: Determine how to apply evidence-based practices grounded in applied behavior analysis (ABA) that address behavior. (PLO1, 2, 5, 7, 8, 12)
* **CLO3**: Synthesize knowledge of best practice to determine how to apply evidence-based practices for academic instruction. (PLO1, 2, 3, 7, 12)
* **CLO4:** Synthesize knowledge of best practice to develop an Individualized Education Program. (PLO1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14)
* **CLO5:** Synthesize knowledge of best practice to create a Positive Behavior Intervention Plan. (PLO1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14)

# Student Expectations

Students are expected to:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Required Course Materials

**No textbook required for purchase.**

# Suggested Point Values

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| --- | --- | --- |
| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Discussion: Icebreaker | 20 |  |
| Blog: Applied Behavior Analysis Practices | 40 |  |
| Field Experience Proposed Tasks/Activities | 20 |  |
| Evidence-Based Best Practices Presentation | 50 |  |
| **Week 2** |  |  |
| Week 2 AIM (Autism Internet Modules) Modules | 50 |  |
| Discussion: Learning and Social AIM Modules | 30 |  |
| Blog: Acceptance Commitment Therapy (ACT) | 40 |  |
| Week 2 Journal: Interventions Case Study | 40 |  |
| **Week 3** |  |  |
| Discussion: Types of Communication | 30 |  |
| Discussion: Autism Case Study | 30 |  |
| Week 3 AIM Modules | 50 |  |
| Week 3 Journal: Interventions Case Study | 40 |  |
| **Week 4** |  |  |
| Discussion: Legally Defensible Individualized Education Plans | 30 |  |
| Discussion: Case Study Reflection | 30 |  |
| Addison Murphy Case Study | 80 |  |
| Presentation: Communication and Content Instruction | 60 |  |
| **Week 5** |  |  |
| Discussion: Function-Based Strategies | 30 |  |
| Discussion: Positive Behavior Intervention Plan | 30 |  |
| **Week 6** |  |  |
| Discussion: Goals and Objectives | 30 |  |
| Discussion: IRIS Module | 30 |  |
| IEP Construction | 70 |  |
| **Week 7** |  |  |
| Discussion: Individualized Education Plan (IEP) Reflection | 30 |  |
| Discussion Presentation: Field Experience Project | 60 |  |
| Week 7 Journal: Course Reflection | 30 |  |
| Field Experience Log | 50 |  |
| **Total Points** | **1000** |  |

**Grading Scale**

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| --- | --- |
| **Grade** | **Range** |
| A | 93–100 |
| A- | 90–92 |
| B+ | 87–89 |
| B | 83–86 |
| B- | 82–80 |
| C+ | 77–79 |
| C | 73–76 |
| C- | 70–72 |
| D+ | 67–69 |
| D | 63–66 |
| D- | 60–62 |
| F | 59 |

# Course Schedule

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| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |

# Weekly Learning Modules

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| **Week One: Foundations of Evidence-Based Methods** | | |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Determine the criteria for selecting evidence-based best practices related to academic instruction. | CLO1 | |
| * 1. Interpret applied behavior analysis (ABA) as it relates to classroom practices addressing behavior. | CLO1 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | ***Alignment*** | ***AIE*** |
| **Tutorials**  During this course, you will be asked to use and participate in various technologies to complete activities and assignments.  **Review** the tutorials available on Blackboard as needed.  **Click** the **Student Resources** button from the menu on the left. | N/A | N/A |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post of 200–250 words that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least one substantive comment of 100–150 words to three of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE Model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the RISE Model for Peer Feedback, located on Blackboard. | N/A | N/A |

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| **Field Experience Overview**  This course requires 20 hours of field experience. You will track your field experience activities using the Field Experience Log available on the student portal. This Field Experience Log is due the last week of the course.  There are three graded assignments pertaining to field experience:   * Week 1 – Field Experience Proposed Tasks/Activities (20 points) * Week 7 – Field Experience Log (50 points) * Week 7 – Discussion Presentation: Field Experience Project (60 points)  **Note.** Details of the project are in Week 7 of this course.   **Download** the Field Experience Log and any other necessary documents from the student portal.  **Make** arrangements with a school administrator to secure your field experience hours prior to the start of the course.  **Next Steps: Complete** the Field Experience Proposed Tasks/Activities listed under the Graded Assignments section. | | VARIES | Field Experience = **N/A** |
| **IRIS Center Evidence-Based Practices**  **Read** all sections of the [IRIS Center’s Evidence-Based Practices](http://iris.peabody.vanderbilt.edu/ebp/) website:   * [Evidence-Based Practices (Part 1): Identifying and Selecting a Practice or Program](https://iris.peabody.vanderbilt.edu/module/ebp_01/challenge/#content) * [Evidence-Based Practices (Part 2): Implementing a Practice or Program with Fidelity](https://iris.peabody.vanderbilt.edu/module/ebp_02/challenge/#content) * [Evidence-Based Practices (Part 3): Evaluating Learner Outcomes and Fidelity](https://iris.peabody.vanderbilt.edu/module/ebp_03/challenge/#content)   **Note.** Select the **NEXT** button to go through each section.  **Post** any questions or comments to the General Questions & Discussion forum. | | 1.1, 1.2 | Lecture Activity = **1 hour** |
| **ABCs of Evidence-Based Practice**  **Read** the following article:  Kretlow, A. G., & Blatz, S. L. (2011, May–June). The ABCs of evidence based practice for teachers. *Teaching Exceptional Children, 43*(5), 8–9. Retrieved from [http://libproxy.gmercyu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=60449151&site=ehost-live](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=60449151&site=ehost-live).  **Post** any questions or comments to the General Questions & Discussion forum. | | 1.1 | Lecture Activity = **1 hour** |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the class and discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  **Note.** A recorded lecture will be made available to those who are unable to attend the live session. | | VARIES | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Icebreaker**  Welcome to the first week of the course!  **Create** a wall on [Padlet](http://padlet.com/) to introduce yourself to your classmates.  **Post** images that represent what you currently teach, your interests and hobbies, what you love most about education, and your professional goals. Include a short description with each photo.  **Post** a link to your Padlet wall to the Icebreaker discussion forum by Thursday. | | N/A | Discussion: one post and replies to three other posts = **1 hour** |
| **Blog: Applied Behavior Analysis Practices**  **Listen** the [Podcast 34: Megan Miller on Instructional Control & Alternatives to Escape Extinction](https://www.acast.com/thebehavioralobservationspodcastwithmattcicoria/34-megan-miller-on-instructional-control-and-alternatives-to-escape-extinction).  **Write** a 500- to 700-word post blog in the Applied Behavior Analysis Practices Blog forum by Thursday.  **Include** the following:   * Your rationale for why the use of non-aversive procedures and teaching for generalization is important for educators. * Your interpretation of how ABA relates to classroom practices addressing behavior. * Recommended interventions from the podcast that address behavior and how they could be applied in a classroom.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses by Sunday.  **Note.** If you are familiar with apps that play podcast shows (such as iTunes), you may listen to the podcast through “The Behavioral Observations Podcast with Matt Cicoria” provider. | | 1.2 | Blog post: share, and comment = **1.5 hours** |
| **Field Experience Proposed Tasks/Activities**  This step allows the instructor to review the proposed field experience activities, give approval, or provide feedback.  **Identify** five classrooms where you will observe 20 hours of instructional time. Three of the classrooms should service students with autism. Provide the name or names of the school you plan to observe.  **Review** the syllabus for ideas of which concepts will be covered throughout the course.  **Submit** a list of proposed tasks or activities you would like to complete to satisfy the field experience hours required for this course. It is recommended that you select tasks or activities that align with the course assignments as much as possible. Your instructor must approve your proposed tasks or activities before you continue.  **Next Steps: Complete** your field experience tasks or activities over the duration of this course, once they have been approved by your instructor. | | VARIES | Field Experience = **N/A** |
| **Evidence-Based Best Practices Presentation**  **Review** the “ABCs of Evidence Based Practice for Teachers” article and the IRIS Center’s Evidence-Based Practices website from this week’s resources.  **Determine** the most effective criteria for selecting evidence-based best practices related to academic instruction.  **Create** a 10- to 15-slide presentation with synchronized audio that presents the criteria selected. Other than audio, try to keep the presentation interesting by adding images, or linking videos. Be creative in incorporating ways to interact with the audience (instructor), such as asking rhetorical questions or providing personal insight beyond what the questions ask.  **Note.** You may use Microsoft® PowerPoint® or an online tool of your choice.  **Address** the following in your presentation:   * What are the benefits of implementing evidence-based practices? * List areas that education professionals need to consider when selecting evidence-based practices. * What are trustworthy sources an educator can use to find evidenced-based programs? * Why do you think the criteria you selected are the most effective? * How can the criteria help educators select best practices for academic instruction?   **Submit** your presentation by Sunday. | | 1.1 | Presentation = **1 hour** |
| **Total** |  |  | **6.5 hours** |

# Faculty Notes

**Course Setup**

**General Questions and Discussion Forum:** This course includes a discussion forum for general questions, comments, and concerns. This forum is intended for any course-related commentary not found within a specific weekly discussion. This forum is not graded. Make sure to monitor this forum for student posts. You are encouraged to make an announcement advertising this forum and monitor and post regularly to build engagement.

**Field Experience Proposed Tasks/Activities:** As students submit proposed tasks or activities related to the field experience hours, be aware that some may have difficulty scheduling proposed tasks due to various scheduling conflicts. Grade appropriately and provide any needed recommendations or feedback.

**Adobe Connect:** Consider posting an announcement asking students to submit any questions or topics they'd like addressed ahead of time. You can then utilize those questions that come up in the first part of the week to tailor the live Adobe Connect class session that would be scheduled toward the later part of the week. That one-hour synchronous session will allow students the opportunity to go over any questions they had with the homework and clarify any misconceptions they have about the course content. All Adobe Connect sessions should be recorded and a link to the recording should be posted to the course page so any student who misses the session can review it later in the week.

**Note** It is your choice as to which day you will schedule the Adobe Connect Live Session, but it is recommended that you schedule this session for Wednesday of the week so students have plenty of time to review their homework prior to the deadline on Sunday.

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| Week Two: Learning and Social Behavior Interventions | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Apply learning-behavior interventions and strategies for interruption-transitioning protocol. | | CLO2 | |
| * 1. Apply social-behavior interventions, including social narratives and social skills groups. | | CLO2 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Videos**  **Watch** the following videos:   * [“Interruption-Transition Protocols to Address Problem Behavior”](http://www.pattan.net/Videos/Browse/Single/?code_name=interruption-transition_protocols_to_add) [11:46] * [“Behavioral Intervention for Autistic Children with Problem Behavior”](https://www.youtube.com/watch?v=ax9MAYJrsCA) [2:23] * [“An Introduction to Positive Behavior Interventions and Supports”](http://www.pattan.net/Videos/Browse/Single/?code_name=an_introduction_to1) [19:29]   **Post** any questions or comments to the General Questions & Discussion forum. | | 2.1, 2.2 | Lecture Activity = **1 hour** |
| **Podcast**  **Listen** the [Podcast 40: ACT with Author, Trainer and Therapist Dr Russ Harris](http://weallwearitdifferently.com/2017/02/actrussharris/).  **Note.** If you are familiar with apps that play podcast shows (such as iTunes), you may listen to the podcast through the We All Wear It Differently with Amy Felman provider.  **Post** any questions or comments to the General Questions & Discussion forum. | | 2.1, 2.2 | Lecture Activity = **1 hour** |
| **Preparation: AIM (Autism Internet Modules) Modules**  One of the assignments this week is to complete **Week 2 AIM (Autism Internet Modules) Modules**.  Be aware that you must createan account within the [Autism Internet Modules](http://www.autisminternetmodules.org/) to gain access to the free modules, you must create an account.  **Select** the **Autism in the Classroom** link within the Module Navigator.  **Prepare** to complete each of the modules below **before** answering the Discussion: Learning and Social AIM Modules:   * Antecedent-Based Interventions (ABI) * Self-Management * Rules and Routines * Transitioning Between Activities * Social Narratives * Social Skills Groups   You will submit your post-test scores as a PDF under the **Week 2 AIM (Autism Internet Modules) Modules** assignment.  **Note.** You must receive a score of 80% on each module to receive credit. | | 2.1, 2.2 | Guided Project = **.5 hour** |
| **Preparation: Field Experience Project**  In Week 7, the Field Experience Project is due and involves observing a K–9 classroom that has at least one student with an IEP.  **Arrange** the following items to prepare for the project:   * Observe a K–9 classroom that has at least one student with an IEP.   **Note.** Ask to review students’ IEPs per the school’s policy.   * Interview the classroom teacher about how he or she translates the strategies documented in students’ IEPs into practice.   **Review** the directions of the assignment in Week 7 and make preparations to fulfill the necessary tasks.  **Post** any questions or comments to the General Questions & Discussion forum. | | VARIES | Guided Project = **.5 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Week 2 AIM (Autism Internet Modules) Modules**  **Create** an account within the [Autism Internet Modules](http://www.autisminternetmodules.org/). To gain access to the free modules, you must create an account.  **Select** the **Autism in the Classroom** link within the Module Navigator.  **Complete** each of the modules below by **Thursday** at the latest. You must complete this module **before** answering the Discussion: Learning and Social AIM Modules:   * Antecedent-Based Interventions (ABI) * Self-Management * Rules and Routines * Transitioning Between Activities * Social Narratives * Social Skills Groups   **Submit** your post-test scores as a PDF.  **Note.** You must receive a score of 80% on each module to receive credit. | | 2.1, 2.2 | Web Review Activity = **1 hour** |
| **Discussion: Learning and Social AIM Modules**  **Review** the work you completed for the Week 2 AIM Modules assignment.  **Answer** the following questions in the Learning and Social AIM Modules discussion forum by Thursday:   * Which learning-behavior interventions and which social-behavior interventions did you struggle most to apply? * What are some strategies you could use in the future to more successfully apply these interventions?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ posts by Sunday. | | 2.1, 2.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Blog: Acceptance Commitment Therapy (ACT)**  **Watch** the video [“ACT: Acceptance Commitment Therapy”](https://www.youtube.com/watch?v=RMWgrGUSlUQ) [5:09] from YouTube.  **Read** the article “The Use of a Child-Based Acceptance and Commitment Therapy Curriculum to Increase Attention”.  **Write** a 500- to 700-word post that addresses the following, and post it to the ACT blog forum by Thursday:   * How can ACT interventions and processes that Steven Hayes recommend help with behaviors for children with learning disabilities? * How might you implement these interventions in your classroom?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 2.2 | Blog: one post and replies to three other posts = **1.5 hour** |
| **Week 2 Journal: Interventions Case Study**  **View** the Intervention Case Study 1 video.  **Write** a 500- to 700-word post in the Week 2 Journal: Interventions Case Study in which you complete the following:   * **Explain** how you could apply learning-behavior interventions for George, including the following:   + Antecedent-based intervention   + Self-management   + Rules and routines   + Strategies for transitioning between activities * **Explain** how you could apply social-behavior interventions for George, including the following:   + Social narratives   + Social skills groups * **Explain** why each intervention you selected will be effective.   **Submit** your response by Sunday. | | 2.1, 2.2 | Case Study and Journal = **1 hour** |
| **Total** |  |  | **7.5 hours** |

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| Week Three: Evidence-Based Practices for Academic Instruction | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Apply communication interventions, including functional speech, picture exchange communication system (PECS), and language strategies. | | CLO3 | |
| * 1. Apply content instruction interventions, including computer-aided, video-modeling, and visual-supports strategies. | | CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Video**  **Watch** the [“Instructional Process for Students With Special Needs”](https://vimeo.com/89146332) course lecture [12:59] on Vimeo.  **Post** any questions or comments to the General Questions & Discussion forum. | | 3.1, 3.2 | Lecture Activity = **1 hour** |
| **Watch** the following videos on the Pennsylvania Department of Education website:   * [“Identifying Communicative Competence and Developing Communicative Competence through Academic Content – Part 1”](http://www.pattan.net/Videos/Browse/Single/?code_name=identifying3) [1:21:14] * [“Identifying Communicative Competence and Developing Communicative Competence through Academic Content – Part 2”](http://www.pattan.net/Videos/Browse/Single/?code_name=identifying2) video [1:10:51] * [“Identifying Communicative Competence and Developing Communicative Competence through Academic Content – Part 3”](http://www.pattan.net/Videos/Browse/Single/?code_name=identifying1) video [1:26:57] * [“Identifying Communicative Competence and Developing Communicative Competence through Academic Content – Part 4”](http://www.pattan.net/Videos/Browse/Single/?code_name=identifying) video [1:19:18]   **Post** any questions or comments to the General Questions & Discussion forum. | | 3.1, 3.2 | Lecture Activity = **2 hours** |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Website Review**  **Explore** [Rick Lavoie’s website](http://www.ricklavoie.com/gateindex.html) for additional resources related to communication interventions. | | 3.1 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Types of Communication**  **Research** the difference between functional communication and facilitated communication.  **Locate** at least two scholarly articles on each type of communication.  **Analyze** the articles and compare each type of communication.  **Identify** which type of communication is evidence-based,  **Respond** to the following question in the Types of Communication discussion forum by Thursday:   * Which type of communication intervention is appropriate for nonverbal students in a public-school environment? Why?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 3.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Autism Case Study**  **Watch** the [“ABA Autism Classroom Case Study 2008”](https://www.youtube.com/watch?v=w9N0_7D_Re8) video [11:31] on YouTube.  **Reflect** on the communication interventions and content instruction interventions discussed in the video.  **Respond** to the following question in the Autism Case Study discussion forum by Friday:   * How might you implement these strategies in an inclusive classroom?   **Post** constructive criticism, clarification, or additional questions about the strategy implementation to at least three of your classmates’ posts by Sunday. | | 3.1, 3.2 | Discussion: one post and replies to three other posts = **1.5 hours** |
| **Week 3 AIM Modules**  **Create** an account within the [Autism Internet Modules,](http://www.autisminternetmodules.org/) if you have not already done so. To gain access to the free modules, you must create an account.  **Select** the **Autism in the Classroom** linkwithin the Module Navigator.  **Complete** each of the following modules by Thursday:   * Functional Communication Training * Picture Exchange Communication System (PECS) * Language and Communication * Computer-Aided Instruction * Video Modeling * Visual Supports   **Submit** your post-assessment scores as a PDF by Sunday.  **Note.** You must receive a score of 80% on each module to receive credit. | | 3.1, 3.2 | Web Review Activity = **1 hour** |
| **Week 3 Journal: Interventions Case Study**  **View** the Intervention Case Study 2 video.  **Write** a 500- to 700-word post in the Week 3 Journal: Interventions Case Study in which you complete the following:   * **Explain** how you could apply communication interventions for Anne, including:   + Functional speech   + PECS   + Language strategies * **Explain** how you could apply content instruction interventions for Anne, including:   + Computer-aided instruction   + Video modeling   + Visual supports strategies   **Explain** why each intervention you selected will be effective in your journal submission by Sunday. | | 3.1, 3.2 | Case Study and Journal = **1 hour** |
| **Total** |  |  | **7.5 hours** |

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| Week Four: Goals, Objectives, and SDIs | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Formulate compliant goals based on presented data. | | CLO4 | |
| * 1. Construct a sequence of objectives tied to a specific goal. | | CLO4 | |
| * 1. Formulate appropriate Specially Designed Instructions (SDIs) to support a specific goal. | | CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the article from the Florida Department of Education, “What Is ‘Special’ About Special Education?” | | 4.1, 4.2, 4.3 |  |
| **Videos**  **Watch** the following videos on the Pennsylvania Department of Education (PDE) website:   * [“Developing Individualized Education Programs (IEPs): Required Elements”](http://www.pattan.net/Videos/Browse/Single/?code_name=developing_individualized_education) video [1:06:21] * [“IEPs for Students with Reading and Writing Disabilities”](http://www.pattan.net/Videos/Browse/Single/?code_name=ieps_for_students_with_reading_and) video [53:30] * [“IEPs for Students with Math Deficits”](http://www.pattan.net/Videos/Browse/Single/?code_name=ieps_for_students_with_math_deficits) video [1:08:28]   **Post** any questions or comments to the General Questions & Discussion forum. | | 4.1, 4.2, 4.3 | Videos: three videos to view = **2 hours** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Legally Defensible Individualized Education Plans**  **Review** the [Annotated School Age IEP form](http://www.pattan.net/category/Legal/Forms/Browse/Single/?id=59230959140ba0a3348b4569) from the Pennsylvania Department of Education website.  **Review** the article “[Writing Effective IEP Goals](http://www.pattan.net/category/Resources/PaTTAN%20Publications/Browse/Single/?id=519284800c1c446a7a000002).”  **Respond** to the following question in the Legally Defensible Individualized Education Plans discussion forum by Thursday:   * What makes an IEP legally defensible? How do the sections within the IEP connect? * What is considered to be the most important section of the IEP? Why? * Which section of the IEP would most likely expose a school district for noncompliance?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 4.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Case Study Reflection**  Thisdiscussionis related to the assignment due this week: Addison Murphy Case Study.  **Review** the related assignment and read the Addison Murphy Studentcase study. Consider preparing the Addison Murphy Case Study assignment prior to responding to this discussion.  **Answer** the following questions in the Case Study Reflection discussion forum by Thursday:   * Which two sections of the IEP are the most important for compliance reasons? Why is it important to have baselines for goals written? * What was your biggest challenge in constructing the goals, objectives, and SDIs for Addison Murphy? * Were you able to overcome all of the challenges? If so, how? If not, what strategies might you use in the future to overcome them?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ posts by Sunday. | | 4.1, 4.2, 4.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Addison Murphy Case Study**  **Resource:** IEP template.  **Review** the Addison Murphy Studentcase study.  **Review** the IEP Construction assignment due in Week 6 of this course.  **Complete** the IEP template used for the IEP Construction assignment:   * Construct three compliant goals for Addison that follow best practices. * Construct a sequence of two objectives following best practices for each goal. * Formulate appropriate SDIs to support each set of goals and objectives.   **Submit** your IEP form based on the Addison case study by Sunday.  **Note**You will use the IEP template when addressing the Addison Murphy case study throughout this course. | | 4.1, 4.2, 4.3 | Case Study = **2 hours** |
| **Presentation: Communication and Content Instruction**  **Create** a [Prezi](https://prezi.com/) for newly hired special education teachers on how to write a legally defensible IEP based off the PDE videos you watched. If you use a different presentation tool other than Prezi, be sure to get instructor approval. Be aware that you may have to pay for Prezi depending on the features you want to incorporate.  **Include** the following information in your presentation:   * Required elements of an IEP, as mandated by the Individuals with Disabilities Education Act * Items to be considered in an IEP for a student with a reading, writing, and/or math deficits * Importance of SDIs in developing the IEP   Try to keep the presentation interesting by adding images or linking videos. Be creative in incorporating ways to interact with the audience (instructor), such as asking rhetorical questions or providing personal insight beyond what the bullet points ask.  **Submit** a link of your Prezi presentation by Sunday. | | 4.1, 4.2, 4.3 | Presentation = **1 hour** |
| **Total** |  |  | **7 hours** |

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| Week Five: Positive Behavior Intervention Plan | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify elements of a compliant Positive Behavior Intervention Plan (PBIP). | | CLO5 | |
| * 1. Formulate functional behavioral assessment (FBA) hypotheses. | | CLO5 | |
| * 1. Develop interventions addressing your FBA hypotheses. | | CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following from the PDE website:   * [“Annotated Positive Behavior Support Plan”](http://www.pattan.net/category/Resources/PaTTAN%20Publications/Browse/Single/?id=4dc09560cd69f9ac7f0e0000) * [“Addressing Behavior in the IEP”](http://www.pattan.net/category/Resources/Handouts/Browse/Single/?id=515ed68e8b0332535a000008)   **Post** any questions or comments to the General Questions & Discussion forum. | | WEEK5 | Lecture Activity = **1 hour** |
| **Week Six Preparation**  **Read** the instructions for the Progress Monitoring Structures activity and IEP Construction assignment, both due in Week Six.  **Begin** working on the progress monitoring structures for Addison's IEP. | | N/A |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Function-Based Strategies**  **Watch** the “[Hot Topics in Behavior – Asking Why? – A Function-Based Approach to Dealing with Problematic Behaviors](http://www.pattan.net/Videos/Browse/Single/?code_name=hot_topics_in_behavior__asking_why_)” video [1:43:20] on the PDE website.  **Respond** to the following questions in the Function-Based Strategies discussion forum by Thursday:   * What are some functional strategies you could use to deal with problematic behavior in the classroom according to the video? * How might you implement these strategies? Support your response with examples.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 5.2 | Discussion: one post and replies to three other posts = **2 hours** |
| **Discussion: Positive Behavior Intervention Plan**  **Read** the case studies in the Positive Behavior Intervention Plan document.  **Complete** the following in a Microsoft® Word document.   * Identify the elements of a compliant PBIP. * Develop FBA hypotheses for Tom and Carol. * Develop interventions for Tom and Carol that address your FBA hypotheses.   **Post** your hypotheses and interventions to the Positive Behavior Intervention Plan discussion forum by Thursday.  **Review** additional questions, constructive criticism, clarification, or your own relevant thoughts on the hypotheses and interventions posted by at least three of your classmates by Sunday. Do you agree with the hypotheses and interventions developed by your classmates? Why or why not? Provide support for your opinions.  **Submit** your completed document to Blackboard by Sunday. | | 5.1, 5.2, 5.3 | Discussion: one post and replies to three other posts = **2 hours** |
| **Total** |  |  | **5 hours** |

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| Week Six: IEPs and Progress Monitoring | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Develop the Goals and Objectives, Transition Activities, SDIs, and Related Services sections of an IEP. | | CLO4 | |
| * 1. Create a PBIP. | | CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Videos**  **Watch** the following videos on the PDE website:   * [“Developing Individualized Education Programs (IEPs): Required Elements”](http://www.pattan.net/Videos/Browse/Single/?code_name=developing_individualized_education) video [1:06:21] * [“IEPs for Students with Reading and Writing Disabilities”](http://www.pattan.net/Videos/Browse/Single/?code_name=ieps_for_students_with_reading_and) video [53:30] * [“IEPs for Students with Math Deficits”](http://www.pattan.net/Videos/Browse/Single/?code_name=ieps_for_students_with_math_deficits) video [1:08:28]   **Post** any questions or comments to the General Questions & Discussion forum. | | 6.1, 6.2 | Lecture Activity = **2 hours** |
| **IRIS Assessment Review**  **Review** and complete the items withinthe [IRIS Assessment (includes Progress Monitoring)](https://iris.peabody.vanderbilt.edu/iris-resource-locator/?term=assessment) section.  **Post** any questions or comments to the General Questions & Discussion forum. | | 6.2 | Lecture Activity = **1 hour** |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Additional Video**  **Review** the [“Progress Monitoring for Students with IEPs: An Introduction”](http://www.pattan.net/Videos/Browse/Single/?code_name=progress_montioring_for_students_with_ie) [57:15] video.  **Post** any questions or comments to the General Questions & Discussion forum. | | 6.2 | Lecture Activity = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Goals and Objectives**  **Post** the goals and objectives you created for the Addison Murphy Case Study in Week 4.  **Respond** to the following questions by Thursday:   * How do these goals and objectives support a transition to the next level of education? * How could the goals and objectives be improved to better support this transition?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 6.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: IRIS Module**  **Review** the following sections of the IRIS Module [“Related Services: Common Services for Students with Disabilities”](https://iris.peabody.vanderbilt.edu/module/rs/):   * 1: Challenge * 2: Initial Thoughts * 3: Perspectives & Resources * 4: Wrap Up   **Complete** the questions in the Assessment section and post your responses to the IRIS Module discussion forum by Thursday.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 6.1, 6.2 | Discussion: one post and replies to three other posts = **2 hours** |
| **IEP Construction**  **Review** the [Annotated IEP Form](http://www.pattan.net/category/Legal/Forms/Browse/Single/?id=59230959140ba0a3348b4569) from the PDE site.  **Complete** the Goals and Objectives section of Addison’s IEP using the goals and objectives created in Week 4.  **Complete** the “Special Education / Related Services / Supplementary Aids and Services / Program Modifications” section of the IEP template.  **Submit** the IEP template by Sunday. | | 6.1, 6.2 | Case Study = **2 hours** |
| **Total** |  |  | **9 hours** |

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| Week Seven: Strategies for Educating Special Learners | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Synthesize knowledge of best practice to determine effective strategies for educating special learners. | | CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Video**  **Watch** the [“Transitioning to the IEP”](https://vimeo.com/89141512) course lecture [13:37] on Vimeo.  **Post** any questions or comments to the General Questions & Discussion forum. | | COURSE | Lecture Activity = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Individualized Education Plan (IEP) Reflection**  **Respond** to the following question in the IEP Reflection discussion forum by Thursday:   * What was your biggest challenge in constructing the assigned sections of the IEP for Addison Murphy? * Were you able to overcome the challenge? If so, how? If not, what strategies might you use in the future to overcome them?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 6.1, 6.2, 7.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion Presentation: Field Experience Project**  **Arrange** to observe a K–9 classroom that has at least one student with an IEP.  **Interview** the classroom teacher about how he or she translates the strategies documented in students’ IEPs into practice.  **Note.** Ask to review students’ IEPs per the school’s policy.  **Select** three strategies to focus on for this assignment.  **Observe** how the teacher actually implements these strategies in the classroom.  **Create** a presentation in which you respond to the following:   * Could the student’s IEP effectively be implemented within this classroom? * How are the student’s goals implemented within this classroom? * What revisions would you recommend to the student’s IEP and/or strategies presented during your observation? * From your experience with developing IEPs, what critique would you provide for this student’s IEPs? * Synthesize knowledge of best practice to determine how you would implement these strategies in a classroom. Support your response with examples. * Evaluate whether the strategies were used effectively in the observed classroom. Support your evaluation with evidence.   **Do not** include any information in your presentation that might identify a student.  Try to keep the presentation interesting by adding images or linking videos. Be creative in incorporating ways to interact with the audience, such as asking rhetorical questions or providing personal insight beyond what the bullet points ask.  **Submit** a link to your presentation by Friday.  **Post** a link to your presentation to the Field Experience Project discussion forum by Friday.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ presentations by Sunday. | | VARIES | Case Study and Presentation Discussion = **2 hours** |
| **Week 7 Journal: Course Reflection**  **Reflect** on your experience completing the IEP and other assignments in this course.  **Respond** to the following questions in the Course Reflection journal by Sunday:   * Do you have any questions about the process of developing an IEP? * Do you need additional clarification on any topics covered in this course? * Reflecting on the elements within the course, were they adequately addressed? | | VARIES | Journal = **1 hour** |
| **Field Experience Logs**  **Scan** your signed field experience log.  **Submit** the complete and signed Field Experience Log as a PDF by Sunday at 11:59 p.m. EST. | | VARIES | Field Experience = **N/A** |
| **Total** |  |  | **5 hours** |

# Breakdown of Academic Instructional Equivalencies

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|  | **AIE Hours** |
| **Week 1** |  |
| Required | 5.5 |
| Supplemental | 1 |
| **Week 2** |  |
| Required | 7.5 |
| Supplemental |  |
| **Week 3** |  |
| Required | 7.5 |
| Supplemental |  |
| **Week 4** |  |
| Required | 7 |
| Supplemental |  |
| **Week5** |  |
| Required | 5 |
| Supplemental |  |
| **Week 6** |  |
| Required | 8 |
| Supplemental | 1 |
| **Week 7** |  |
| Required | 5 |
| Supplemental |  |
|  |  |
| **Total Required Hours** | 45.5 |
| **Total Supplemental Hours** | 2 |
| **Total Hours** | 47.5 |