Institution

**Methods for Students with Moderate and Severe Disabilities**

Course #

Semester 20XX

**Instructor:**

**Department:**

**Office:**

**Phone:**

**Email Address:**

**Office Hours:**

**Course Description:** *Methods for Students with Moderate and Severe Disabilities* provides in depth coverage of the pedagogy used in planning including instructional strategies and forms of support needed for learning.

**Course Objectives:**  Students will be able to-

1. Identify the learning needs of students with severe disabilities and plan for these needs through universal design of instruction
2. Describe how to develop systematic instruction plans and embed them in general education contexts/ content or activities of daily living
3. Use both teacher and student-directed learning strategies
4. Plan and implement positive behavior supports
5. Work effectively on educational teams promoting inclusion, home-school collaboration, and student self-determination

**State Educator Certification Standards Addressed**

*Add your state standards*

**Required Readings**

*Select one of the textbooks in severe disabilities provided in the CEM module overview.*

**Websites**

Universal Design for Learning: www.udlcenter.org

IRIS Center: <http://iris.peabody.vanderbilt.edu/>

<http://mast.ecu.edu>

[www.autisminternetmodules.org](http://www.autisminternetmodules.org)

**Additional Materials Required:**

**University Statements**

*Add applicable policies for your institution.*

* **Diversity**
* **Disability Accommodations**
* **Student Confidentiality**

**Assignments**

1. **Readings**

The readings assigned for each class must be completed before class. You are expected to discuss the main ideas of each reading, how you could apply the information to teaching in your discipline, and questions/comments you may have.

1. **Plan and Video of Effective Implementation**

Select or develop a universally designed lesson plan in any content area. Adapt the plan to include additional instructional and other forms of support for a student who needs more intensive interventions. Include detailed information on the prompting strategies or other forms of supports selected. Implement the intervention and videotape yourself demonstrating use of the planned intervention. Include a written summary self-evaluating the videotaped session.

(*Note: if your university is using edTPA, the implementation rubrics may be applicable to this assignment.)*

1. **Classroom Activities**

During class you are expected to participate in activities that will enhance your understanding how to develop interventions and supports for students with moderate and severe disabilities. Many of these will be cooperative learning experiences since planning is preferably a team endeavor.

1. **Peer Reviews**

You will be asked to present short lessons to your peers using the interventions we discuss in class (e.g., time delay; self-directed learning). Your peers will review your implementation based on a rubric to be discussed in class. You will provide your peers with specific and useful feedback on their lessons.

1. **Field Applications**

This course requires 10 hours per week in a field placement with students with moderate and severe disabilities. In this field placement, you will work with a real educational team to plan effective interventions and supports for a student with moderate and severe disabilities who is having behavioral or learning difficulties. Write up these applications as a case study including: a) description of the student, b) problems the student was having , c) interventions implemented, d) effectiveness of interventions (including assessment data), and e) what is recommended as next steps for this student. Before you begin, be sure to get parental permission. For confidentiality do not use the student’s real name in your written case study.

1. **Midterm and Final Examination**

The examinations provide you an opportunity to apply all that you have learned through a combination of case studies,

**Evaluation**

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| Intervention Plan and Video | 150 points |
| Classroom Activities­ | 60 points: 14 @ 5 points each |
| Peer Reviews | 40 points: 4 @ 10 points each |
| Field Application | 150 point |
| Examinations | 200 points: 2 @ 100 points each |
| TOTAL | 600 points |

*Add your institution’s grading scale*

Tentative Calendar

*Dates/assignments may be modified based on class needs.*

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| Week | Topic | Assignment Due |
| 1 | Learning needs of students with severe disabilities |  |
| 2 | Universal Design of Learning and Inclusion |  |
| 3 | Overview of Systematic Instruction | Permissions due for video and case study |
| 4 | Response Prompting Strategies |  |
| 5 | Stimulus Prompts and Visual Supports | Peer Review: Prompting |
| 6 | Self-instructional Strategies |  |
| 7 | Training for Generalization | Peer Review: Self-Instruction |
|  | Midterm Exam |  |
| 8 | Computer-assisted Instruction | Peer Review: CAI |
| 9 | Home-School Collaboration |  |
| 10 | Assessments and Team Planning |  |
| 11 | Assistive Technology |  |
| 12-13 | Positive Behavior Support (2 sessions) | Peer Review: PBS |
| 14 | Peer Tutors and Peer Support |  |
| 15 | Putting it All Together |  |
| Exam Week |  |  |

**Planning Guide for Course Instructor**

**SESSION ONE: Learning Needs of Students with Moderate and Severe Developmental Disabilities**

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| Objectives | Students will be able to:   1. Identify alternate terms used for students with severe developmental disabilities 2. Describe learning needs of students with severe developmental disabilities 3. Define the “least dangerous assumption” 4. Discuss quality indicators for programs for students with severe disabilities |
| Overview | Students will learn terminology and learning needs of students with severe developmental disabilities. Students learn that it is less “dangerous” to teach students what they need to learn for life than to assume they will acquire it and to presume competence. An overview is provided of high quality programs for students with severe disabilities (Browder & Spooner, 2011). |
| Readings  \*Suggested for student readings; others are for background reading for instructor | Browder, D.M., & Spooner, F. (2011). Introduction. In D.M. Browder & F. Spooner (Eds). *Teaching Students with Moderate and Severe disabilities.* NY: Guilford Press.  Collins, B. (2007). Working with person with significant cognitive disabilities: Educational issues and challenges. In B. Collins, *Moderate and severe disabilities.* Upper Saddle River, NJ: Pearson.  \*Jorgensen, C (2005). The least dangerous assumption: A challenge to create a new paradigm. *Disability Solutions*, 6 (3), 1, 5-9.  \*Westling, D., & Fox, L. (2004). Students with severe disabilities: definitions, descriptions, characteristics, and potential. In D. Westling & L. Fox (Eds.). *Teaching students with severe disabilities.* Upper Saddle River, NJ: Pearson. |
| In Class Activities | -Provide three case studies of students with severe disabilities. In small groups discuss: (a) What terms are used to describe their challenges?, (b) What would be the least dangerous assumption to make about each student?, and (c) What are some of their learning needs?  -View a video about a student with severe disabilities; identify which of the characteristics of a high quality program are shown; which are missing |
| Extended Learning | -Select one of the case studies described in class and write a one page description of a quality program that would meet this student’s needs |
| Field Applications | Tour a program for students with severe disabilities and write a critique of the program (pros and cons) using quality program indicators (or self-evaluate your own program). Reflect on what you might do as a teacher in this context to enhance its quality. What will be the barriers to change and how might they be addressed? |
| Websites, podcasts of interest |  |

**SESSION TWO: Universal Design of Learning and Inclusive Education**

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| Objectives | Students will be able to:   1. Describe how to provide multiple means of representation, engagement, and expression in a universally-designed lesson. 2. Collaborate with a general education teacher in UDL planning and implementation. 3. Plan how to embed IEP objectives in a general education setting. 4. Describe effective components of inclusion. |
| Overview | In this session, students will learn about effective inclusion for students with moderate and severe disabilities. This begins with considering how lessons can be developed from the onset to be inclusive of all students through UDL planning. Information is provided on what makes inclusion effective. Students consider how to embed IEP objectives in a general education schedule of activities across a week. |
| Readings  \*Suggested for student readings; others are for background reading for instructor | Coyne, P., Pisha, B., Dalton, B., Zeph, L. A., Smith, N. C. (2010). Literacy by design: A universal design for learning approach for students with significant intellectual disabilities. *Remedial and Special Education*, *33*, 162-172. doi:10.1177/ 0741932510381651  Dalton, B., & Proctor, C. (2007). Reading as thinking: Integrating strategy instruction in a universally designed digital literacy environment. In D. S. McNamara (Ed.) , *Reading comprehension strategies: Theories, interventions, and technologies* (pp. 421-440). Mahwah, NJ US: Lawrence Erlbaum Associates Publishers.  \*Pisha, B., & Coyne, P. (2001). Smart from the start: The promise of universal design for learning. *Remedial And Special Education*, *22*(4), 197-203. doi:10.1177/ 074193250102200402  \*Rose, D.H., Hasselbring, T.S., Stahl, S., & Zabala, J. (2005). Assistive technology and universal design for learning: Two sides of the same coin. In D. Edyburn, K. Higgins, & R. Boone (Eds.), *Handbook of special education technology research and practice* (pp. 507-518). Whitefish Bay, WI: Knowledge by Design. |
| In Class Activities | Students will take a general education lesson plan (e.g., teacher’s manual ) and decide how to include multiple means of expression, representation, and engagement. In small groups, they will discuss what makes for effective schoolwide inclusion. They will then take some IEP objectives and a given teacher’s weekly schedule and determine how to target these objectives in general education. |
| Extended Learning | Students write their own philosophy of teaching including how their goals for promoting inclusion of students with moderate and severe disabilities. |
| Field Applications | In their field placements, students can help provide support for students with moderate and severe disabilities in general education classes and keep a journal of their experiences. What worked? What challenges did they find? |
| Websites, podcasts of interest | <http://www.cast.org/index.html> - CAST UDL website  <http://www.youtube.com/watch?v=4o__NMJuILM> - video clip of a student with a severe disability included fully in a first grade classroom |

**SESSION THREE: Overview of Systematic Instruction**

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| Objectives | Students will be able to:  1. Identify the components of S-R-C contingencies  2. Differentiate between positive and negative reinforcement  3. Describe the four components of systematic instruction |
| Overview | In this session students will learn about the basics of Applied Behavior Analysis, including the principals of respondent and operant conditioning, the basic tenants of ABA, and the three-term contingency. Students will also learn about positive and negative reinforcement, principals for reinforcement and fading, and the four main steps for teaching using systematic instruction. |
| Readings  \*Suggested for student readings; others are for background reading for instructor | Browder, D. (2001). Curriculum and assessment for students with moderate and severe disabilities. NY: Guilford Press. PP. 86-115.  \*Cooper, J. O, Heron, T. E., & Heward, W. L. (2007). Applied behavior analysis. 2nd Ed. Upper Saddle River, NJ: Merrill/ Prentice-Hall. Pp. 392-410.  Collins, B. (2007). Moderate and severe disabilities. Upper Saddle River, NJ: Merrill/ Prentice-Hall. Pp. 121-131.  Snell, M. E., & Brown, F. (2006). Instruction of students with severe disabilities. 6th Ed. Upper Saddle River, NJ: Merrill/ Prentice-Hall. Pp. 113-176. |
| In Class Activities | - PowerPoint demonstration covering the basics of ABA, including stimulus, response, consequence contingency, reinforcement and prompting, and the four steps of systematic instruction. Activities include:  - Watch the video clip on respondent condition. As a class, describe how respondent condition operates in the clip.  - Given several scenarios, ask students to work in small pairs to identify the S-R-C components at play.  - Practice identifying the S-R-C components of behavioral contingencies using the series of video clips (a, b, and c).  - Given a list of behaviors, turn to a partner and discuss if these are discrete or chained tasks (guide students to understand how most tasks could be either discrete or chained based on the individual needs of the student).  - Ask students to write a contingency for an academic and a functional behavior  - View reinforcement video and discuss the accuracy of this portrayal of “positive reinforcement” |
| Extended Learning | - Given another case study, identify a target skill. Write a one-page description of the four-step process of designing systematic instruction to teach a needed skill. |
| Field Applications | Observe students with severe disabilities in a school environment. Take field notes and identify academic and functional behaviors (or responses). Identify the stimulus and consequences for each response. Next, identify target goals (academic and functional) for one student based on the observed present level of performance. |
| Websites, podcasts of interest | <http://www.spike.com/video-clips/0jnov0/the-office-the-jim-trains-dwight> - use for demonstration of respondent conditioning for first in-class activity  <http://youtu.be/74Nn3DQOrtA> - clip A for S-R-C practice  <http://youtu.be/AkuRLPMPw7A> - clip B for S-R-C practice  <http://youtu.be/EfxR1C5FP3U> - clip C for S-R-C practice  <http://www.beahviorbabe.com/apps/videos/videos/show/17663366-negative-reinforcement> - supplemental video explaining negative reinforcement  <http://www.behaviorbabe.com/apps/videos/videos/show/17664724-how-i-met-your-mother-marathon-training> - use for positive reinforcement activity |

**SESSION FOUR: Response Prompting Strategies: Time Delay, Least Prompts, Most-to-Least**

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| Objectives | Students will be able to:   1. Describe three ways to teach steps of a task analysis (forward, backward, and total task) 2. Perform steps of time delay, system of least prompts, and most to least prompts 3. Decide when to use each type of instructional method 4. Write a systematic instruction plan that includes response prompting strategies |
| **NOTE** | **SAMPLE POWERPOINT FOR THIS SESSION IS PROVIDED** |
| Overview | In this session, students will first learn to develop an effective task analysis for teaching the steps of chained behaviors, including forward, backward, and total task teaching methods. Next students will learn the procedures for teaching skills (discrete or chained) using time delay, a system of least prompts, and most-to-least prompts. Finally, students will learn to decide when to use which instructional method and practice writing corresponding systematic instruction plans. |
| Readings  \*Suggested for student readings; others are for background reading for instructor | Browder, D. M., Ahlgrim-Delzell, L., Spooner, F., Mims, P. J., & Baker, J. N. (2009). Using time delay to teach literacy to students with severe developmental disabilities. *Exceptional Children*, *75*, 343-364.  Collins, B. (2012). *Systematic instruction for students with moderate and severe disabilities.* Baltimore, Md: Paul H. Brookes.  \*Hudson, M. E., Browder, D. M., & Jimenez, B. (2014). Effects of a peer-delivered system of least prompts intervention and adapted science read-alouds on listening comprehension for participants with moderate intellectual disability. *Education and Training in Autism and Developmental Disabilities*, *49*, 60-77.  \*Jameson, J. M., McDonnell, J., Polychronis, S., & Riesen, T. (2008). Embedded, constant time delay instruction by peers without disabilities in general education classrooms. *Intellectual and Developmental Disabilities*, *46*, 346-363.  Spooner, F., Browder, D. M., & Mims, P. (2011a). Evidence-based practices. In D. M. Browder & F. Spooner (Eds.), *Teaching students with moderate and severe disabilities* (pp. 92-125). New York, NY: The Guilford Press.  \*Yilmax, I., Knonukman, F., Birkan, B., & Yanardag, M. (2010). Effects of most to least prompting on teaching simple progression swimming skill for children with autism. *Education and Training in Autism and Developmental Disabilities*, *45*, 440-448. |
| In Class Activities | - PowerPoint presentation including: (a) creating a task analysis, (b) chaining, (c) time delay, (d) a system of least prompts, and (e) most-to-least prompting. Students activities include:  - After viewing video examples of different chaining procedures, work in a small group to develop a task analysis for performing a functional or academic task. Demonstrate task analysis for the whole group and describe the chaining procedure that would be used to teach the steps.  - After learning the steps to each prompting procedure, practice by watching a video clip of each procedure and identifying the S-R-C components of the instruction demonstrated in each clip.  - After completing the video exercise, practice each procedure with a partner using materials provided by the teacher (e.g., manipulatives, markers and flashcards)  - After learning and practicing each prompting procedure, the instructor models each procedure with a student volunteer. Students must identify the prompting procedure used and provide examples of other skills that can be taught using the target procedure.  - After reviewing components of a systematic instruction plan, use a case study to fill out a systematic instruction plan using one of the response prompting strategies. Do this as a whole group using a document camera and a blank form. |
| Extended Learning | Working in groups, write a step-by-step “script” for teaching three different skills using each of the response prompting procedures. Include at least one chained skill that requires a task analysis. Film demonstrations of teaching use each skill and submit videos it to the teacher to check for fidelity of implementation. Options for sharing videos include putting files on a disk or jump drive, embedding files in a PowerPoint or Prezi presentation, or uploading files to Dropbox or YouTube. |
| Field Applications | Observe a student with a severe disability. Collaborate with the student’s teacher and decide on a discrete or chained skill that the student needs to learn. Write a systematic instruction plan for teaching the skill. After reviewing the plan with the course instructor, students implement the plan (3 sessions of baseline data with no instruction, and 7 session of instructional data, with instruction). |
| Websites, podcasts of interest | <http://youtu.be/NG0ADknJBYY> - video example of a task analysis for brushing teeth  <http://youtu.be/mP7qh6x4O9I> - video example of forward chaining  <http://youtu.be/LbBj4Tzi9CQ> - video example of backwards chaining  <http://mast.ecu.edu/modules/ta/concept/> - video example of total task  <http://youtu.be/03azUQlNk-8> - video example of 0-s time delay trials  <http://youtu.be/n9EF4IPHkHs> - video example of constant time delay (with three 0-s delay trials)  <http://www.youtube.com/watch?v=XPaZ1RRScW4&feature=youtu.be>  - video example of constant time delay to use in S-R-C activity |

**SESSION FIVE: Stimulus Prompting and Visual Supports**

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| Objectives | Students will be able to:  1. Perform steps of simultaneous prompting procedure  2. Decide when to use simultaneous prompting to teach a skill  3. Demonstrate use of stimulus shaping, stimulus fading, and non-target information  4. Demonstrate development and use of visual supports |
| Overview | In this session, students will learn about simultaneous prompting, stimulus fading and shaping, non-target information, and visuals supports (e.g., visual schedules, picture symbols, activity boards, rule scripts). |
| Readings  \*Suggested for student readings; others are for background reading for instructor | Arthur-Kelly, M., Sigafoos, J., Green, V., Mathisen, B., & Arthur-Kelly, R. (2009). Issues in the use of visual supports to promote communication to individuals with autism spectrum disorder. *Disability and Rehabilitation*, *31*, 1474-1486.  Buekelman, D. R., & Mirenda, P. (2005). Augmentative and alternative communication (3rd ed.). Baltimore: Paul H. Brookes.  Morse, T. E., Schuster, J. W. (2004). Simultaneous prompting: A review of literature. *Education and Training in Developmental Disabilities*, *39*, 153-168.  \*Preis, J. (2006). The effect of Picture Communication Symbols on the verbal comprehension of commands by young children with autism. *Focus On Autism & Other Developmental Disabilities*, *21*, 194-210.  \*Smith, B. R., Schuster, J. W., Collins, B., & Kleinert, H. (2011). Using simultaneous prompting to teach restaurant words and classifications as non-target information to secondary students with moderate to severe disabilities. *Education and Training in Autism and Developmental Disabilities*, *46*(2), 251-266. |
| In Class Activities  **NOTE: Sample Powerpoint is provided for this session.** | - PowerPoint presentation including: (a) steps for using simultaneous prompting, (b) stimulus prompting (i.e., stimulus shaping, stimulus fading), (c) non-target information, and (d) visual supports. Embedded activities are as follows:  - After learning the steps to simultaneous prompting, practice by watching a video clip of each procedure and identifying the S-R-C components of the instruction demonstrated in each clip.  - After completing the video exercise, practice simultaneous prompting with a partner using materials provided by the teacher (e.g., manipulatives, markers and flashcards)  - After reviewing components of a systematic instruction plan, use a case study to fill out a systematic instruction plan using simultaneous prompting. Do this as a whole group using a document camera and a blank form.  - Using materials provided by the instructor (e.g., large paper, markers, manipulatives, flashcards), make a chart with your group with as many examples of stimulus shaping and stimulus fading as you can think of (at least one of each, though)  - After viewing the visual supports video clip, share a case study about a student who benefits from visual supports. Give each group materials to make a |
| Extended Learning | Practice writing a systematic instruction plan for a skill that can be taught using simultaneous prompting. Include stimulus prompts and visual supports. |
| Field Applications | Observe students in the field who use visual supports or who may benefit from visual supports. Collaborate with the classroom teacher and identify a goal to teach a student that will incorporate stimulus prompting and / or visual supports. Teacher one lesson, collect student data, and write a brief reflection of the teaching experience. |
| Websites, podcasts of interest | <http://youtu.be/n01IX6pnVhk> - video example of simultaneous prompting  <http://www.youtube.com/watch?v=SH0VlYNIuHw> - video on importance of visual supports  <http://www.youtube.com/watch?v=U0nNeDtxD5c> - video on creating object and picture schedules (visual supports)  <http://www.youtube.com/watch?v=fAi1TZP69-I> - supplemental webinar on visual supports from University of Louisville (50 min) |

**SESSION SIX: Self Instruction Using Audio or Pictures**

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| Objectives | Students will be able to:   1. Use evidence-based strategies to promote student-directed learning 2. Use the self-directed learning model for instruction (SDLMI) 3. Design audio, video, or pictorial self-instruction |
| Overview | Students learn how to teach students with moderate and severe disabilities to direct their own learning through strategies like goal setting and self-instruction. They learn how to design audio, video, or pictorial self-instructional systems. |
| Readings  \*Suggested for student readings; others are for background reading for instructor | Agran, M., King-Sears, M.E., Wehmeyer, M.L., & Copeland, S.R. (2003). *Student-directed learning.* Baltimore, Md: Paul H. Brookes Publishing Company.  Agran, M., Cavin, M., Wehmeyer, M. W., & Palmer, S. (2006). Participation of students with moderate to severe disabilities in the general curriculum: The effects of the self determined learning model of instruction. *Research and Practice for Persons with Severe Disabilities*, *31*, 230-241.  Cannella-Malone, H. I., Fleming, C., Chung, Y.-C., Wheeler, G. M., Basbagill, A. R., & Singh, A. H. (2011). Teaching daily living skills to seven individuals with severe intellectual disabilities: A comparison of video prompting to video modeling. *Journal of Positive Behavior Interventions*, *13*(3), 144–153.  Coyle, C., & Coyle, P. (2004). A videotaped self-modeling and self-monitoring treatment program to decrease off-task behaviour in children with autism. *Journal of Intellectual and Developmental Disability*, *29*, 3-15. |
| In Class Activities | Show students a video clip of Qi Jong and see if they can learn at least one movement. Here is a website you can try: <http://nqa.org/resources/what-is-qigong/>. Then have students discuss why this video model was or was not adequate to learn the moves (e.g., need step-by-step instructions). Next provide a powerpoint overview of self-instructional strategies developed from the suggested readings. Then as a |
| Extended Learning | Have students use the Implementation Checklist from the National Professional Development Center on Autism Spectrum Disorder for video modeling to create a video model for a life skill (e.g., baking a pizza). <http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg>.  unc.edu/files/VideoModeling\_Checklist\_1.pdf |
| Field Applications | Students can try one of the self-directed learning strategies described in class with a student with moderate or severe disabilities using either: (a) SDLMI (E.g., goal setting and self-monitoring for social behavior in general education), (b) picture instructions (e.g., screen shots to get on an internet site), (c) video modeling (e.g., how to bake a pizza), or (d) audio prompting (e.g., for a work task). |
| Websites, podcasts of interest | For information on video modeling  <http://autismpdc.fpg.unc.edu>  [www.socialskillbuilder.com](http://www.socialskillbuilder.com)  For SDLMI, see www.beachcenter.org |

**SESSION SEVEN: Training for Generalization**

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| Objectives | The student will be able to:   1. Identify the types of generalization. 2. Plan for generalization for students with moderate and severe disabilities. 3. Assess whether generalization has occurred. |
| Overview | Students will learn how to be promote the generalized and longterm use of new skills for students with moderate and severe disabilities by focusing on generalization across settings, materials, responses, people, and time (maintenance). |
| Readings  \*Suggested for student readings; others are for background reading for instructor | Bambara, L.M., Koger, F., & Bartholomew, A. (2011). Building skills for home and community. In M.E. Snell & F. Brow (Eds.). *Instruction of students with severe disabilities.* Upper Saddle River, NJ: Pearson. Pp. 529-568.  Massey, N. G., & Wheeler, J. J. (2000). Acquisition and generalization of activity schedules and their effects on task engagement in a young child with autism in an inclusive pre–school classroom. *Education and Training in Mental Retardation and Developmental Disabilities*, *35*, 326–335.  Westling, D. L., & Fox, L. (2009). *Teaching students with severe disabilities* (4th ed.).  Upper Saddle River, NJ: Pearson Ed. |
|  | Begin class by having students do a Quick Write to answer the question, “I can travel well in ……….., but I would probably be lost in ….” From this discuss how we all have boundaries on our generalization. We want to teach students to generalize within the boundaries of what their current and future environments will require. Present a powerpoint on generalization. Give students a list of skills like handwashing, addition facts, streetcrossing, answering “wh” questions, requesting items. In small groups, have them develop a chart showing how they would promote generalization for each across materials, settings, people, responses, and time. |
| Extended Learning | Have students take one skill like using an ATM and write a task analysis. For each step, indicate what the variation would be for ATMS at 4 different locations in the area. Have them write how they would teach this generalization of ATM use. (See the example of general case instruction on p. 544 in Bambara et al. 2009 referenced above). |
| Field Applications | Have students teach an individual with disabilities how to apply a skill across multiple community settings (e.g., teach the ATM use). |
| Websites, podcasts of interest | <http://autismpdc.fpg.unc.edu>  (Search the word “generalization” within the website for information.) |

**SESSION EIGHT: Computer-Assisted Instruction**

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| Objectives | Students will be able to-   1. Identify computer-assisted instruction as an evidence-based practice 2. Provide examples of the types of skills that can be addressed with CAI and plan for its use in daily instruction 3. Note the limitations in the use of CAI |
| Overview | In recent years, computer-assisted instruction (CAI) has become popular for use with students with moderate/severe disabilities including recent widespread use of tablets and interactive wide boards as well as PCs. This session provides an overview of options for CAI, but also provides a solid research foundation for the use of technology with this population. |
| Readings  \*Suggested for student readings; others are for background reading for instructor | Knight, V., McKissick, B. R., & Saunders, A. (2013). A review of technology-based interventions to teach academic skills to students with autism spectrum disorder. *Journal of Autism and Developmental Disorders*. Advanced online publication. doi: 10.1007/s10803-013-1814-y  Mechling, L. C., & Ortega-Hurndon, F. (2007). Computer-based video instruction to  teach young adults with moderate intellectual disabilities to perform multiple step  job tasks in a generalized setting. *Education and Training in Developmental*  *Disabilities*, *42*(1), 24–37.  Pennington, R. C. (2010). Computer-assisted instruction for teaching academic skills to students with autism spectrum disorders: A review of literature. *Focus on Autism and Other Developmental Disabilities*, *25*(4), 239–248.  Ramdoss, S., Machalicek, W., Rispoli, M., Mulloy, A., Lang, R., & O’Reilly, M. (2012). Computer-based interventions to improve social and emotional skills in individuals with autism spectrum disorders: A systematic review. *Developmental Neurorehabilitation*, *15*(2), 119–135.  Riffel, L. A., Wehmeyer, M. L., Turnbull, A. P., Davies, D., Stock, S., & Fisher, S.  (2005). Promoting independent performance of transition-related  tasks using a palmtop PC-based self-directed visual and auditory prompting system. *Journal of Special Education Technology*, *20*, 5–14. |
| In Class Activities | Open the class with a technology application with which you are familiar. For example, you might use [www.voki.com](http://www.voki.com) to show how students with mod/sev disabilities can activate text to speech. Then provide a powerpoint overview using the suggested readings for background information. Emphasize that there is a strong research-based to support using technology with students with disabilities. Ask students to consider how to teach students with moderate and severe disabilities to: (a) make a food purchase in a restaurant and (b) solve a word problem that involves grouping two sets using technology. Have students plan how they may teach each using a PC, tablet, or interactive whiteboard. If resources permit, have the technology available for students to explore what they could do. |
| Extended Learning | Have students use a tablet application to create a response board for students either to use for social communication or to demonstrate learning (e.g., science vocabulary, conversation starters, types of jobs). OR have students create a task analysis for their students with disabilities to access a website (e.g., using screenshots). |
| Field Applications | Ask students to try a technology application including either a table, interactive whiteboard, or PC. Have them write a self-reflection on how they taught the student to use the technology (e.g., systematic prompting) and the extent to which it promoted learning. |
| Websites, podcasts of interest | Suggested Technology Apps & Software  Catalyst Client  TallyCounter  SPED eCOVE Observation  My Autism Day  SMARTNotebook App  Clicker Software (Clicker 6) or Apps (Clicker Sentences)  Educreation  Ideasketch  Storykit  Writeaboutit  ShowMe  Go Talk  BookBuilder Bitsboard  Gutenberg.org Tap2Talk  UDL Classrooms at Wordpress  Proloquo2go Quizlet  Autism Apps  Kidspiration  Discovery Education |
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**SESSION NINE: Home-School Collaboration**

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| Objectives | Students will be able to:  1. Articulate why home-school collaboration is important  2. List and describe six essential elements of successful home-school collaboration  3. Generate a list of barriers and solutions for successful home-school collaboration |
| Overview | In this session students will learn about benefits from research for fostering home-school collaboration. Additionally, students will learn six essential elements of successful home-school collaboration. Finally, students will discuss barriers to home-school collaboration, including cultural differences. |
| Readings  \*Suggested for student readings; others are for background reading for instructor | \* Blue-Banning, M., Summers, J. A., Frankland, H. C., Lord Nelson, L., & Beegle, G. (2004). Dimensions of family and professional partnerships: Constructive guidelines for collaboration. *Exceptional Children*, *70*, 167-184.  \*Cho-Blair, K. S., Lee, I. S., Cho, S. J., & Dunlap, G. (2011). Positive behavior support through family-school collaboration for young children with autism. *Topics in Early Childhood Special Education*, *31*, 22-36.  Hall, T. E., Wolfe, P. S., & Bollig, A. A. (2003). The home-to-school notebook: An effective communication strategy for students with severe disabilities. *Teaching Exceptional Children, 32*, 68-73.  \*Kyzar, K. B., Turnbull, A. P., Summers, J. A., & Gomez, V. A. (2012). The relationship of family support to family outcomes: A synthesis of key findings from research on severe disability. *Research and Practice for Persons with Severe Disabilities, 37*(1), 31-44.  McDonnall, M. C., Cavenaugh, B. S., & Giesen, J. M. (2012). The relationship between parental involvement and mathematics achievement for students with visual impairments, *The Journal of Special Education, 45*, 204-215.  Nye, C., Turner, H., & Schwartz, J. (2006). Approaches to parent involvement for improving the academic performance of elementary school age children. Retrieved from http://www.sfi.dk/graphics/Campbell /reviews/parental\_involvement\_review.pdf  Pomerantz, E. M., Moorman, E. A., & Litwack, S. D. (2007). The how, whom and why of parents’ involvement in children’s academic lives: More is not always better. *Review of Educational* *Research*, *77*, 373–410.  Westling, D. L., & Fox, L. (2009). Parents, families, and cultural issues. In D. L. Westling & L. Fox, *Teaching students with severe disabilities* (4th ed.). Upper Saddle River, NJ: Pearson Ed.  Spooner, F., Browder, D. M., & Mims, P. (2011a). Evidence-based practices. In D. M. Browder & F. Spooner (Eds.), *Teaching students with moderate and severe disabilities* (pp. 92-125). New York, NY: The Guilford Press. |
| In Class Activities | -PowerPoint that provides information on the importance of home-school collaboration (e.g., IDEA, benefits from research), essential components for home-school collaboration [i.e., (a) positive, understandable and respectful communication; (b) commitment to the child and family; (c) equal power in decision making and service implementation; (d) competence with decision making and service implementation; (e) mutual trust; and (f) mutual respect], and barriers to home-school collaboration (i.e., cultural misunderstandings, negative assumptions, and communication style differences). Activities include:  - As a class, generate a list of benefits for effective home-school collaboration. Include research-based evidence from the readings and any additional ideas  - Working with a partner, given a case study of a student and the student’s family and the six essential elements of home-school collaboration, write a plan for how you would address each of the six components in your interactions with this family.  - In a group, brainstorm examples of how cultural misunderstandings, negative assumptions, and communication style differences might negatively affect home-school collaboration. For every barrier you brainstorm, generate a possible solution. |
| Extended Learning | Using the case study used in class for the activity about the six essential elements, write a mock script of a meeting with that family. Annotate the script to show how you address each of the six essential elements through your actions and conversation. |
| Field Applications | Work with your lead teacher to develop forms that will foster home-school collaboration with a student in the classroom. These forms might include a home-school journal, a communication log, or a form families can use to help generate IEP goals and objectives. Send these forms home and maintain the interactions, with the help of your lead teacher, for at least one week. |
| Websites, podcasts of interest | <http://www.iidc.indiana.edu/?pageId=3265> - Indiana Resource Center for Autism: examples of forms to promote communication about the student’s day at school  <http://nichcy.org/bridging-home-school-communications> - National Dissemination Center for Children with Disabilities: Tips for parents for building better relationships with their child’s teacher  <http://www.ldonline.org/article/28021/> - tips for teachers of students with learning disabilities (these are also applicable for students with moderate and severe disabilities) |

**SESSION TEN: Assessment and Team Planning**

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| Objectives | Students will be able to:  1.Describe the purpose and format of alternate assessments and identify the specifics of their state’s system.  2. Conduct an assessment following standardized procedures (e.g., their state’s alternate assessment)  3. Conduct educational assessment to identify a student’s current level of performance.  4. Make educational decisions with the student and a planning team. |
| Overview | Most teachers of students with severe disabilities will be involved in conducting alternate assessments. This session provides the necessary foundation on assessment using the alternate assessment as a framework. In addition to this more formal assessment, students learn to develop and implement informal assessments like checklists to identify students current level of performance. |
| Readings  \*Suggested for student readings; others are for background reading for instructor | \*Browder, D.M., Spooner, F., & Wakeman, S. (2011). Alternate assessment. In D.M. Browder & F. Spooner (Eds.). *Teaching students with moderate and severe disabilities.* NY: Guilford. Pp. 23-41.  \*Brown, F., Lehr, D., & Snell, M.E. (2011). Conducting and using student assessment. In M.E. Snell and F. Brown (Eds.). *Instruction of students with severe disabilities.* Upper Saddle River, NJ; Pearson.  Kleinert, H.L., & Kearns, J.F. (Eds.)(2010). *Aternate assessment for students with significant cognitive disabilities.* Baltimore, Md: Paul H. Brookes. (see especially Chapters 1, 2, and 11).  Schafer, W.D., & Lissitz, R.W. (2009). *Alternate assessments based on alternate achievement standards.* Baltimore, Md: Paul H. Brookes. (see especially Chapters 4 and 8). |
| In Class Activities | -PowerPoint on assessment including technical qualities (reliability, validity), types of assessments, purpose and format of alternate assessments, informal assessments (e.g., teacher-made checklist)  -Students go on website to find answers to questions about their states alternate assessment: 1. What format is used? 2. Who is eligible? 3. Are there sample items? Given an example. 4. Who administers it? 5. When and where is it given?  -Students work in pairs to practice giving an alternate assessment using 3-4 sample items released by the state.  -Students develop an informal assessment (e.g., checklist) to determine students current level of performance on a skill similar to the one in the alternate assessment. |
| Extended Learning | -Attend a state training on alternate assessment  -Interview a teacher who gives the alternate assessment to find out more about the format and the system she follows to administer it  -“Formal assessments are biased against students with the most significant disabilities.” Write an argument to support or refute this claim. |
| Field Applications | -Volunteer to assist in your local school’s state assessments as a proctor. See if you can be assigned to help with the alternate assessments.  -Tutor students to help them prepare for an upcoming alternate assessment focusing on skills identified by the teacher and the state’s website on alternate assessment.  -Create and administer a practice assessment to help students become familiar with the format that will be used on the alternate assessment. |
| Websites, podcasts of interest | [www.naacpartners.org](http://www.naacpartners.org)  [www.ncscpartners.org](http://www.ncscpartners.org)  ici.umn.edu  See your states alternate assessment website. |

**SESSION ELEVEN: Assistive Technology**

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| Objectives | | Students will be able to:   1. Describe basic features and functions of assistive technology (AT) 2. Conduct assessments to determine AT needs 3. Demonstrate best practices of AT |
| Overview | | This session provides students with an overview of assistive technologies used for communication or instructional support. |
| Readings  \*Suggested for student readings; others are for background reading for instructor | | \*Fossett, B. & Mirenda, P. (2007). Augmentative and alternative communication. In S.L. Odom, R. H. Horner, M. Snell, & J. Blacher (Eds.), *Handbook on developmental disabilities* (2nd ed., pp. 330-348). New York, NY: Guilford Press.  \*Markel, J. M., Neef, N. A., & Ferrari, S. J. (2006). A preliminary analysis of teaching improvisation with the picture exchange communication system to children with autism. *Journal of Applied Behavior Analysis*, *39*, 109-115.  Reichle, J. (2011). Evaluating assistive technology in the education of persons with severe disabilities. *Journal of Behavioral Education*, *20*, 77-85.  Snell, M. E., Chen, L. Y., & Hoover, K. (2006). Teaching augmentative and alternative communication to students with severe disabilities: A review of intervention research 1997-2003. *Research & Practice for Persons with Severe Disabilities*, *31*, 203-214. |
| In Class Activities | -PowerPoint presentation on AT devices and use, assessing AT needs, implementing and teaching use of AT devices to promote academic and social functionality, and promoting positive behaviors with FCT and PECS training. Embedded activities include:  - In small groups, create graphic organizers of different types of AT, categorized as low tech or high tech, and including a brief example of how each might be used to promote social or academic skills  - After learning about assessment procedures, as a class, use the case study “Jacob” (see link below) and identify areas of needs related to the student, the environment, and the learning tasks.  - After learning strategies for teaching AT, including the use of systematic instruction and naturalistic opportunities, students work in small groups to discuss and develop implementation plans for incorporating AT into “Jacob’s” school routines.  - After learning the procedures for FCT, given a teacher-made case study, students determine the problem behavior, the replacement behavior, the application of AT, reinforcers, and specific steps for teaching the replacement behavior  - After learning the specific steps for PECS training, students take turns training each other up to three items | | |
| Extended Learning | - Use additional case studies to assess AT needs and develop an implementation plan for promoting the use of AT | | |
| Field Applications | - Observe several students with severe disabilities in the field. Collaborate with the classroom teacher and identify a student who might benefit from AT to complete an academic or functional task. Write a goal for the students use of AT, and develop a plan for teaching the student to perform the task using AT based on strategies discussed in class. Implement the AT plan and write a brief reflection describing the experience. | | |
| Websites, podcasts of interest | <http://www.ocali.org/center/at>  <http://www.atinternetmodules.org/>  <http://mayer-johnson.com>  <http://www.atinternetmodules.org/dash.php?cat=dash_tab_mn>  <http://www.autisminternetmodules.org/up_doc/CaseStudy.pdf> - use this case study of “Jacob” for in class activity  <http://atto.buffalo.edu/registered/DecisionMaking/jamie_story.php> - use this case study of “Jamie” for extended learning activity  <http://techmatrix.org/>  <http://indicators.knowbility.org/docs/4%20QIs%20for%20Implementation.pdf>  <http://www3.uakron.edu/education/refocusttweb/Assistive%20Technology/scenarios.htm> | | |

SESSION TWELVE: Positive Behavior Support: Part 1: FBA

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| Objectives | The student will be able to:   1. Define problem behaviors and describe the steps of conducting a functional behavior analysis 2. Collect behavioral data and make data-based decisions based on functional behavior assessment data 3. Create meaningful behavior management and intervention plans. |
| Overview | Students with severe disabilities often have challenging behaviors. This session provides a framework for students to identify and alter behavior through the use of functional behavior analysis. Data collection and data-based decision making will be covered. |
| Readings  \*Suggested for student readings; others are for background reading for instructor | Alberto, P. A., & Troutman, A. C. (2009). *Applied behavior analysis for teachers* (8th ed.). Upper Saddle River, NJ: Prentice-Hall.  Borrero, C. S. W., Vollmer, T. R., & Borrero, J. C. (2004). Combining descriptive and functional analysis logic to evaluate idiosyncratic variables maintaining aggression. *Behavioral Interventions*, *19*, 247–262.  Brosnan, J., & Healy, O. (2011). A review of behavioral interventions for the treatment of aggression in individuals with developmental disabilities. *Research in Developmental Disabilities: A Multidisciplinary Journal*, *32*, 437–446.  Butler, L. R., & Luiselli, J. K. (2007). Escape-maintained problem behavior in a child with autism: Antecedent functional analysis and intervention evaluation of non-contingent escape and instructional fading. Journal of *Positive Behavior Interventions*, 9(4), 195-202  Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied behavior analysis* (2nd  ed.). Upper Saddle River, NJ: Pearson.  Hanley, G. P., Iwata, B. A., & McCord, B. E. (2003). Functional analysis of problem behavior: a review. *Journal of Applied Behavior Analysis*, *36*,147-185.  Horner, R. H., Dunlap, G., Koegel, R. L., & Carr, E. G. (1990). Toward a technology of “nonaversive” behavioral support.  *Journal of the Association for Persons with Severe Handicaps*, *15*, 125–132.  Moore, J. W., Edwards, R. P., Sterling-Turner, H. E., Riley, J., Dubard, M.,& McGeorge, A. (2002). Teacher acquisition of functional analysis methodology. *Journal of Applied Behavior Analysis*, *35*, *73-77.*  O’Reilly, M. (1999). An empirical analysis of two forms of extinction to treat aggression. *Research in Developmental Disabilities*, *20*, 315–325.    Petscher, E. S., Rey, C., & Bailey, J. S. (2009). A review of empirical support for differential reinforcement of alternative behavior. *Research in Developmental Disabilities: A Multidisciplinary Journal*, *30*, 409–425.    Ringdahl, J. E., Christensen, T. J., & Boelter, E. W. (2009). Further evaluation of idiosyncratic functions for severe problem behavior: Aggression maintained by access to walks. *Behavioral Interventions*, *24*, 275–283.  .  Stokes, T., & Baer, D. (1977). An implicit technology of generalization. *Journal of*  *Applied Behavior Analysis*, *10*, 349-367.  . |
| In Class Activities | -PowerPoint identifying basic principles of behavior, the process of positive behavior support, and analyzing functions of behavior through environment.  -In small groups, students will be given a list of problem behaviors and the environments in which they are occurring. They will identify possible functions of behavior using contingency diagrams.  - Based on the possible functions of the problem behaviors that students identified in the previous activity, they will identify antecedents that will decrease the problem behavior.  - Students will watch a short video of problem behaviors occurring in a classroom setting and take data on the targeted behavior. As a group, they will complete contingencies and identify antecedents and consequences of behavior and create a hypothesis statement. |
| Extended Learning | Students will be given case studies of learners with problem behaviors, including data, and an FBA hypothesis statement. Based on antecedents, consequences, and environs where the behavior takes place, students will critique the FBA and suggest changes/alternate hypotheses where necessary. |
| Field Applications | Students will observe learners with problem behaviors in classrooms, analyze the environment, and take FBA data. Students will work with classroom teacher to create an informal behavior management plan based on outcomes of FBA. |
| Websites, podcasts of interest | <http://autismpdc.fpg.unc.edu/content/functional-behavior-assessment>  Website that contains modules, data sheets, and steps and checklists for implementation  <http://nichcy.org/schoolage/behavior/behavassess>  More resources from National Dissemination Center for Children with Disabilities  <http://mfba.net/slides.html>  Training module with resources  <https://itunes.apple.com/us/app/functional-behavior-assessment/id573375887?mt=8>  FBA Wizard iPad Application  <https://itunes.apple.com/us/app/catalyst-client/id442922183?mt=8>  Catalyst Client Data Collection iPad Application |

SESSION THIRTEEN: Positive Behavior Support: Part 2 PBS Plans

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| Objectives | The student will be able to:   1. Define and describe PBS plans 2. Utilize FBA data to create a PBS plan 3. Implement, evaluate and revise PBS plans |
| Overview | This session will build on to the FBA session by teaching students how to use FBA outcomes to prevent challenging behaviors from occurring and to modify behavior through teaching and consequence strategies. |
| Readings  \*Suggested for student readings; others are for background reading for instructor | Bambara, L. M., & Lohrmann, S. (2006) Introduction to special issue on severe disabilities on school-wide positive behavior support. *Research and Practice for Persons with Severe Disabilities*, *31*, 1-3.  Carr, E. G., (2006). SWPBS: the greatest good for the greatest number, or the needs of the majority trump the needs of the minority? *Research and Practice for Persons with Severe Disabilities*, *31*, 54-56.  Cho-Blair, K. S., Lee, I. S., Cho, S. J., & Dunlap, G. (2011). Positive behavior support  through family-school collaboration for young children with autism. *Topics in Early Childhood Special Education, 31(1)*, 22-36.  Horner, R. H., Alban, R. W., Todd, A. W., & Sprague, J. (2006). Positive behavior support for individuals with severe disabilities. In M. E. Snell & F. Brown (Eds.), *Instruction of students with severe disabilities* (pp. 206-250). Upper saddle River, N J: Pearson Education, Inc.  Sailor, W., Zuna, N., Choi, J.-H., Thomas, J., McCart, A., & Roger, B. (2006). Anchoring schoolwide positive behavior support in structural school reform. *Research and Practice for Persons with Severe Disabilities*, *31*, 18-30.  Snell, M. E., (2006). What’s the verdict: Are students with severe disabilities included in schoolwide positive behavior support? *Research and Practice for Persons with Severe Disabilities*, *31*, 62-65.  Spooner, F., Browder, D. M., & Knight, V. F. (2011). Social skills and positive behavior support. In D. M. Browder & F. Spooner (Eds.) Teaching students with moderate and severe disabilities (pp. 283-307). New York, NY: The Guilford Press.  Warren, J., Bohanon-Edmonson, H. M., Turnbull, A. P., Sailor, W., Wickham, D., Griggs, P., & Beech, S. E. (2006). School-wide behavior support: Addressing behavior problems that impede student learning. *Educational Psychology Review*, *18*, 187-198. |
| In Class Activities | -PowerPoint presentation on components of PBS plans and strategies/interventions for behavior modification.  - Students will select a common problem behavior in the classroom, and use a competing behavior analysis to identify possible strategies to make the behavior ineffective and irrelevant.  -Given FBA outcome data, students will work together in groups to create a PBS plan, and implement their plans through role-play. |
| Extended Learning | -Students will critique existing written PBS plans and identify if strategies and interventions are proactive, prevention is addressed, and alternate behaviors are taught in an appropriate and effective way. |
| Field Applications | -Students will use a competing behavior analysis to create and implement an informal PBS plan for a learner in their clinical placement with challenging behaviors, revising as necessary. |
| Websites, podcasts of interest | <http://www.inov8-ed.com/2011/10/theres-a-special-app-for-that-part-10-apps-for-behavioral-management-and-intervention/>  List of behavior management applications  <http://www.pbis.org>  OSEP Technical Assistance Center on PBIS. Lots of PBS resources.  <http://pbs.fsu.edu/altSite/modules.html>  PBS modules.  <http://www.pbisworld.com>  Neat website with recommended strategies for specific challenging behaviors  <http://www.positivebehavioralsupportsresources.org>  Resources for professionals.  <http://www.challengingbehavior.org/explore/pbs/pbs.htm>  PBS resources for educators of young children. |

**SESSION FOURTEEN: Peer Tutors and Peer Support**

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| Objectives | Students will be able to:  1. Describe social and academic benefits of peer supports  2. Describe different models of peer supports  2. Select and train peer tutors to increase general curriculum access grade level content |
| Overview | In this session, students will learn how peer supports can benefit students with and without disabilities both academically and socially. Students will learn different models of peer supports (e.g., classwide peer tutoring, PALS). Finally, students will learn specific guidelines for selecting and training peer tutors. |
| Readings  \*Suggested for student readings; others are for background reading for instructor | \*Carter, E. W., Asmus, J., Moss, C., Cooney, M., Weir, K., Vincent, L., … Fesperman, E. (2013). Peer network strategies to foster social connections among adolescents with and without severe disabilities. *TEACHING Exceptional Children*, *46*, 51–59.  \*Carter, E. W., Cushing, L. S., Clark, N. M., & Kennedy, C. H. (2005). Effects of peer support interventions on student’ access to the general curriculum and social interactions. *Research and Practice for Persons with Severe Disabilities*, *30*, 15-25.  Carter, E. W., Sisco, L. G., Chung, Y. L., & Stanton-Chapman, T. L. (2010). Peer Interactions of Students With Intellectual Disabilities and/or Autism: A Map of the Intervention Literature. *Research & Practice For Persons With Severe Disabilities*, *35*, 63-79.  Chung, Y., Carter, E. W., & Sisco, L. G. (2012). A Systematic Review of Interventions to Increase Peer Interactions for Students With Complex Communication Challenges. *Research & Practice For Persons With Severe Disabilities*, *37*, 271-287.  Harper, C. B., Symon, J. B. G., & Frea, W. D. (2008). Recess is time-in: Using peers to improve social skills of children with autism. *Journal of Autism and Developmental Disorders*, *38*, 815-826.  Heron, T. E., Villareal, D. M., Yao, M., Christianson, R. J., & Heron, K. M. (2006). Peer tutoring systems: Applications in classroom and specialized environments. *Reading & Writing Quarterly: Overcoming Learning Difficulties*, 22, 27-45.  Hughes, C, Fowler, S. E., Copeland, S. R., Agran, M., Wehmeyer, M. L., & Church-Pupke, P. P. (2004). Supporting high school students to engage in recreational activities with peers. Behavior Modification, 28, 3-27. doi: 10.1177/ 0145445503259215  \*Jameson, J. M., McDonnell, J., Polychronis, S., & Riesen, T. (2008). Embedded, constant time delay instruction by peers without disabilities in general education classrooms. *Intellectual and Developmental Disabilities*, *46*, 346-363.  \*Jimenez, B. A., Browder, D. M., Spooner, F., & DiBiase, W. (2012). Inclusive inquiry science using peer-mediated embedded instruction for students With moderate intellectual disability. *Exceptional Children*, *78*, 301-317.  McDonnell, J., Thorson, N., Allen, C., & Mathot-Buckner, C. (2000). The effects of partner learning during spelling for students with severe disabilities and their peers. *Journal of Behavioral Education*, *10*, 107-121. |
| In Class Activities | -PowerPoint presentation on peer supports and peer tutors. Embedded activities include:  -In groups of no more than three, students conduct an Internet search for articles about peer supports or peer tutoring. They can use the articles from the reading list, or additional articles they find searching a database. The PALS Web site has a list of articles under the “research” tab. Each group locates and skims an article and prepares a brief presentation for the class describing how peer supports or peer tutoring was used in the article.  - After learning guidelines for selecting and training peers, students practice “training” members of their group to teach a skill. First, as a group, students decide a skill to teach a student with a severe disability in an inclusive setting (e.g., definition of science words using time delay). As a group, students agree on steps needed for training peer tutors. Then one student acts as the teacher and the other students act as the peer tutors for a brief simulation of the training process. After the simulation, group members reflect on the experience and evaluate the effectiveness of their procedures. |
| Extended Learning | Locate another research article in which peer supports or peer tutors were used to support students with severe disabilities. Based on the information from the article, make a list of recommendations for using peers. This could include recommendations for peer selection or training procedures, the specific skills taught, or instructional methods used by the peers. |
| Field Applications | Ask teachers to select a peer from a general education classroom who would like to work with a student with disabilities. Prepare a training plan, and train the peer to teach the definition of science or social studies vocabulary words using time delay. If possible, bring a student with a disability into the classroom to work with the peer for one session. The purpose of this activity is familiarizing the student teacher with working with peers in general education. |
| Websites, podcasts of interest | <http://www.readingrockets.org/article/22029>  <http://kc.vanderbilt.edu/pals/>  <http://vkc.mc.vanderbilt.edu/ci3t/wp-content/uploads/2013/05/Peer-MediatedStrategies.pdf> |

**SESSION FIFTEEN: Putting it All Together: Progress Monitoring**

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| Objectives | The student will be able to:  1.Design a data collection system for ongoing progress monitoring  2. Use data-based decisions to decide when and how to change instruction  3. Apply knowledge from prior sessions of this course to make the instructional changes  4. Promote maintenance and generalization |
| Overview | Students wrap up the course by learning to use ongoing data collection to make instructional decisions (some instructors might choose to put this session early in the class so students can be using data from their instruction to make decisions). Methods of data collection are reviewed such as task analytic, discrete trial, and frequency counts. The students graph sample data and use it to make instructional decisions about whether instruction needs to change. When a change is needed, they consider all the options learned during this course to make a change. |
| Readings  \*Suggested for student readings; others are for background reading for instructor | \*Brown, F., & Snell, M.E. (2011). Measuring student behavior and learning. In M.E. Snell & F. Brown (Eds.). *Measuring student behavior and learning.* Upper Saddle River, NJ: Pearson.  Browder, D.M., Spooner, F., & Jimenez, B. (2011). Standards-based individualized education plans and progress monitoring. In D.M. Browder& F. Spooner (2011). *Teaching students with moderate and severe disabilities.* NY: Guilford Press. PP. 42-91.  \*Jimenez, B.A., Mims, P.J., & Browder, D.M. (2012). Data-based decisions guidelines for students with severe intellectual and developmental disabilities. *Education and Training in Autism and Developmental Disabilities, 47, 407-413.* |
| In Class Activities | -PowerPoint overview of types of data sheets and data-based decisions.  -Students are provided with 5 sample data sheets (data filled in; 4 should be showing poor progress). They graph the data and decide if instruction should change. If instruction should change, they work in groups to decide what instructional method learned in this course they would use. (This provides a synthesis of the course.) |
| Extended Learning | -Students are given additional data sheets to review on their own to determine if instructional changes are needed and what types of changes would be made.  -Students design a progress monitoring system for their future use that includes blank data sheets and a set of guidelines for when they will review the data and a list of possible instructional changes (the methods described in this course). |
| Field Applications | -Develop a data sheet and use it to monitor progress for a student with severe disabilities. Teach the student the skill using one of the methods covered in this class (e.g., time delay). After collecting two weeks of data, graph the data and decide if instruction needs to change. What changes would be made? |
| Websites, podcasts of interest | [www.studentprogress.org](http://www.studentprogress.org)  www.progressmonitoring.org |