

RSED 5140/6140 SEVERE DISABILITIES CURRICULUM
Auburn University Department of Rehabilitation and Special Education

1. Course Number and Title: RSED 5140/6140 SEVERE DISABILITIES CURRICULUM

Meeting Times: Thursday, 5:30 – 8:00 p.m.

Credit: 03 semester hours *Prerequisites:* RSED 3100, RSED 5060

Instructor: Alexandra Acosta Conniff, PhD

Email: acostae@auburn.edu

2. Date syllabus prepared: January 2014

3. REQUIRED MATERIALS:

Student Membership in Council for Exceptional Children

AU Email account activated

TEXT:

Required readings:

- Readings will be posted on Canvas.
- Additional articles and selected readings will be posted on Canvas

Supplemental Reading Texts:

- Algozzine, B., and Ysseldyke, J. (2006). *Teaching Students with Medical, Physical, and Multiple Disabilities: A practical guide for every teacher*. Thousand Oaks, CA: Corwin Press.
- Browder, D. (2001). *Curriculum and Assessments for students with moderate and severe disabilities*. New York, NY: The Guilford Press.
- Demchak, M. (1997). *Teaching students with severe disabilities in inclusive settings. American Association on Mental Retardation: Research to Practice Series Number 12, 100*.
- Orelove, F., Sobsey, R., Sobsey, D., and Silberman, R. (2004). *Educating children with multiple disabilities: a collaborative approach*. P.H. Brookes Pub. Co.
- Silbert, J., Carnine, D., & Stein M. (1990) *Direct Instruction Mathematics*. New Jersey: Prentice-Hall, Inc.
- Snell, M. & Brown, F. (2009). *Instruction of students with severe disabilities*. New Jersey: Prentice-Hall, Inc.

4. COURSE DESCRIPTION: Understanding of a functional/developmental approach to the selection, development, implementation, and evaluation of appropriate curriculum activities for the instruction of students who have severe or profound disabilities, behavior disorders, learning disabilities, mental retardation, and multiple disabilities (physical, sensory, communication, cognitive and behavioral) with concomitant disabilities; emphasis on education grades N-12. Content includes extensive exploration of various curricular theories focusing on individual and group approaches.

5. COURSE OBJECTIVES: This course is designed to teach university students to:

- a. Demonstrate knowledge of the characteristics and service needs of individuals of varying ages and a variety of types of severe/profound behavior disorders, learning disabilities, mental retardation, and multiple disabilities.

- b. Demonstrate knowledge of administrative arrangements, service delivery systems, school-care giver relationships, and curricular content bases related to educational services for individuals' birth through 21 years of age who have severe/profound behavior disorders, learning disabilities, mental retardation, and multiple disabilities.
- c. Describe the impact of cognitive and affective manifestations on learning, curriculum and program development, and needed services and supports for students with severe/profound behavior disorders, learning disabilities, mental retardation, and multiple disabilities. *Rules 35(1)(a)1, 36(1)(a)1.*
- d. Identify the array of residential, vocational, and leisure services available for students with severe/profound behavior disorders, learning disabilities, mental retardation, and multiple disabilities.
- e. Demonstrate knowledge of assessment and intervention procedures appropriate for evaluation and educational programming with infant, toddler, preschool children, school-aged children, and youth who have severe/profound behavior disorders, learning disabilities, mental retardation, and multiple disabilities.
- f. Describe technological advances and their impact on individuals with severe/profound levels behavior disorders, learning disabilities, mental retardation, and multiple disabilities. *Rule 34(1)(a)12.*
- g. Identify the mandates of PL 94-142 and other legislation and their impact on services provided to individuals with severe/profound behavior disorders, learning disabilities, mental retardation, and multiple disabilities. *Rule 34(1)(a)1.*
- h. Describe various curricula, teaching techniques/methods, and materials of instruction for students with severe/profound behavior disorders, learning disabilities, mental retardation, and multiple disabilities.
- i. Identify resource agencies that provide personnel and services for improving and strengthening educational programs for individuals with severe/profound behavior disorders, learning disabilities, mental retardation, and multiple disabilities. *Rule 34(1)(a)8.*
- j. Develop and implement appropriate school healthcare plans and specialized instruction and therapeutic techniques including physical and behavior management. *Rules 35(1)(b)9, 36(1)(b)9.*
- k. Supply the most common definitions and characteristics of children with severe/profound affective/social/behavioral disorders as well as how those characteristics impact learning, curriculum development and needed services and supports. *Rule 35(1)(a)1, 36(1)(a)1.*
- l. Describe the most common theories and educational approaches used with children with severe/profound affective/social/behavioral disorders. *Rule 35(1)(a)1, 36(1)(a)1*
- m. Identify cultural and socioeconomic factors and their impact on eligibility and programming. *Rule (1)(a)9.*
- n. Identify resource agencies that provide personnel and services for improving and strengthening educational programs for individuals with severe/profound learning disabilities. *Rule 34(1)(a)8.*
- o. Observe, interact with, and respond to infants, toddlers, preschoolers, elementary-school, middle-school, and high-school individuals who have severe/multiple disabilities.

GRADING CRITERIA: Projects turned in late with the instructor's approval will be worth **80%** of their on-time value. Projects turned in late without the instructor's prior approval will not be accepted. Students will revise projects and exams as indicated. Revisions given to the instructor within one week may earn a potential of half of the credit not obtained on the original project. Attendance and preparation as demonstrated by class participation will be considered when calculating final grades. Incompletes will drop a letter grade. All incompletes must be resolved by the first day of class the following semester.

**** Quizzes Administered: either in class pencil/paper or via Canvas during the semester.**

COURSE EVALUATION: Student perception and evaluation of the course is valued by the instructor, the department, and the university. Three specific methods for obtaining student perception and evaluation of the course are requested. These evaluation procedures are both formative and summative in nature. Students will be asked to complete the Auburn Course Evaluation Survey (ACES). The computer scored results are summarized for the department and submitted to the department chairman and the instructor.

9. CLASS POLICY:

METHODOLOGY USED BY PROFESSOR IN CLASS: A variety of teaching methods are used in this class. They include, but are not limited to, lecture, discussion, viewing and discussion of slides and videotapes, simulations, and completion of projects.

ATTENDANCE: The attendance policy is **that (a) only one (1) absence is permitted for spring semester due to the short number of class meetings. Failure to meet this standard will result in a grade of “FA”** (failure for excessive absences) unless the student withdraws from the class prior to the withdrawal date (see university semester calendar). At the discretion of individual instructors, verified absences may be excused under unusual circumstances (see Tiger Cub). **In order for the absence to be considered excusable, however, the instructor must be in receipt of the documentation within seven days from the class in which the absence occurred.**

ASSIGNMENTS: **ALL assignments must be completed** in order for a grade to be earned. All written assignments are expected to conform to the current style manual of the American Psychological Association (APA). This includes the use of person-first language (i.e. “child with a disability” rather than “disabled child”). Written assignments are expected to be typewritten, grammatically accurate, and free of spelling and typographical errors. Assignments are to be of a quality that would be expected of a professional.

All assignments must be turned in the day each are due within the first 10 minutes of the regularly scheduled class time. Assignments must be turned in by the student completing the assignment. No late assignments will be accepted unless the instructor has received prior notice of absence (via phone, email, etc...) that can be verified as a university approved excuse. When prior notice is provided and the student has a university approved excuse, he or she will have one week from the time he or she returns to class to turn in the assignment.

NOTE: Any assignments completed and/or submitted that do not comply with the above requirements will be returned and will not be accepted for credit.

EXAMS: Arrangements to make up missed major examinations (e.g. hour exams, mid-term exams) due to properly authorized excused absences shall be initiated by the student within one week from the end of the period of the excused absence. Normally, a makeup exam shall occur within two weeks from the time the student initiates arrangements for it.

ACCOMMODATIONS: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

PROFESSIONALISM: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

CLASSROOM BEHAVIOR AND HONESTY: Students are expected to read and adhere to all classroom policies in the Auburn University's Tiger Cub regarding classroom behavior and honesty.

Active participation is defined as volunteering during discussion, ongoing contribution to group work, remaining on task throughout activities etc... Using class activity time to check email, visit websites, and send messages, complete work for other courses etc... **will not be an appropriate professional behavior.**

CLASSROOM BEHAVIOR: *"Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal [learning] is considered disruptive and therefore subject to sanctions... Students have the responsibility of complying with behavioral standards... Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chat rooms, telephony, and web activities associated with courses) may include, but are not limited to the following: arriving after a class has begun; use of tobacco products; monopolizing discussion; persistent speaking out of turn; distractive talking including cell phone usage; audio or video recording of classroom activities or the use of electronic devices (including cell phones) without the permission of the instructor; refusal to comply with reasonable instructor directions; employing insulting language or gestures; verbal, psychological, or physical threats, harassment, and physical violence."* (See Tiger Cub).

HONESTY CODE: The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class. The Auburn Academic Honesty Code is found in both the Tiger Cub and the Student Government Association's Code of Laws. Students are to read the honor code carefully, making sure they understand the policy, its implications for their work (e.g. tests, reports, papers, projects), and the consequences of code violation. Non-compliance with this policy will result in formal action with the university academic honesty procedures. Among other things, students are responsible for understanding the definition of plagiarism. Individuals are to (a) reference materials they use, and (b) reference only material they access directly. Individuals who copy or use ideas from the works of others without properly acknowledging the author will risk grave consequences.

Contingency Plan includes the following:

- **Access to Course Content:** All class lecture notes and Power Points are posted on Canvas for all lectures presented in class. Audio can be added to each of the Power Point and other lecture notes as needed, and posted on Canvas.
- **Completion of Assignments and Exams:** Class lectures would be supplemented with reflection questions and activities that could be completed outside of class. In addition, a discussion group would be established in order to provide for greater interaction between the instructor and students with regard to the content.
- **Alternative assignments** are posted on Canvas for students and will be assigned as needed. These assignments are submitted electronically. Exams are taken on Canvas, thus exams can be taken at a later date or proctored from a different location.

Confidentiality: Because professionals must respect families' rights to privacy, RSED students will keep the identity of children and families confidential. Names included on project reports will be fictitious. Code names are to be used any time references are made to children and families. At no time will students in any way identify or reveal any information about children and families to individuals not directly authorized as team members.

COURSE ASSIGNMENTS: Submit all work through Canvas assignments. ALL work documents will be "SAVED" and submitted in the following format using your **last name, course number, semester, and topic**

- (i.e., *Pope Kelly RSED 6140 F 12 Proj 2 MAPS or Pope RSED 5140 F 12 Proj 2 MAPS*)

6. **COURSE REQUIREMENTS:** Students are required to:
- read assigned materials **prior to** attending classes;
 - attend class and participate in class discussions and activities;
 - successfully complete all required projects **and**
 - give to the instructor **no later** than the date designated for each project;
 - **NO late assignments** will be accepted unless accompanied by a university-approved excuse;
 - take and pass all required exams,
 -

Project 1: LABORATORY: Students will complete a **minimum of 20 clock hours** in an approved program for individuals with severe and profound is required to provide this documentation to professor on assigned date. Student's cooperating teacher/site disabilities. (**Instructor will approve site**). Students will submit signed honesty statement of completion of 20 hours working with a person with a disability. A two-page summary of 20 house of service with a person with a disability will be turned in.

Project 2 AAA PROGRAM PLANNING REPORT LESSON PLAN: (a rubric will be posted) on:

- **STANDARDS-BASED LESSON PLAN SERIES.** Using **ALL** of the **AL Extended Standards** and **AL Course of Study**, each GROUP will develop a series of 1 daily lesson plan for **ELEMENTARY K-6 Alabama Extended Standards**. Your lesson plan should show the entire day's schedule from the time special education bus arrives until the special education bus leaves. Include times of instruction, subject, course objectives to be covered, include Reading, Language Arts, Spelling, Math, Science and Social Studies. Include time for social skills, PE, Speech Language Therapist, Occupational Therapy, Physical Therapy, lunch, special areas and behavior management summary of the day time. The purpose of these lessons is to assess ones' ability to apply research-validated methods and strategies learned within the course to instructional practice. Lesson Plan format will be demonstrated in class. Your lesson plans will also address **CULTURE DIFFERENCES** within the lesson.
- **Project 2 Elem = Information about the student in 5th grade with various skills across K level through 6th grade level will be provided on Canvas.**
 - (1) **AAA PROGRAM PLANNING REPORT LESSON PLANS on a kiddo in 5th grade with various skills across K level through 5th grade level.**
 - (2) **Addressing ALL ALSDE Extended Standards (ES) other Curricula Information from K to 5th grade.**

Project 3: AAA PROGRAM PLANNING REPORT LESSON PLANS: (a rubric will be posted) on:

- **STANDARDS-BASED LESSON PLAN SERIES.** Using **ALL** of the **AL Extended Standards** and **AL Course of Study**, each GROUP will develop a series of 1 daily lesson plan for **SECONDARY 7-12 grades Alabama Extended Standards**. Your lesson plan should show the entire day's schedule from the time special education bus arrives until the special education bus leaves. Include times of instruction, subject, course objectives to be covered, include Reading, Language Arts, Spelling, Math, Science and Social Studies. Include time for social skills, PE, Speech Language Therapist, Occupational Therapy, Physical Therapy, lunch, special areas and behavior management summary of the day time. The purpose of these lessons is to assess ones' ability to apply research-validated methods and strategies learned within the course to instructional practice. Lesson Plan format will be demonstrated in class. Your lesson plans will also address **CULTURE DIFFERENCES** within the lesson.
- **Project 3 HS = A student in 10th grade with various skills across 6th level through 12th grade level will be provided on canvas.**
 - (1) **AAA PROGRAM PLANNING REPORT LESSON PLANS on a kiddo in 12th grade with various skills across 6th level through 12th grade level.**
 - (2) **Addressing ALL ALSDE Extended Standards (ES) other Curricula Information from 6th to 12th grade.**

*****THE FOLLOWING ARE THE PROCEDURES FOR BOTH PROJECT 5 ELEMENTARY LPs and PROJECT 6 HIGH SCHOOL LPs**

- These lesson plans will consist of demonstrating the correct procedures that are followed in order to determine the student's
 - (a) *Strengths and needs (in PLOP format),*
 - (b) *Addresses the ALSDE ACADEMIC AREAS of*
 - **Reading;**
 - **Language Arts**
 - **Spelling**
 - **Math; and**
 - **Science**
 - **Social Studies**
 - (d) **FUNCTIONAL SKILLS AREAS** to be addressed are
 - *Pre-language, language development;*
 - *Augmentative Communication;*
 - *Assistive Technology;*
 - *Functional academics;*
 - *Self-determination;*
 - *Social Skills;*
 - *Positive behavioral support (PBS) plan;*
 - *Behavior management plan;*
 - *Independent living skills;*
 - *Community-based experiences;*
 - *Cultural Issues*
- **Social Skills, and Positive Behavior Supports TO TEACH** appropriate behaviors so the student can have-achieve-opportunities for academic success in the following ALSDE REQUIRED content area (*COMMUNICATION, MATH, READING, SCIENCE, SOCIAL STUDIES, LANGUAGE ARTS*)
- **TEACH appropriate** behaviors so the student can have-achieve-opportunities for academic success;

Project 5: Alabama Extended Standards IEP

An IEP will be written for an 9th grade student who is following the Alabama Extended Standards Pathway for Alabama High School Diploma. Background information for this student and results from standardized tests will be provided. The IEP project will be divided up throughout the semester. The completed IEP will be included in your teaching toolkit.

Week	What is due?	Points
Class 3	Testing Pages	.5
Class 5	Profile page	.25
Class 7	Transition	.25
Class 7	Services Page	.5
Class 9	Reading Goal Page	.5
Class 9	Language Goal Page	.5
Class 13	Math Goal Page	.5
Class 13	Science	.5
Class 13	Social Studies	.5
Class 14	Behavior	.5
Class 14	Signature Page	.5
TOTAL		5 points

Project 4: TEACHING TOOLKITS:

- (1) Title Page
- (2) Extended Standards for Reading, Math, Science and Social Studies
- (2) *Mastering the Maze 2013*
- (3) *Alabama Extended Standards IEP and Minimum Evidence for 2007 AAA standards for 3-12*
- (4) *Alabama Transition Standards*
- (5) *Transition for Life Planning*
- (6) *Alabama Transition Resource Guide*

On your jump drive create a folder for the class. Inside the folder, create a folder for each of the six parts. Within the AI Extended Standards folder create a folder for Reading Extended Standards, Math, Science and Social Studies then place the correct extended standards in each folder. Within the AI. Extended Standards IEP folder create a folder for the testing forms and a folder for the IEP. On the last day of class, please bring your jump drive inside a bag labeled with your name and place by the last computer on the far right of the first row in the LRC.

Project 5: GRADUATE STUDENTS: Graduate students will select a topic, *with the assistance to the instructor*, and develop a PowerPoint presentation in APA forma to debate a controversial topic in special education. Handouts will be prepared. *A rubric of the project will be posted.* Graduate students may submit a paper on a topic in special education if there are not enough graduate students.

8. EVALUATION: Final grades will be based on points assigned through completion and evaluation of course requirements and grades will be assigned on the basis of number of accumulated points, as follows:

◆ For **UNDERGRADUATE** students, grade will be based on the following components for a total of

Project 1: SCEC Membership	10
Teaching Philosophy	2
Project 2: Service Learning Project Hours with Student with a Severe Disability	5
Exam I	15
Exam II	15
Exam III	20
Project 4: IEP for 10th Grader following Alabama Extended Standards	5
Project 3 ELEM LP SERIES using ALSDE AAA Program Planning LPS K-5^h grades	5
Project 4 SECOND LP SERIES using ALSDE AAA Program Planning LPS 6th-12th grades	5
Project 5 TEACHER TOOLKIT	20
UNDERGRADUATE TOTAL POINTS POSSIBLE TO EARN = 102	

LETTER GRADES: A =(90 - 100) B =(80 - 89) C =(70 - 79) D =(68 - 69) F = (67 & below)

◆ For **GRADUATE** students, grade will be based on the following components for a total of

Project 1: SCEC Membership	5
Teaching Philosophy	2
Project 2: Service Learning Project 20 hours with student with severe disabilities	5
Exam I	15
Exam II	15
Exam III	15
Project 4: IEP for 10th grader following Alabama Extended Standards	5
Project 5: ELEM LP SERIES using ALSDE AAA Program Planning LPS K-5^h grades	5
Project 6: SECOND LP SERIES using ALSDE AAA Program Planning LPS 6th-12th grades	5
Project 7: TEACHER TOOLKIT	20
Project 8: Graduate Project	10
GRADUATE TOTAL POINTS POSSIBLE TO EARN = 102	

LETTER GRADES: A =(90 - 100) B =(80 - 89) C =(70 - 79) D =(68 - 69) F = (67 & below)

COURSE CONTENT: RSED 5140/6140/6146 SEVERE DISABILITIES CURRICULUM

<i>Class 1</i> January 9	Course Overview, Content and Tentative Course Schedule Syl- Agenda- How is course set up and Content Lab; AAA Lesson Plans; Graduate Project Power Points. <i>Graduate Student's Projects</i> <i>Philosophy of Teaching</i>	1. 20 hr Lab 2. Elem Lesson Plan 3. HS Lesson Plan 4. Toolkit for Teaching and Learning
<i>Class 2</i> January 16	Alabama Educator Code of Ethics CEC Code of Ethics for Educators of People with Disabilities School-wide Discipline & Positive Behavior Supports continuation Role of People with Disabilities AI Special Populations Manual Appendix A for 10th grade student	<u>Canvas Readings</u> Implementing IDEA Teacher Retention Teacher Shortage Philosophy Due
<i>Class 3</i> January 23	AAA ALSDE: *Legislation and their impact on services provided. SPED Law Woodcock Johnson Training Examples of Secondary Lesson Plans ALSDE Extended Standards. Service delivery system, and curricular content bases. Measurement, Analysis, and Evaluation: *Assessment tied to intervention procedures appropriate for eval and ed programming various ages of individuals Alabama Special Populations Manual Appendix A	<u>Canvas Readings</u> Bad, Mad, Sad.... Components of Discipline Economics of School Choice Due Alabama Special Populations Manual Appendix A for 10th grade student
<i>Class 4</i> January 30	Guest Speaker: Rosie Mitchell, PK – 2nd Special Education Teacher Meeting the needs of Diverse Learners AAA ALSDE: *Legislation and their impact on services provided. ALSDE Extended Standards. Service delivery system, and curricular content bases. Measurement, Analysis, and Evaluation: *Assessment tied to intervention procedures appropriate for eval and ed programming various ages of individuals AAA ALSDE and Measurement, Analysis, and Evaluation for accountability. Developing and Implementation of Educational Programs *Most common definitions and characteristics affective/social/behavioral disorders. *How those characteristics impact learning, curric development, needed services & supports. IEP Profile Page for 10th grade student following AI. Extended Standards	<u>Canvas Readings</u> Inclusive Teacher additional rating of students with disabilities Those who don't go AAA Extended Standards Elementary K-5th grades HS 6th-12th grades
<i>Class 5</i> February 6	Mastering the Maze: Transition Page Services for students with severe disabilities (Academics, functional curriculum, related services, AAC, Behavior, Transportation)	Due IEP Profile Page
<i>Class 6</i> February 13	NO Class Test will be administered on CANVAS.	Exam I
<i>Class 7</i> Feb. 20	Developing and Implementation of Educational Programs Working with students with AD/HD Working with students with Emotional Disturbance and Mental Illness Behavior Check Sheets Conducting a Manifestation Determination *Cognitive and affective manifestations on learning, curric, & prog development. *Charact & service needs of indiv of varying ages & types of severe disabilities. *Cultural & socioeconomic factors impact	<u>Canvas Readings</u> Early Childhood Transition to K Mastering the Maze 2013 FBA Manifestation Determination AAA Extended Standards Elementary K-5th grades Due Transition Page and Services Page
<i>Class 8</i> Feb. 27	Transition and Students with Severe Disabilities Guest Lecturer Dr. Jane Robinson	<u>Canvas Readings</u> Alabama Transition Preparing for Life Transition Quick Reference

Class 9 March 6	Developing and Implementation of Educational Programs Elementary Lessons <i>*Cognitive and affective manifestations on learning, curric, & prog development, needed services and supports. *Charact & service needs of indiv of varying ages & variety of types of severe disabilities.</i>	<u>Canvas Readings</u> <u>NHSC Transitions</u> <u>Middle to High School</u> <u>Workforce Investment Act</u> AAA Extended Standards HS 6 th -12th grades DUE Reading and Language Arts Goal Pages
Class 10 March 13	Spring Break NO CLASS	
Class 11 March 20	Developing and Implementation of Educational Programs <i>*Cognitive and affective manifestations on learning, curric, & prog development, needed services and supports. *Charact & service needs of indiv of varying ages & variety of types of severe disabilities.</i> <i>*Cultural & socioeconomic factors</i>	<u>Canvas Readings</u> Project 5: Elementary Lesson Plan
Class 12 March 27	NO Class. Exam II will be administered on Canvas.	Exam II
Class 13 April 3	Guest Speaker: Jana Klages, Speech language Pathologist Assistive Technology, Augmentative & Non-symbolic <i>Communications</i> <i>*Technological advances and their impact (sign language, PECS, ect.)</i>	DUE Proj 6: Secondary Lesson Plan <u>Canvas Readings</u> <u>MD and AT</u> <u>Paraprofessionals</u> <u>Sound Field Amplification Research</u> <u>Due Math, Science and Social Studies</u> <u>Goal pages</u>
Class 14 April 10	Special Health Care Procedures: *Approp school healthcare plans & specialized instruction & therapeutic techniques (physical behavior management) Medication Assistant Overview	Graduate Project 7:30-8:00 p.m. <u>Canvas Readings</u> Saying No Empowerment Universal Design Due Behavior Goal page and Signature Page
Class 15 April 17	Alabama Alternate Assessment Planning and Implementing Community, Vocational Preparation and Transition <i>*Array of residential, vocational, and leisure services available</i> Discussion of Service Learning	<u>Canvas Readings</u> <u>AAA Things to Remember</u> <u>Alabama Alternate Assessment</u> <u>Minimum Evidence for Math, Reading and Science</u> <u>AAA Overview</u> Graduate Project 7:30-8:00 p.m. 20 Hour Lab Service Learning Essay due
Class 16 April 24	EXAM III to be administered in class. We will meet in the LRC. Toolkit should be on a thumb drive and placed in a labeled bag. Put by my computer when you arrive to LRC.	Exam III Proof of CEC Membership Due DUE Proj 4. Toolkit Tchng & Learning Center

Toolkit Scoring Rubric**Name:** _____**Semester: Spring 2014**

Title Page for Notebook _____ /4

- a. name of course
- b. semester
- c. name of student
- d. name of instructor

AAA Extended Standards 1 point each _____/4

Mastering the Maze 2013 Document 1 points _____ / 1

AI Transition Standards 1 points _____ / 1

Preparing for Life Transition Guide 5 points _____/5

AL Transition Resource Guide 5 points _____/5

TOTAL POINTS FOR CLASS ***20 points*** _____ / 20**Service Learning****Name:** _____**Semester: Spring 2014****I have completed 20 clock hours of service of working with a person with a severe disability.**_____
Signature of Student

Two page summary of 20 hours of service with a person with a disability. _____/5