

Auburn University
Department of Special Education, Rehabilitation, & Counseling

Instructor: Dr. Margaret Flores & Dr. Doris Hill

1. COURSE NUMBER: RSED 7430

Title: Research in Specialization

Credit Hours: 3 semester hours each

Prerequisites: None

Day/Time: June 3-5 7:30-11:30 Haley Center 1218
June 6-7 7:30-11:30 TBA and Richland Elementary
June 10-27 7:30-11:30 Monday-Thursday Richland Elementary
July 8-18 7:30-11:30 Monday-Thursday Richland Elementary
July 19 7:30-11:30 Richland Elementary

Place: Haley Center 1218/Richland Elementary

Instructor contact information:

Hill

Office: Haley Center 3008

Email: hilldol@auburn.edu

Phone: 844-2004

Flores

Office: Haley Center 1224B

Email: mflores@auburn.edu

Phone: 844-2107

2. DATE SYLLABUS PREPARED: May 2013

This syllabus may change during the semester.

3. COURSE DESCRIPTION: The purpose of this course is to apply instructional and behavioral research into practice through clinical involvement with students who have autism spectrum disorder and other developmental disabilities.

4. COURSE OBJECTIVES: Upon completion of this course, students will be able to:

1. Develop an academic plan for a student with a disability.
2. Demonstrate knowledge of research validated academic interventions and strategies with students with disabilities including technology-based interventions.
3. Demonstrate knowledge of research validated social/behavioral interventions and strategies with students with disabilities, including technology-based interventions.
4. Demonstrate knowledge of a system of behavior recording with students with disabilities.
5. Demonstrate knowledge of systematic data collection and graphic analysis of data with students with disabilities.
6. Use data to write a progress report for students with disabilities.
7. Demonstrate knowledge and skills related to administration of standardized assessments

5. TENTATIVE COURSE SCHEDULE

Class	Topics	Place / Time	Assignment Due
June 3-5	Overview of summer program policies and procedures, PBIS	Haley Center Rm 1218 7:30-11:30	
June 6-7	Classroom set up	Sun Storage & Richland Elementary	
June 10-13	Program implementation	Richland Elementary 7:30-11:30	Progress report check & binder check 6/13
June 17-20	Program implementation	Richland Elementary 7:30-11:30	Progress report check, intervention plan check, & binder check 6/20
June 24-28	Program implementation	Richland Elementary 7:30-11:30	Progress report check, intervention plan check, & binder check 6/28
July 8-11	Program implementation	Richland Elementary 7:30-11:30	Progress report check, intervention plan check, & binder check 7/11
July 15-18	Program implementation	Richland Elementary 7:30-11:30	Progress Reports & Binders due 7/18
July 19	Wrap up, clean up, move	Richland /Sun Storage 7:30-11:30	Intervention Plan Due 6/19

6. COURSE REQUIREMENTS:

Course Assignments for Lead Teachers

- 1. Classroom Binder (50 points):** Each lead teacher will develop and maintain a binder of classroom and student information. Lead teachers should work together to divide students between them to complete this assignment. Each binder must include:
 - Classroom roll
 - Detailed classroom schedule (including student groupings for each rotation)
 - Sections for each student including
 - Statements of student's needs, goals for each area of need, and plan for academic/behavioral interventions for strategies for meeting goals
 - Graph of student progress for each goal
 - Lesson plans or notes describing lesson activities or student progress
 - Completed data collection sheets for each goal
- 2. Observation of Teaching (30 points):** Supervisors will conduct one or more teaching observations throughout the 4-week period. Points will be assigned as follows:
 - Average rating of 3 or above = 30 points
 - Average rating 2.5-2.99 = 20 points
 - Average rating 2.0-2.49 = 10 points
 - Average rating 0-1.99 = 0 points
- 3. End of the Program Reports (70 points):** Lead teachers will work together to ensure that a final progress report is written for each student enrolled in the classroom. Lead teacher will divide students accordingly to accomplish this task. Each report

will include a section for each goal. Each section will include a statement of the student's goal, description of teaching interventions and strategies that were used to meet each goal, description of the student's progress, and a graph depicting the student's progress. Specific instructions and examples are included in summer program handbook.

Lead Teacher Grading and Evaluation

Classroom Binder	50 pts
Observations of teaching	30 pts
End of Program Reports	70 pts
Total	150 pts

A=135-150,

B=120-134

C=105-119,

D=90-104,

F=89 and below

Course Assignments for Teachers

1. Behavior/Academic Intervention Plan (50 points): Each teacher will develop a behavior or academic intervention plan for a student.

- Description of the child's academic or behavioral deficit that includes a clear operational definition and baseline data. Description of the intervention as defined in the research literature
- Description of the intervention as implemented in the classroom that includes the preparations, specific steps in implementation, and description of assessment procedures
- Graph using the template provided that accurately and clearly shows baseline and intervention data
- Description of the behavior change that includes references to level, trend, and overlap of data points.
- Conclusions about the intervention such as its utility and practicality in a classroom and suggestions for future use.

2. Observation of Teaching: Supervisors will conduct one teaching observation (or more if there are areas in need of improvement) throughout the 4-week program. Points will be assigned as follows:

Average rating of 3 or above = 30 points

Average rating 2.5-2.99 = 20 points

Average rating 2.0-2.49 = 10 points

Average rating 0-1.99 = 0 points

3. End of the Program Reports (70 points): Teachers will work together to ensure that a final progress report is written for each student enrolled in the classroom. Lead teacher will divide students accordingly to accomplish this task. Each report will include a section for each goal. Each section will include a statement of the student's goal, description of teaching interventions and strategies that were used to meet each goal, description of the student's progress, and a graph depicting the student's progress. Specific instructions and examples are included in summer program handbook.

Teacher Grading and Evaluation

Intervention Plan	50 pts
End of Program Reports	70pts
Observation of Teaching	30 pts
Total	150 pts

8. CLASS POLICY STATEMENTS:

Attendance: The Department of Rehabilitation and Special Education attendance policy is that (a) only one (1) absence is permitted for a semester course that meets once a week, and (b) only two (2) absences are permitted for a semester course that meets two or more times a week. Failure to meet this standard will result in a grade of “FA” 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)

Assignments: All assignments should be typed and prepared in a professional manner (e.g., neat, correct grammar, spelling), following APA guidelines. Additionally, assignments are due on the date listed in the syllabus. **There is no credit for late assignments; any assignment turned in after the class period on the assigned due date will be assigned a grade of 0.** Exceptions are at the discretion of the instructor in cases of verified university approved absences.

Make-up Exams: Make-up exams will be given for University-approved excuses as outlined at the Auburn University Policies site
<https://sites.auburn.edu/admin/universitypolicies/default.aspx>)

Accommodations for Students with Disabilities: Students with documented disabilities are entitled to reasonable accommodations under federal laws. As such, students who need accommodations are asked to arrange a meeting the first week of classes (or as soon as possible) with The Program for Students with Disabilities, 1244 Haley Center, 844-2096 (V/TT). They will inform you of the procedures to be followed for eligibility consideration.

Honesty Code: Students are expected to respect and follow the Honesty Code of Auburn University found at the Auburn University Policies site
<https://sites.auburn.edu/admin/universitypolicies/default.aspx>)

Intervention Plan Grading Rubric

Category	10 pts per category	3 pts per category	0-2 pts per category
Description of the Academic Behavior and Student Goal	<ul style="list-style-type: none"> -Description is clear -Includes data from curriculum-based assessments -Clearly states how the assessment data show a deficit based on expectations for grade or age level - Goal includes a logical and reasonable condition, behavior, and criterion - free of errors 	4/5	Less than 4
Description of the Intervention:	<ul style="list-style-type: none"> -The intervention, as referenced in the research literature is described - The implementation is described step by step -Intervention is reasonable and logical based on the deficit - The assessment procedure are clearly described -the description is free of errors 	2/3	Less than 2
Graph:	<ul style="list-style-type: none"> - The graph was created using the EXCEL template provided - The x and y axes are clearly labeled - The x and y axes are accurate based on data collected - Baseline (pre-test) data are plotted - At least 5 data points for intervention are plotted 	3/4	Less than 3
Evaluation of the Intervention:	<ul style="list-style-type: none"> - The description includes the change from baseline to intervention, - the level, the trend of the data paths, and overlap between baseline and intervention are described - The description is accurate based on the graph The description is free of errors 	2/3	Less than 2
Conclusions	<ul style="list-style-type: none"> -Description references the utility and practicality in a classroom and suggestions for future use 		vague or missing

Grading Rubric for Classroom Binders

Category	10 pts per category	7 pts per category	0-4 pts per category
Binder Organization	<ul style="list-style-type: none"> • All materials are secured within the binder • Materials are neat and easily accessed • There is a section for each student and all information is included • Schedule, parent contact, incident report sections are present are clearly marked 	<ul style="list-style-type: none"> • All materials are secured within the binder • Materials are difficult to access • There is a section for each student, but 1-2 pieces of information may be missing • One of the following sections are missing: schedule, parent contact, incident report 	<ul style="list-style-type: none"> • Materials are not secured within the binder or fall out easily • Materials disorganized • Student sections are missing and/or more than 3 pieces of information are missing • Two or more of the following sections are missing: schedule, parent contact, incident report
Student Needs/Goals	<ul style="list-style-type: none"> • All Students have multiple clearly stated areas of need • All students have logical, clear, and measureable goals that include a condition, behavior, and criterion 	<ul style="list-style-type: none"> • All students have one clearly stated area of need • All students have one logical, clear, and measureable goal that includes a condition, behavior, and criterion 	<ul style="list-style-type: none"> • One or more of the students are missing clearly stated area of need • One or more of the students are missing a logical, clear, and measureable goal that includes a condition, behavior, and criterion
Lesson Plans/Notes	<ul style="list-style-type: none"> • All Students have multiple clearly stated lesson plans and notes • All students have logical and reasonable lesson plans and notes 	<ul style="list-style-type: none"> • All students have one clearly stated lesson plan and supporting notes • All students have one logical, and reasonable lesson plan and supporting notes 	<ul style="list-style-type: none"> • One or more of the students are missing lesson plans and/or notes • One or more of the students have lesson plans or notes that are inappropriate
Student Graphs	<ul style="list-style-type: none"> • Each student has multiple graphs that have at least 3 data points per goal for each full week of the program • Each student has multiple graphs that are labeled correctly in order to measure goals • Graphs are neat and easily interpreted 	<ul style="list-style-type: none"> • Each student has one graph that has at least 3 data points for each full week of the program • Each student has one graph labeled correctly in order to measure goal • Graph is neat and easily interpreted 	<ul style="list-style-type: none"> • Graphs with three data points are present for each full week of the program are missing for one or more students • Correctly labeled graphs are missing for one or more students • Neat and easily interpreted graphs are missing for one or more students

Grading Rubric for End of Program Reports

Category	15 pts per category	10 pts per category	0-5 per category
Goals	<ul style="list-style-type: none"> • All students have logical, clear, and measureable goals that include a condition, behavior, and criterion 	<ul style="list-style-type: none"> • One student is missing a logical, clear, and measureable goal that includes a condition, behavior, and criterion 	<ul style="list-style-type: none"> • Two or more students are missing logical, clear, measureable goals that include a condition, behavior, and criterion
Graph	<ul style="list-style-type: none"> • Each student's graphs that have at least 3 data points per goal for each full week of the program • Each student's graphs are labeled correctly in order to measure goals • Graphs are neat and easily interpreted • Template is used, information is typed 	<ul style="list-style-type: none"> • One student is missing graphs that have at least 3 data points per goal for each full week of the program • One student is missing graphs that are labeled correctly in order to measure goals • Graphs are neat and easily interpreted 	<ul style="list-style-type: none"> • Two or more students are missing graphs that have at least 3 data points per goal for each full week of the program • Two or more students are missing graphs that are labeled correctly in order to measure goals • Two or more students' graphs are disorganized • Template not used
Description of progress	<ul style="list-style-type: none"> • ALL progress described using the following statements: The student achieved...; The student made significant progress toward...; The student made progress toward.... 		<ul style="list-style-type: none"> • Any variation from the prescribed statements for any student
Description of strategy	<ul style="list-style-type: none"> • All strategies are clearly and succinctly described in terms parents will understand • Free of any grammar and spelling errors 		<ul style="list-style-type: none"> • One or more strategies are unclear, vague, or difficult for a parent to understand. • Description includes negative comments about the student • Free of any grammar and spelling errors
Category	10 pts per category		0-5 per category
Organization, clarity, Professionalism	<ul style="list-style-type: none"> • All sections of progress reports are completed without errors in grammar or spelling • Pages are typed 		<ul style="list-style-type: none"> • Sections of progress reports include errors in grammar or spelling • Pages include hand written information