# RSED 5140/6140/6146 SEVERE DISABILITIES CURRICULUM

Auburn University Department of Special Education, Rehabilitation, & Counseling

# Course Number: RSED 5140/6140/6146

**Course Title:** **Severe Disabilities Curriculum**

**Meeting Time/Place: Tuesday/Thursday Weekly Remote Recorded Class Asynchronous Sessions via Panopto/CANVAS**

**Optional ZOOM CLASS MEETING Thursdays at 12:30pm**

**Office hours:** Weekly ZOOM Office Hours by appointment

**Credit:** 3 semester hours

**Instructor:** Dr. Suzanne Woods-Groves, Ph.D.

**Instructor’s email:** [woodssu@auburn.edu](mailto:woodssu@auburn.edu)

**Instructor’s phone:** 334-844-7621

**Office location:** Haley Center 1232C

1. **Date Syllabus Prepared:** May 4, 2020

**REQUIRED TEXTBOOKS:**

**Obtain your textbooks before the first day of class.**

**ALL ACCESS TEXT:**

Please review ALL ACCESS information attached to this syllabus and located in your CANVAS course home page.

*Instruction of Students with Severe Disabilities,* Freeda Brown, John McDonnell, & Martha E Snell Publisher: Pearson Edition: 9th Published: 2020

You can order the electronic version of the textbook listed below through the Auburn University Bookstore.

*Systematic Instruction for Students with Moderate and Severe Disabilities* Collins, Belva C., Published by Brookes Publishing, Publication Date: Jan. 1, 2012 ISBN *9781598571936*

**ADDITIONAL READINGS available via CANVAS**

# 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, intellectual disabilities, and multiple disabilities (physical, sensory, communication, cognitive and behavioral) with concomitant disabilities; emphasis on education grades Pre K-12. Content includes extensive exploration of various curricular theories focusing on individual and group approaches.

1. **Student Learning Outcomes: After completing this course you will:**

***COURSE OBJECTIVES*: This course is designed to teach university students to:**

* 1. 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, intellectual disabilities, and multiple disabilities.
  2. 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, intellectual disabilities, and multiple disabilities.
  3. 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, intellectual disabilities, and multiple disabilities. *Rules 35(1)(a)1, 36(1)(a)1.*

* 1. Identify the array of residential, vocational, and leisure services available for students with severe/profound behavior disorders, learning disabilities, intellectual disabilities, and multiple disabilities.
  2. 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, intellectual disabilities, and multiple disabilities.
  3. Describe technological advances and their impact on individuals with severe/profound levels behavior disorders, learning disabilities, intellectual disabilities, and multiple disabilities. *Rule 34(1)(a)12.*
  4. 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, intellectual disabilities, and multiple disabilities. *Rule 34(1)(a)1.*
  5. Describe various curricula, teaching techniques/methods, and materials of instruction for students with severe/profound behavior disorders, learning disabilities, intellectual disabilities, and multiple disabilities.
  6. Identify resource agencies that provide personnel and services for improving and strengthening educational programs for individuals with severe/profound behavior disorders, learning disabilities, intellectual disabilities, and multiple disabilities. *Rule 34(1)(a)8.*
  7. 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.*
  8. 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.*
  9. 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*
  10. Identify cultural and socioeconomic factors and their impact on eligibility and programming. *Rule (1)(a)9.*
  11. 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.*
  12. Observe, interact with, and respond to infants, toddlers, preschoolers, elementary-school, middle-school, or high-school individuals who have severe/multiple disabilities.

**5. COURSE CONTENT SCHEDULE This syllabus** is a tentative outline for the course and is **subject to change** with advance notice from the instructor.

**This is a compressed mini-semester course. You will cover the same amount of material you would cover in a traditional semester course.**

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| **Dates** | **Topic** | **Assigned Readings** | **Assignments & Due Date**  **Quizzes & Exams will close after due date and will NOT REOPEN** |
| **05/21**  **Thursday**  **Week 1**  **MODULE 1**  **Optional ZOOM CLASS MEETING 12:30pm** | **Module 1:**  Course Introduction  Legislation & FAPE  History of Early Childhood & Special Education  Transition, Families, & IDEA  Supporting learners with ID and DD  Supports Module | **Textbook:**  *Instruction of Students with Severe Disabilities*  Chapters 1-2 | **DUE Sunday May 24th by 11:59pm.**  **Module 1**   * Quiz 1 First Day Class Introduction * Quiz 2Instruction of Students with Severe   Disabilities Chapters 1-2 & History of Early Childhood Sp. Ed.   * Application Activity 1 Reflections on IEPs * Application Activity 2 History of ECSE * **Participation Points**   Watch all Lectures by May 24th by 11:59pm |

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| **Dates** | **Topic** | **Assigned Readings** | **Assignments & Due Date**  **Quizzes & Exams will close after due date and will NOT REOPEN** |
| **05/26**  **Tuesday**  **Week 2**  **MODULE 2** | **Module 2:**  Summative & Formative Assessment  Compare & contrast formal vs. informal assessments  Task analytic measurement  Data-Driven decision making  Social Validity  Graphing Data  Foundational Components of Instruction  **Field Hours Part 1**  **MAST –Task Analysis** | **Textbook:**  *Instruction of Students with Severe Disabilities*  Chapter 3-5 | **DUE Sunday May 31th by 11:59pm**  **Module 2**   * Quiz 3 Instruction of Students with Severe   Disabilities Chapters **& Ch. 3-5**     * Application Activity 3 Behavior * Field Hours Part 1 MAST-- Task Analysis   **Participation Points**  Watch all Lectures by May 31th by 11:59pm |
| **05/28**  **Thursday**  **Week 2**  **MODULE 3**  **Optional ZOOM CLASS MEETING 12:30m** | **Module 3:**  Theoretical basis for Video Modeling  Components of Video Modeling  Types of Video Models  Steps in creating video prompting models  Create a task analysis  Systematic Instruction  **Instructional Project**  **Part 1 Task Analysis** | **Readings located in MODULE 3**   * *Implementing Task Analyses Handou*t   **Textbook:**  *Systematic Instruction for Students with Moderate and Severe Disabilities*  Chapters 1-3 | **DUE Sunday May 31th by 11:59pm**  **Module 3**   * Quiz 4 Evidence-Based Video Modeling   & Implementing Task Analysis  **&**  **Collins Chapters 1-3**   * Instructional Project--Task Analysis for CASE STUDY   **Participation Points**  Watch all Lectures by May 31th by 11:59pm |

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| **Dates** | **Topic** | **Assigned Readings** | **Assignments & Due Date**  **Quizzes & Exams will close after due date and will NOT REOPEN** |
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| **06/02**  **Tuesday**  **Week 3**  **MODULE 4**  **EXAM 1 via CANVAS** | **Module 4:**  **EXAM 1 OPENS Tues. June 2nd 8:00am** | **Exam 1 covers**  **Modules 1-3 and all material addressed** | **DUE Wed. June 3rd by 11:59pm**  **Complete EXAM 1 via CANVAS**  **Exam 1 will close after due date and will NOT REOPEN.** |
| **06/04**  **Thursday**  **Week 3**  **MODULE 5**  **Optional ZOOM CLASS MEETING 12:30m** | **Module 5:**  **Instructional Project**  Video Prompting Model  Teaching Video Prompting Mode  Systematic Instruction  Baseline Data  Writing IEP Goals & Objectives  Progress Monitoring  Graphing & Interpreting Data  **Field Hours Part 2**  **MAST –Prompting Systems** | **Textbook: Review**  *Systematic Instruction for Students with Moderate and Severe Disabilities*  Chapters 1-3 | **DUE Sunday June 7th by 11:59pm**  **Module 5**   * Quiz 5 Video Prompting & Measuring progress * Instructional Project-- Video Prompting Model * Field Hours Part 2 MAST—Prompting Systems   **Participation Points**  Watch all Lectures by June 7th by 11:59pm |
| **06/09**  **Tuesday**  **Week 4**  **MODULE 6** | **Module 6:**  **Instructional Project**  Writing IEP Goals & Objectives  Systematic Instructional Plan  Data Interpretation and graphing  Types of systematic instruction  Instructional Design  Naturalistic Language Strategies | **Textbook:**  *Systematic Instruction for Students with Moderate and Severe Disabilities*  Chapters 4-6 | **DUE Sunday June 14th by 11:59pm**  **Module 6**   * Quiz 6 Systematic Instruction & Graphing Data & IEP goal/obj writing * Instructional Project—IEP Goals & Objectives * **Participation Points**   Watch all Lectures by June 14th by 11:59pm |

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| **Dates** | **Topic** | **Readings** | **Assignments & Due Date** |
| **06/11**  **Thursday**  **Week 4**  **MODULE 7**  **Optional ZOOM CLASS MEETING 12:30m** | **Module 7**  **Instructional Project (continued)**  Writing IEP Goals & Objectives  Systematic Instructional Plan  Data Interpretation and graphing  Types of systematic instruction  Planning for Maintenance & Generalization  Teaching Curriculum  **Field Hours Part 3**  **MAST –Math Instruction** | **Textbook:**  *Systematic Instruction for Students with Moderate and Severe Disabilities*  Chapters 7-8 | **DUE Sunday June 14th by 11:59pm**  **Module 7**   * Quiz 7 Collins Chapters 7-8 * Instructional Project—Systematic Instructional Plan * Field Hours Part 3 MAST—Math Instruction   **Participation Points**  Watch all Lectures by June 14th by 11:59pm |
| **06/16**  **Tuesday**  **Week 5**  **MODULE 8** | **Module 9**  Prenatal Development  Paraprofessionals  Scheduling & Setting up Classrooms  Technology  **Exceptionality Project**  **Part 1 ASD Early Childhood**  **Part 2 Visual Supports** | **Textbook:**  *Systematic Instruction for Students with Moderate and Severe Disabilities* Chapters 9-11 | **DUE Sunday June 21st by 11:59pm**  **Module 9**  Quiz 8 Collins Chapters 9-11 & Visual Supports  Quiz 9 Prenatal Quiz   * **Exceptionality Project**   **Part 1 ASD Early Childhood**  **Part 2 Visual Supports**  **Participation Points**  Watch all Lectures by June 21st by 11:59pm |

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| **Dates** | **Topic** | **Readings** | **Assignments & Due Date** |
| **06/18**  **Thursday**  **Week 5**  **MODULE 9**  **Optional ZOOM CLASS MEETING 12:30m** | **Module 9**  MAPS  Person Centered Planning  Steps in MAPS planning  Alternative Standards  AAA Guidance & Program Decision Making  MAST Adapting Materials  ACCESS article  AAC  **Field Hours Part 4**  **MAST –Adapting Materials** | **READINGS in MODULE:**   * *Steps in MAPS Planning* * *Webinar Handout University of Vermont MAPS* * *ACCESS article* * *Alternative Standards* * *AAA Guidance & Program Decisions* | **DUE Sunday June 21st by 11:59pm**  **Module 9**   * Quiz 10 MAPS, ACCESS, & AAA * Field Hours Part 4 MAST—Adapting Materials * **Participation Points**   Watch all Lectures by June 21st by 11:59pm |
| **06/23**  **Tuesday**  **Week 6**  **MODULE 10**  **EXAM 2 via CANVAS**  **Optional ZOOM CLASS MEETING 12:30m** | **Module 10:**  **EXAM 2 OPENS Monday June 17th**  **at 8:00am**  **EXAM 2 DUE Tuesday June 18th at 11:59pm** | **Exam 2 covers**  **Modules 5-9 and all material addressed** | **DUE Tues. June 18th at 11:59pm**  **Complete EXAM 2 via CANVAS**  **Exam 2 will close after due date and will NOT REOPEN.** |

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* 1. **COURSE REQUIREMENTS/EVALUATION:**

**Students are required to**

a) Successfully complete all required activities, quizzes, and projects and will submit their projects via CANVAS no later than the date designated for each project,

b) Take and pass all required exams,

c) Watch all class lectures,

d) Read assigned materials within the delineated time.

**STRUCTURE/SCHEDULE OF CLASS SESSIONS:**

**This is a compressed mini-semester course. You will cover the same amount of material you would cover in a traditional semester course. Tuesday/Thursday Weekly Remote Recorded Material, Activities, etc. will be available in Asynchronous Sessions via Panopto/CANVAS.**

**There will be OPTIONAL ZOOM CLASS MEETINGS on Thursdays at 12:30pm. If no one attends, the ZOOM meeting will close at 12:40pm each Thursday. These class meetings are for you to ask any questions you have about the course or to discuss class assignments, exam preparation, etc.**

Weekly ZOOM Office Hours are available by appointment. Email your instructor, to make an appointment. The instructor will send you a ZOOM link. You can attend via video or audio.

* Students are required to visit the CANVAS course site regularly to access course material, lectures, activities, assignments, quizzes, and exams via CANVAS. All lectures will be recorded and available via CANVAS. Students will watch all lectures and will complete assigned readings, quizzes, activities, and coursework in a timely manner.

# Exams (400 points)

Another requirement of this course is the completion of **two** **50-minute online examinations**. All Exams will consist 25 items which will include a variety of item times such as multiple choice, true/false, applied activities, and matching questions. All students will access and complete their exams via CANVAS. These exams are timed and must be -completed during the allotted time period and due date. All exams must be completed individually and must represent your own work and responses. **Exam 1** will cover all information in Modules 1-3 (200 points), **Exam 2** will cover all information in Modules 5-9 (200 points).

# Check for Understanding Quizzes (90 points)

There will be 10 online quizzes each worth **9 points**. The quizzes will focus on the required readings, course materials, and class activities. These Check for Understanding Quizzes are designed for you to evaluate your understanding of course material and assignments. **You can take the Quiz as many times as you want to achieve the 100% score. Your highest grade will be recorded. You should complete these quizzes individually with your answers representing your own work.**

**3**. **Undergraduate Level Instructional Planning Project (300 points)**

You will complete an instructional planning project. You use a case study and identify a skill to assess and teach. First, you will create an assessment instrument (i.e., task analysis, self-monitoring tool) to use to measure pre-requisite skills and to monitor performance for skill acquisition. Second, you will create a long-term measurable Goal with all SMART components. Third, you will create three objectives that include SMART components that use your assessment instrument as a baseline and progress-monitoring tool. Fourth, you will design a systematic instructional plan where you will use a systematic instructional method(s) to teach the target skill and video modeling. The systematic instructional plan will include the following components: AT supports, accommodation supports to develop independence and autonomy, evidence-based steps in systematic instruction including fading supports and promoting generalization of the skill. Fifth, you will graph and interpret data from your case study.

## **Graduate Level Instructional Planning Project**

Graduate students will complete ALL COMPONENTS of Instructional Planning Project included in the undergraduate level description above. In addition, graduate students will identify two published peer-reviewed articles that pertain to an experimental study conducted with individuals with severe disabilities that investigated the systematic instructional method that is used in their Instructional Planning Project. Graduate students will complete article discussion questions, synopsis of articles, and deliver a brief presentation of their findings.

4. **Participation Points Watch Module Lectures (210 points)**

**You are required to WATCH ALL LECTURES IN THEIR ENTIRETLY within each MODULE. There are 7 MODULES with lectures in each MODULE. Each MODULE is worth 30 points. Participation points are earned by watching all of the lectures in each MODULE. CANVAS and Panopto record individual views and viewing length times for each lecture. Lectures must be watched by the due date indicated in the syllabus.**

**5**. **Exceptionality Project (200 points)**

You will complete two modules. Module 1 pertains to ASD and early intervention. Module 2 pertains to visual supports. You will need to complete all parts of each of the modules. This will include pre- and post-test assessments and discussion questions for each module.

**6. Field service 10-hour requirement (240 points)**

For your field service 10- hour requirement, you will complete 3 application activities and 4 MAST MODULES. You will complete all parts of each activity and module. This will include post assessments and discussion questions for respective modules and activities.

* 1. **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:

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| **ASSIGNMENTS** | **Points per activity** | **Total Points Possible** | **Approximate**  **% of final grade** |
| **Check for Understanding Quizzes (10)** | 10 | 90 | 6% |
| **10 Hour Field Service Requirement** | See below | 240 | 16% |
| * **Application Activity 1 Reflections on IEP videos** | 30 |  |  |
| * **Application Activity 2 History of ECSE & SP ED** | 30 |  |  |
| * **Application Activity 3 Behavior** | 10 |  |  |
| * **MAST Module Part 1—Task Analysis** | 35 |  |  |
| * **MAST Module Part 2—Prompting Systems** | 35 |  |  |
| * **MAST Module Part 3—Math Instruction** | 30 |  |  |
| * **MAST Module Part 4 – Adapting Books** | 30 |  |  |
| **Participation Points Watch All Lectures ( 7 MODULES)** | 30 | 210 | 15% |
| **Instructional Planning Project Graduate/Undergraduate** | 300 | 300 | 21% |
| **Exceptionality Project Parts 1 & 2** | 200 | 200 | 14% |
| **Exams (2)** |  | 400 | 28% |
| * **Exam 1** | 200 |  |  |
| * **Exam 2** | 200 |  |  |
| **Total Points** |  | **1,440** | **100%** |

# Final Course Grades will be Assigned for Undergraduate or Graduate as follows:

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| **Letter Grade** | **Percentage** | **Points** |
| **A** | **90 - 100** | **1,296 to 1,440** |
| **B** | **80- 89** | **1,152 to 1,295** |
| **C** | **70-79** | **1,008 to 1.151** |
| **D** | **65-69** | **936 to 1,007** |
| **F** | **64 and below** | **935 and below** |

* 1. **CLASS POLICY:**

***Extra Credit:* No extra credit opportunities will be provided. Final grades will be comprised of points earned on the activities, tests, and projects described in the syllabus.**

**Participation Points Watch Module Lectures (210 points)**

**You are required to WATCH ALL LECTURES IN THEIR ENTIRETLY within each MODULE. There are 7 MODULES with lectures in each MODULE. Each MODULE is worth 30 points. Participation points are earned by watching all of the lectures in each MODULE. CANVAS and Panopto record individual views and viewing length times for each lecture. Lectures must be watched by the due date indicated in the syllabus.**

***Assignments:*** 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. **Please do not email me assignments, they will not be graded. All Assignments must be submitted via CANVAS and be typed.**

All assignments must be turned in when due via CANVAS unless otherwise indicated. 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.

***Accommodations:*** Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes - or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 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 polices in the Auburn University’s Tiger Cub regarding classroom behavior and honesty.

**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, risk grave consequences.

***Student Academic Grievance Policy:*** The purpose of this university policy is to “resolve academic grievances of students, which results from actions of faculty or administration. This resolution should be achieved at the lowest level and in the most equitable way. The burden of proof rests with the complainants.” See *Tiger Cub* for steps toward redress.

***Confidentiality:*** Respect family rights to privacy, the identity of children and families will be confidential.