

SpEd 5790: Effective Instruction & Instructional Strategies, Part II

Class meeting time:

Wednesdays, 4:30 - 6:30 p.m. (Practicum class follows, 6:30 - 7:30 p.m.)

Credits: 2

Instructor:

Marlene Deer

Location:

Breeze

[Link to the breeze class](#)

Class Description:

During this class, the student will: (a) develop daily lesson plans that address individual educational goals for all children during typical classroom routines/activities and that include activities, materials, and intervention strategies that respect children's cultural and linguistic diversity; (b) write a routines-based instructional program targeting a preacademic IEP goal for a child; (c) develop a computer-generated spreadsheet and chart to visually present child-progress data over time; (d) identify the characteristics of intensive instruction and describe when and how this instructional strategy is used; (e) describe the steps for systematically teaching another adult to correctly implement an instructional program for a child (i.e., transfer of training); (f) describe least restrictive behavioral intervention strategies for addressing challenging behaviors; (g) complete a written functional behavioral analysis (FBA) for a child who exhibits a challenging behavior in the classroom; (h) develop a written behavioral intervention plan (BIP) for the same child which reflects least restrictive behavioral interventions; and (i) describe the types of emergent literacy skills that are appropriate for inclusion in a preschool special education curriculum and their relevance to children's future literacy success.

Instructor Information

Instructor:

Marlene Deer

Office:

Center for Persons with Disabilities, Room 174A

Phone:

(435) 797-7011 or toll-free 1-800-522-9731 (See **NOTE** below regarding the toll-free #)

Fax:

(435) 797-2044

E-mail:

mdeer@cpd2.usu.edu

Mailing Address:

Center for Persons with Disabilities
6801 Old Main Hill
Utah State University
Logan, UT 84322-6801

Communication:

In most cases, students may expect responses to their phone or email communications within two days of being received.

Other contact information

Denise Knight, Advisor

Phone: (435) 797-2017 or 1-800-522-9731

Fax: (435) 797-2044

E-mail: denise@cpd2.usu.edu

Bowen Masco, Technical Support Specialist

Phone: (435) 797-8284 or 1-800-522-9731 (See **NOTE** below regarding the toll-free #)

E-mail: bmasco@cpd2.usu.edu

NOTE: The toll-free number goes to Denise Knight. She will transfer your call. If Denise is not at her desk and you receive her voice mail, press "0" during the message. Ask the operator to connect you with 7-7011 for Marlene or 7-8284 for Bowen.

Online technology used for this class: Breeze

Prior to the first week of the semester, the EC-ATP Tech-Support Specialist will email the URL (website) address for this class. Type the address into your browser's address window and bookmark it. This will take you to the Breeze homepage where you login to the class each week.

Required Texts and Materials

Ladders to Literacy: A Preschool Activity Book by Angela Notari-Syverson, Rollanda E. O'Connor, & Patricia F. Vadasy. You may order this book from the publisher at www.brookespublishing.com, or at www.amazon.com (used copies available).

Assigned readings for this class will be available as links within the Calendar section of the syllabus.

Course Objectives with CEC Standards

Course Objectives	CEC Standards	
Challenging Behaviors	Common Core (CC) and Early Childhood (EC)	
Identify environmental and physiological factors related to challenging behaviors	EC9S1	CC5S5
Describe strategies for addressing	CC5K2	CC5K5
challenging behaviors	CC5K4	CC5K6
Develop a behavior management plan that reflects least restrictive behavioral interventions	CC5K3	
Instructional Planning		
Develop daily lesson plans that address individual educational goals for all children during typical classroom routines/activities	CC7K3	
	CC7S10	CC5K8
Incorporate activities, materials, and intervention strategies into daily lessons that reflect children's interests and respect their cultural and linguistic diversity	CC3K2	CC7K3
	CC3K5	CC9K1
Plan instructional programs that reflect Utah State Office of Education's Pre-Kindergarten Guidelines	CC7K3	
	EC7S2	
Emergent Literacy		
Identify emergent literacy skills and describe their relevance to children's future literacy success	EC4S2	
Professional and Ethical Practices		
Identify professional publications, resources, and organizations related to the field of	EC 9K1	
special education and specifically early childhood special education	CC9K4	

Develop a plan for lifelong professional development	EC9S6	EC9S8
	EC 9S7	CC9K3
	CC9K2	CC9S2
Describe CEC Code of Ethics	CC9S1	CC9S11

Calendar

by [bmasco](#) — last modified 2008-03-14 17:39

History

Action	Performed by	Date and Time	Comment
Publish	bmasco	2007-08-30 13:01	No comments.
Make private	bmasco	2007-08-30 12:54	No comments.

SpEd 5790: Effective Instruction & Instructional Strategies, Part II

This calendar section of the syllabus is organized by weeks and includes each week's topics, readings, and assignments, as well as the ATP Coach's observation schedule.

Copyright Information. The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials. Handouts and assigned readings have been approved for course reading and class discussion. If you use a photocopy or reproduction for purposes in excess of fair use (for any purpose other than private study, scholarship, or research) you may be liable for copyright infringement.

Week 1: (1/9/08)

Course orientation / Syllabus

Lesson plans revisited and Routines-based Instruction of preacademic IEP goals

[Week 1 Recording](#)

Tasks:

- Bring to class a copy of the syllabi for this class and the Practicum class.

- Order the Ladders to Literacy curriculum. (For ordering information, see the General Information section of syllabus, Required Texts and Materials.)
- For those of you who did not meet with the instructor on Breeze last semester to review your routines-based video of a social/communication goal, you will be contacted to schedule a Breeze appointment for next week.
- Continue to run the social/communication RBI program you developed last semester and record child-progress data, if the child has not yet mastered the goal.
- Continue to provide RBI for 8 (or more) children each week and record child-progress data.

Week 2: (1/16/08)

Management of challenging behaviors in the preschool special education classroom

Quiz on week 2 readings (closed book)

[Week 2 Recording](#)

Tasks:

- Bring your classroom LRBI manual to class (also bring the manual to class weeks 3-6).
- Read the instructions for completing the [Written RBI Program for a Preacademic IEP Goal](#).
- You will complete the [RBI Planning Form for a Preacademic IEP Goal](#) and email by **noon, Monday, 1/21**.
- You will videotape yourself implementing your RBI preacademic instructional program and submit the video and the child's data sheet by **Monday, 3/17**.
- **Read:** Crundwell, R.M.A. (2006). [Identifying and teaching children with selective mutism](#). Teaching Exceptional Children, 33(3), 48-54.
- **Read:** Chamber, C.R. (2006). [High-probability request strategies: Practical guidelines](#). Young Exceptional Children, 9, (2), 21-28.
- **Read:** DEC, Young Exceptional Children Monograph Series No. 1: Practical Ideas for Challenging Behaviors: (**Note:** You have this monograph.)
 - DEC Position Statement on Interventions for Challenging Behaviors, 3-4.
 - Challenging Behaviors in Your Classroom?, 5-15.
 - Keys to Being Successful When Confronted with Challenging Behaviors, 17-27.
 - DEC Concept Paper on the Identification of and Intervention with Challenging Behavior, 63-70.

Week 3: (1/23/08)

Management of challenging behaviors and Functional Behavioral Assessment (FBA)

Quiz on week 3 readings (closed book)

[Week 3 Recording](#)

Tasks:

- **Bring LRBI manual to class.**
- Read [FBA assignment](#). Steps 1 - 3 will be due **Friday, 2/1**.
- **Read:** Laus, M., Danko, C., Lawry, J., Strain, P., & Smith, B. J. (1999). [Following directions: Suggestions for facilitating success](#). *Young Exceptional Children*, 2(4), 2-8.
- **Read:** DEC, Young Exceptional Children Monograph Series No. 1: Practical Ideas for Challenging Behavior: (Note: you have this monograph.)
 - - First Step to Success, 41-48.
- **Read:** Shippen, M.E., Simpson, R.G., Crites, S.A. (2004). [A Practical Guide to Functional Behavioral Assessment](#). *Teaching Exceptional Children*, 35(5), 36-44.
- **Read:** Ryan, A.L., Halsey, H.N., & Matthews, W.J. (2004). [Using Functional Assessment to Promote Desirable Student Behavior in Schools](#). *Teaching Exceptional Children*, 35(5), 8-15.

Due:

- Email RBI Planning Form for a Preacademic IEP Goal by **Monday, noon, of this week**.
 - - When you receive instructor approval of your planning form, you may begin running your RBI program.

Coach:

- Please observe your teacher work with children during one or more classroom activities that would provide opportunities for routines-based instruction of children's IEP goals (i.e., most any activity with the possible exception of large-group circle time) and complete the [General RBI Observation Form \(A\)](#).
- Also, please go over the FBA/BIP assignment with the teacher and discuss the child whom the teacher proposes to target. Click on the FBA assignment link

above for information about this assignment. There is no observation form to fill out for the FBA/BIP discussion.

- As a heads-up, you will observe the teacher carrying out his/her Written RBI Program for a Preacademic IEP Goal week 5. Please ask the teacher to give you a copy of his/her written program, after it has been approved by the instructor. You will need to review the program, especially the Effective Teaching Cycle section, prior to conducting the observation. Thank you!

Week 4: (1/30/08)

Functional behavior assessment (cont'd)

[Week 4 Recording](#)

Tasks:

- Bring LRBI manual to class
- Begin carrying out your preacademic RBI program, if it has received instructor approval.

Due:

- FBA assignment, steps 1-3 emailed by **5:00 p.m., Friday**, of this week.

Week 5: (2/6/08)

Management of challenging behaviors and Behavioral Intervention Plan (BIP)

[Week 5 Recording](#)

Tasks:

- Bring LRBI manual to class.
- After receiving instructor approval of FBA steps 1-3, complete step 4 (there are 6 parts to step 4: A-F). Step 4 is due **Tuesday, 2/19**.
- **Prior to class, read the following sections of the LRBI Manual:**
 - Preliminary Strategies for Positive Behavioral Supports
 - Level I – Positive Intervention Procedures

Coach:

- Please observe your teacher carrying out his or her Written RBI Program for a Preacademic IEP Goal this week and submit the [RBI Observation Form for a Preacademic Goal](#).
- Also, please complete and submit the [Data Management Form \(A\)](#). Thank you!

Week 6: (2/13/08)

Wrap up of FBAs and BIPs

[Week 6 Recording](#)

Tasks:

- Bring LRBI Manual to class.
- Complete [FBA assignment](#), Step 4, A-F. Due **Tuesday, 2/19**.

Week 7: (2/20/08)

Midterm exam

The exam covers lectures and readings for weeks 2 - 6.

Due:

- FBA assignment, Step 4, A-F, emailed by **5:00 p.m., Tuesday** of this week. (ABC data, which is part of step 4, may be scanned and emailed or faxed.)
 - - After receiving instructor approval of Step 4, complete the remaining steps of the FBA assignment. The completed assignment is due **Friday, 2/29**.

Week 8: (2/27/08)

Review Midterm exam, and Data Management: Spreadsheets and charts

[Week 8 Recording](#)

Due:

- FBA assignment, which includes all of the steps, emailed by **5:00 p.m., Friday of this week.**
 -
 - After receiving instructor approval of your proposed behavioral intervention and data recording system (included in the FBA assignment you submitted), you may begin implementing the BIP each day and collecting data on the occurrences of the problem behavior **and** the replacement or alternative behavior.
 - Read the BIP assignment. This assignment is due **Monday, 4/14.**

Coach:

- Please schedule a time with your teacher to observe him/her implementing the behavioral intervention he/she developed on or before **Friday, 3/14.** Please ask the teacher to give you a copy of his/her completed FBA assignment, after it has been approved by the instructor. You will need to review this prior to conducting the observation.
- Also, please complete RBI Observation Form (B), same as you did week 3. Thank you!

Week 9: (3/5/08)

Intensive Instruction

[Week 9 Recording](#)

Tasks:

- Read instructions for completing the [Intensive Instruction assignment](#).
- You will videotape yourself implementing intensive instruction and submit the video and the child's data sheet **Friday, 3/28.**
- [Betsy Intensive](#)
- [Roz Intensive 1](#)
- [Roz Intensive 2](#)

Due:

- Email, to the instructor, the title for your preacademic RBI chart and the label for the Y axis by **5:00 p.m., Friday,** of this week.

Spring Break: (3/10 - 3/14)

If your district is in session this week, please run your BIP and collect child data. (This will fill in for the data that you won't be able to collect the week that your district is on break.)

Coach:

- If your district is in session this week, please complete the BIP observation and submit the [BIP Observation Form](#) by **Friday** of this week. (The observation form will be linked prior to this week.)
- Also, please complete the [Data Management Form \(B\)](#), same as you did week 5. Thank you!

Week 10: (3/19/08)

Transfer of Training: Teaching another adult to deliver effective instruction and record child-progress data

Tasks:

- Read the [BIP Report](#) assignment which is due 4/14.
- Read the instructions for completing the [Transfer of Training](#) assignment. This assignment, including the Trainee Data Form which you will fill out, is due **Friday, 4/25**.
- Begin carrying out your Intensive Instruction program once a week, or more frequently if needed, and collecting child-progress data.

Due:

- RBI video uploaded, emailed as an attachment, or postmarked by **Monday of this week**. Also, be sure to scan and email or fax the child's data sheet which includes data you collected up to and including the day you taped. Please note on the data sheet the day that you taped.
- Email to Carma your instructor-approved title and Y axis label for your preacademic RBI chart by **Tuesday** of this week. (You will turn in the RBI spreadsheet and chart to the instructor with up-to-date data, **Friday, 4/4**.)
- [Link to the Video Upload Site](#)

Week 11: (3/26/08)

Emergent literacy: Its importance for preschool children now and for future school success

Quiz on the McCarthren and Hanline articles only (closed book)

Tasks:

- Bring the Ladders to Literacy text to class.
- **Prior to class, read:** Forward and pp. 1-44 in the Ladders to Literacy text
- **Read:** [Emergent Literacy assignment](#). Complete step 1.
- **Read:** Mc Carthren, R.B., & Allen, J.H. (2002). [Using storybooks with preschool children: Enhancing language and emergent literacy](#). Young Exceptional Children, 5(4), 3-10.
- **Read:** Hanline, M.F. (2002). [Supporting emergent literacy in play-based activities](#). Young Exceptional Children, 4(4), 10-15.

Due:

- Intensive video uploaded, emailed, or postmarked by **Friday** of this week. Also, be sure to send the child's data sheet which includes data you collected up to and including the day you taped. Please note on the data sheet, the day that you taped.

Coach: Please schedule to observe your teacher conducting her/his **first** Transfer of Training session and submit the Transfer of Training Observation Form on or before Friday, 4/11. (The observation form will be linked prior to this week.) Please click on the Transfer of Training assignment link above in week 10 for information about this assignment prior to the observation. Thank you.

Week 12: (4/2/08)

Emergent Literacy (cont'd)

Quiz on this week's readings (closed book)

Tasks:

- Complete remaining steps of the Emergent Literacy assignment. Report is due **Friday, 4/11**.
- **Read:** Beck, J. (2002). [Emerging Literacy Through Assistive Technology](#), Teaching Exceptional Children, 35(2), 44-48.
- **Read:** Day, J.N., McDonnell, A.P., Heathfield, L.T. (2005). [Enhancing Emergent Literacy Skills in Inclusive Preschools for Young Children with Visual Impairments](#). Young Exceptional Children, 9(1), 20-28.

Due:

- RBI spreadsheet and chart emailed by **5:00 p.m., Friday**, of this week. The spreadsheet and chart should include the data you have collected up to and including this week.

Week 13: (4/9/08)

Progressive Time Delay (PTD): A teaching strategy for error-less learning

Due:

- Emergent Literacy report due by **5:00 p.m., Friday**, of this week.

Coach: If you haven't already done so, please observe the teacher's first transfer of training session and submit the Transfer of Training Observation Form by Friday of this week. Thank you.

Week 14: (4/16/08)

Professional and Ethical Practices

Due:

- BIP report and child data, due by **5:00 p.m., Monday**, of this week. The child's data sheet should include the data you have collected through week 13.

Week 15: (4/23/08)

No class this week

Due:

- Transfer of Training report and completed Trainee Data Form emailed by **5:00 p.m., Friday**, of this week.

Week 16: (4/30/08)

Final Exam

- Exam will cover lectures and readings since the midterm.

Assignments

by [bmasco](#) — last modified 2008-02-08 15:37

History

Action	Performed by	Date and Time	Comment
Publish	bmasco	2007-08-30 13:01	No comments.
Make private	bmasco	2007-08-30 12:54	No comments.

Grading Criteria

All assignments are due on the date and time indicated unless other arrangements have been made with the instructor at least one day prior to the due date. Otherwise, a **3% per day** reduction in grade will be assessed for late products and assignments.

Assignments	Points
RBI written plan for a preacademic IEP goal	75
Excel spreadsheet/chart displaying up-to-date child progress data for the RBI preacademic instructional program	10
FBA assignment	170
BIP assignment (report and Excel spreadsheet/chart displaying up-to-date child progress data)	75
Emergent Literacy lessons	50
Transfer of training program	50
TOTAL	680

Grading Scale

To compute your grade at any time, divide the total number of points you have received for submitted assignments by the total number of possible points for those assignments and multiply by 100. Use the scale below.

A	95-100%	C+	77-79%
A-	90-94%	C	73-76%
B+	87-89%	C-	70-72%
B	83-86%	D+	65-69%
B-	80-82%	D	60-64%
		F	Below 60%

Policies

by [bmasco](#) — last modified 2007-09-14 14:57

History

Action	Performed by	Date and Time	Comment
Publish	bmasco	2007-08-30 13:00	No comments.
Make private	bmasco	2007-08-30 12:59	No comments.
Publish	bmasco	2007-08-30 12:56	No comments.
Make private	bmasco	2007-08-30 12:54	No comments.

Utah State University and Departmental Policies.

- Late Policy
- USU Incomplete Policy
- Students with Disabilities
- Department Policies
- Certification/Undergraduate Course Requirements (Effective Fall 1994)
- Background Check
- Notice of Academic Dishonesty
- Changes in Graduation Requirements

Late Policy

Students will be assessed a 10% deduction of points for each day of late work. Late points may be waived in part at the discretion of the instructor as long as the student notifies the instructor at least 8 hours in advance.

USU Incomplete Policy

Incomplete (I) Grade. Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the work in a course due to extenuating circumstances, but **not** due to poor performance or to retain financial aid. The term 'extenuating circumstance' will include:

1. incapacitating illness which prevents a student from attending classes for a minimum period of two weeks,
2. a death in the immediate family,
3. financial responsibilities requiring a student to alter course schedule to secure employment,
4. change in work schedule as required by employer, or

5. if there are other emergencies that students think necessitate an incomplete grade, then students will need approval from both the instructor and the department head.

Documentation of the circumstances cited to justify an incomplete grade is required. If an incomplete is approved, two grades will be given, an "I" and a letter grade for the course computed as if the missing work were zero. The student is required to complete the work by the time agreed upon, or not longer than 12 months. If no change of grade is submitted by the instructor within the prescribed period, the "I" will be removed and the letter grade originally submitted with the "I" will remain as the permanent grade for the course. Arrangements to complete the missing coursework are to be made directly with the instructor awarding the "I" grade, and in accordance with departmental policy. In the absence of the original instructor, special circumstances must be handled by the department head. Documentation of required work to be completed in order to remove the "I" grade must be filed with the department office. The "I" grade should generally not require a complete repeat of the course. A student should not reregister for the course. Research and thesis courses taken for graduate work are exempted from this policy. All "I" grades must be changed to letter grades prior to graduation, regardless of whether or not the course is required for the degree.

Students with Disabilities

If a student has a disability that may require some accommodations, the student must document the disability through the Disability Resource Center, preferably during the first week of the course. Any requests for special consideration relating to attendance, pedagogy, taking of examinations, etc. must be discussed with and approved by the Disability Resource Center. In cooperation with the Disability Resource Center, course materials can be provided in alternative formats -- large print, audio, diskette or Braille. If you have additional questions or concerns, please contact the head of the Department of Special Education and Rehabilitation.

Department Policies

Grading Guidelines

1. Criteria for the awards of each letter grade should be specified in the course syllabi for all courses
2. Grades given in all courses should truly reflect differences in student performance, not just meeting minimum criteria.

Grade Point Requirements

1. **Certification/Undergraduate Students** - Students must maintain a grade point average of 2.75 or better after being admitted to the Teacher Education Program and while taking courses in the major.
2. **Graduate Students** - All graduate students must maintain a 3.0 grade point average to remain an active student in the graduate program.

Student Behavior & Academic Honesty

Student behavior in accordance with USU's Student Code of Conduct/Rights is expected during all interactions with faculty and peers. It is expected that students' work will conform to the highest standards of academic honesty. Incidences of academic honesty (e.g., cheating on tests, plagiarism, lying to supervisors and cooperating teachers) will be referred to program committees for disciplinary action.

Certification/Undergraduate Course Requirements (Effective Fall 1994)

Students are required to earn a "C" or higher in all certification courses. Students who receive a grade below "C" must retake the course. Each student will be allowed to repeat a maximum of one course (course is defined as didactic courses, practica and student teaching). In addition, students who withdraw from 2 practica (or one practica 2 times) may not be permitted to continue their program. Student teaching may not be repeated without appeal and approval by the appropriate special education program committee.

Students who do not apply for certification within 12 months of graduating may be subject to additional coursework prior to recommending certification.

Background Check

As a result of a legislative mandate, all students planning on obtaining a teaching license in Utah must complete a background check prior to their initial practicum. Background check information must be submitted by March 15 prior to the fall semester when students plan to begin their special education coursework. Forms are available in the Teacher Education, Graduation & Licensing Office, EDUC Bldg, Rm 103.

Notice of Academic Dishonesty

The university expects that students and faculty alike maintain the highest standards of academic honesty. For the benefit of students who may not be aware of specific standards of the university concerning academic dishonesty, the following information is quoted from the Code of Policies and Procedures for Students at Utah State University, Article V, Section 3 (USU Schedule of Classes, p. 133).

Violations of University Standards

1. Acts of academic dishonesty.

A. Cheating includes intentionally:

1. Using or attempting to use or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity;
2. Depending upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
3. Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
4. Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission; and
5. Engaging in any form of research fraud.

B. Falsification includes the intentional and unauthorized altering or inventing of any information or citation in an academic exercise or activity.

C. Plagiarism includes knowingly representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Violations of the above policy will subject the offender to the university's discipline procedures as outlined in Article VI, Section 1 of the Handbook. Those procedures may lead to:

- (a) a reprimand;
 - (b) a grade adjustment;
 - (c) being placed on warning or probation;
 - (d) suspension from the university; or
 - (e) expulsion from the University.
-

Changes in Graduation Requirements

Students are expected to familiarize themselves with the rules and regulations of both the University and their specific major. Detailed information concerning graduation requirements is available in the USU General Catalog as part of the departmental descriptions. Responsibility for satisfying all graduation requirements rests upon the student. Utah State University reserves the right to change graduation requirements at any time. Students who can complete a baccalaureate degree within seven years of enrollment at USU can qualify for graduation by meeting:

1. The General Education/University Studies requirements in effect when they initially enrolled and
2. The major requirements in effect when they officially declared their major, even though there may have been changes in General Education/University Studies and major requirements since that time. Students who have not completed the baccalaureate requirements within seven years of their initial enrollment at USU must have their General Education/University Studies and major requirements evaluated and approved by their department head and dean. Exceptions to this seven-year policy may be necessary for mandated changes in degree requirements.