

**SPED 5600 – Practicum**  
**Introduction to Instruction of Students with Severe Disabilities**  
**Fall Year 1**

**Course Description**

This practicum provides on-the-job experience in working with students with severe disabilities. The purpose of this practicum is to provide the ATP teacher with exposure to the requirements of running a classroom for students with severe disabilities in an elementary, middle, or high school setting and with experience in all aspects of classroom planning and management. Students will become familiar with the IEP process and interpreting IEP goals for lesson planning and instruction. Focus will be on assessment for purpose of placement, assessment for purpose of instructional planning including curriculum based assessment, writing IEPs and conducting IEP meetings, writing instructional plans based on IEP goals, setting up a classroom and scheduling instructional activities, and data collection systems to monitor student progress.

<b>CEC Standard</b>	<b>Course Objectives</b>	<b>Evaluation</b>
IC4K1 IC4K2	Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning	Observation Evaluation
CC5S16	Use universal precautions	Observation Evaluation
IC5S1	Provide instruction in community-based settings	Observation Evaluation
IC5S2	Use assistive technologies	Observation Evaluation
CC4S4	1. Use strategies to facilitate maintenance and generalization of skills across learning environments	Observation Evaluation
CC4S3	2. Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.	Observation Evaluation

CC4S1	3. Use strategies to facilitate integration into various settings.	Observation Evaluation
CC5S6	4. Use performance data and information from all stakeholders to make or suggest modifications in learning environments.	Observation Evaluation
CC5S1	6. Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.	Observation Evaluation
CC5S9	7. Create an environment that encourages self-advocacy and increased independence.	Observation Evaluation
CC5S10	8. Use effective and varied behavior management strategies.	Observation Evaluation
CC5S11	9. Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.	Observation Evaluation
Standard 1 Knowledge	Definitions and issues related to the identification of individuals with disabilities	
	Continuum of placement and services available for individuals with disabilities Principles of normalization and concept of least restrictive environment	
Standard 8 Knowledge	Specialized terminology used in the assessment of individuals with disabilities	
	Laws and policies regarding referral and placement procedures for individuals with disabilities	
Skills	Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals	

	with disabilities	
	Use exceptionality-specific assessment instruments with individuals with disabilities	
	Select adapt and modify assessments to accommodate the unique abilities and needs of individuals with disabilities	
CC1K5	Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds	
CC1K6	Issues, assurances, and due process rights related to assessment, eligibility, and placement within a continuum of services	

**Expectations:**

Students are expected to act in a professional manner in fulfilling the responsibilities in the classroom and adhering to school policies. Students should represent their profession and their school district in a positive manner. Students should develop a positive working relationship with their coach and University supervisor, accept feedback, and make changes to their teaching in a timely manner.

**Assignments:**

- 1) Students will be signed off on “IEP Participation” forms (see IEP Participation Guidelines)
- 2) Students will create a job description for the paraeducators that they supervise. This job description will become part of the Paraeducator Handbook.

**Grading:**

This course is graded on a pass/fail basis. ATP teachers must earn a “3” in 50% of all items on the Classroom Observation Form by the 3<sup>rd</sup> observation or pass the

semester's final Action Plan with "3"s on all items listed for improvement must complete all assignments with a "C" or better or a "P"/Pass score.

Observations of the SATP teacher will be conducted a minimum of three times per semester by the assigned coach and/or University supervisor. Feedback will be provided by the coach and/or University supervisor as to his or her skill in behavior management, use of effective teaching strategies, lesson design, delivery, and progress monitoring, appropriate interpersonal skills, and overall classroom management. The SATP teacher will practice effective instruction and lesson delivery skills in the TeachMe lab a minimum of 2 times over the semester.

### **USU AND DEPARTMENT OF SPECIAL EDUCATION AND REHABILITATION POLICIES**

#### **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 coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term "extenuating" circumstances includes: (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**

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444 voice, (435)797-0740 TTY, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice. If you have additional questions or concerns, please contact the head of the Department of Special Education and Rehabilitation.

1. Criteria for the awarding 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 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 dishonesty (e.g. cheating on tests, plagiarism, lying to supervisors and instructional coaches or cooperating teachers) will be referred to program committees for disciplinary action.

## **CERTIFICATION/UNDERGRATE COURSE REQUIREMENTS (Effective Fall 1994)**

1. 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). Students who receive two grades below "C" or withdraw from two practica (or one practica two times) will not be permitted to continue coursework in special education. Student teaching may not be repeated without appeal and approval by the appropriate special education program committee.

2. Students who do not apply for licensure 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 for Alternative Teacher Preparation students is typically conducted according to the employing school district policy.