

SPED 3030: Introduction to Assessing Individuals with Disabilities
Course Syllabus
Adaptive Curriculum Program of Study
Special Education program
Fall 2008

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REQUIRED TEXTBOOK

Snell, M.E. & Brown, F. Instruction of students with severe disabilities (6th. Ed). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

COURSE DESCRIPTION

SPED 3030 is a course that provides you with an introductory overview of the assessment and curriculum development for students with moderate to severe cognitive disabilities. This course will provide you with the foundation of basic measurement concepts for these individuals as well as hands-on experience with a variety of assessment strategies that are designed to measure both present level of performance and ongoing student progress across all curricular areas. These assessment strategies and the associated curriculum development activities will also emphasize your ability as teachers to determine whether your instruction is effective in helping students learn and generalize targeted skills/knowledge. Finally, this course will provide you with information that links it to the College of Education's Conceptual Framework. That is, this course aspires to prepare exemplary, reflective practitioners to serve a global community.

COURSE COMPETENCIES

This course is based on the CEC Standards and Competencies for Independence/Adaptive Curriculum (What Every Special Educator Should Know, 5th Edition, 2003). Through lectures, readings, projects and examinations you will be exposed to and evaluated related to the following competencies.

Standard #7: Instructional Planning

CC7K2 Scope and sequences of general and special curricula.

CC7K3 National, state or provincial, and local curricula standards.

CC7S1 Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.

CC7S2 Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members.

CC7S3 Involve the individual and family in setting instructional goals and monitoring progress.

CC7S4 Use functional assessments to develop intervention plans.

CC7S5 Use task analysis.

CC7S6 Sequence, implement, and evaluate individualized learning objectives.

CC7S7 Integrate affective, social, and life skills with academic curricula.

CC7S8 Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.

CC7S9 Incorporate and implement instructional and assistive technology into the educational program.

CC7S10 Prepare lesson plans.

CC7S11 Prepare and organize materials to implement daily lesson plans.

CC7S13 Make responsive adjustments to instruction based on continual observations.

IC7S2 Plan and implement age- and ability-appropriate instruction for individuals with disabilities.

IC7S3 Select and plan for integration of related services into the instructional program.

Standard #8: Assessment

CC8K1 Basic terminology used in assessment.

CC8K2 Legal provisions and ethical principles regarding assessment of individuals.

CC8K3 Screening, prereferral, referral, and classification procedures.

CC8K4 Use and limitations of assessment instruments.

CC8K5 National, state or provincial, and local accommodations and modifications.

IC8K1 Specialized terminology used in the assessment of individuals with disabilities.

IC8K2 Laws and policies regarding referral and placement procedures for individuals

with disabilities.

IC8K3 Types and importance of information concerning individuals with disabilities available from families and public agencies.

CC8S1 Gather relevant background information.

CC8S2 Administer nonbiased formal and informal assessments.

CC8S3 Use technology to conduct assessments.

CC8S4 Develop or modify individualized assessment strategies.

CC8S5 Interpret information from formal and informal assessments.

CC8S6 Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.

CC8S7 Report assessment results to all stakeholders using effective communication skills.

CC8S8 Evaluate instruction and monitor progress of individuals with exceptional learning needs.

CC8S9 Develop or modify individualized assessment strategies.

CC8S10 Create and maintain records.

IC8S1 Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with disabilities.

IC8S2 Use exceptionality-specific assessment instruments with individuals with disabilities.

IC8S3 Select, adapt, and modify assessments to accommodate the unique abilities and needs of individuals with disabilities.

IC8S4 Adapt and modify assessments to accommodate the unique abilities and needs of individuals with disabilities.

IC8S5 Develop and use a technology plan based on adaptive technology assessment.

IC8S6 Assess reliable method(s) of response of individuals who lack typical communication and performance abilities.

IC8S7 Monitor intra-group behavior changes across subjects and activities.

Standard #9: Professional and Ethical Practice

CC9K1 Personal cultural biases and differences that affect one's teaching.

CC9K3 Continuum of lifelong professional development.

CC9K4 Methods to remain current regarding research-validated practice.

CC9S5 Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.

CC9S6 Demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individuals.

CC9S9 Conduct self-evaluation of instruction.

Standard #10: Collaboration

CC10S1 Maintain confidential communication about individuals with exceptional learning needs.

CC10S2 Collaborate with families and others in assessment of individuals with exceptional learning needs.

CC10S9 Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs.

CC10S10 Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds.

IC10S1 Participate in the selection and implementation of augmentative or alternative communication systems.

READING ASSIGNMENTS

The table on the following page will provide you with a list of reading assignments from the textbook. Additional readings will be assigned in class and posted on the course WEB CT page.

Class	Topics	Readings
8/19/08	Course introduction	
8/26/08	Accessing general education: Why? Family Issues	Text: Pgs 7-27; Ch 2
9/2/08	Introduction to assessment	Ch 3 & 5
9/9/08	Continue with assessment	Ch 3 & 5
9/16/08	Implementing instructional programs	Ch 4 & 6
9/23/08 Test 1	Classroom management	Ch 4 & 6
9/30/08	General education curriculum GAA	Ch 10 & 13
10/7/08	General education curriculum GAA	Ch 10 & 13
10/14/08	Self care skills	Ch 9 & 14
10/21/08 Test 2	Home and community skills	Ch 9 & 14
10/28/08	Nonsymbolic communication	Ch 11 & 12
11/4/08	Functional communication	Ch 11 & 12
11/11/08 Test 3	Transition planning	Ch 15
11/18/08	Health care issues	Ch 7& 8
11/25/08 Thanksgiving Break		
12/2/08 IEP/LP project due	Teacher/ paraprofessional assessment	TBA
12/11/08 (tentative date) Final Comprehensive Exam		

COURSE FORMAT

The course format includes lecture, testing, prepared products, and classroom activity/participation. This course stresses the need to use **cooperative learning teams** when teaching students who have disabilities and some of the assignments this semester reflect this approach. Class lectures will supplement information from the assigned readings. **You will be responsible for completing the readings prior** to the lecture and are responsible for any questions about the readings presented by the instructor.

TESTS, COURSE PROJECTS and GRADING PROCEDURES

1. Class Participation (25 points). The instructor will award class participation points based on his professional judgment over the following student behaviors:

- Attending class regularly and on time
- Coming to class prepared by completing the assigned readings
- Synthesize information read and apply that information to problems and situations presented in class
- Orally answer questions that have been presented in class and contribute to discussions
- Demonstrate a strong work ethic common among outstanding teachers
- Work as hard on practice assignments as on graded assignments
- Demonstrate professional behaviors and attitudes relating to classmates, the instructor and the work required as part of this course

2. Tests (150 points). Three tests will be scheduled throughout the semester each worth 50 points. These quizzes will consist of multiple choice, true/false and short essay questions. **There will be no opportunity to make up a missed quiz due to absence or tardiness.**

Test 1: September 23, 2008

Test 2: October 21, 2008

Test 3: November 11, 2008

Note: These test dates are subject depending upon room scheduling and other unforeseen events.

3. Final Examination (75 points). The final examination will be cumulative and consist of questions that cover all readings and class discussions. This examination will be scheduled for the regular examination period (i.e., examination week) as set by the University of Georgia (the schedule for the final exam may not match the exact University scheduled time based on class periods due to room scheduling issues). There will be no early administrations of the final examination, so please do not schedule trips such as family vacations during examination week.

4. IEP and Lesson Plan Development Project (50 points). This activity will allow you to gain entry-level skills in the development of an IEP for students with moderate to severe disabilities as well as translating the IEP into an effective lesson plan. A complete description of the assignment will be handed out in class.

Project Due: December 2, 2008

NOTE: All dates for tests, the final examination and class projects are subject to change depending on a variety of factors that may effect the schedule of class presentations and topics.

Grading

<u>Class Participation:</u>	25 points
<u>Tests (3):</u>	150 points
<u>Final Exam:</u>	75 points
<u>IEP/LP Project:</u>	50 points

Total Points: 300 points

300 - 270 = A

269 - 231 = B

230 - 201 = C

200 - 171 = D

170 and Below = F

THE ABOVE GRADING SYSTEM IS SUBJECT TO CHANGE. I WILL NOTIFY YOU OF ALL CHANGES IF AND WHEN THEY OCCUR.

ACADEMIC HONESTY

The University of Georgia seeks to promote and ensure academic honesty and personal integrity among students and other members of the University Community. A policy on academic honesty has been developed to serve these goals. All members of the academic community are responsible for knowing the policy and procedures on academic honesty. Please see the following web site for complete details.
(<http://www.uga.edu/vpaa/polproc/ahpol/main.html>)

DISABILITY ISSUES

The Department of Communication Sciences and Special Education supports equal access and support for all individuals with disabilities. We also support the policies and procedures of the University of Georgia relating to students who have disabilities. Disability Services, a part of the Office of the Vice President of Student Affairs, provides

academic and support services to qualified students with disabilities to ensure equal access to all programs and activities at the University of Georgia. The mission of Disability Resource Center (<http://www.dissvcs.uga.edu/>) is to create an accessible academic, social and physical environment for students with disabilities at UGA. **If you have a disability and require course modifications please provide me with the letter from Disability Services by the beginning of the 2nd class period.**

ADDITIONAL COURSE REQUIREMENTS

As preservice teachers, professionalism and work ethic are an important part of your training in all of your courses. Two indicators of professionalism and work ethic are your attendance and punctuality. Therefore, you are expected to attend lectures and labs, to be on time for the beginning of class, and to be on time when class resumes after the break. Attendance will be taken and habitual offenders will be dropped from the course. It has been my experience that there is a positive correlation between poor attendance and lower grades. There will be a tardiness policy in effect this semester both for the beginning of class and for beginning the class after the break. Those who come late to class disrupt the flow of the lecture and the concentration of the other students. Since various clocks and watches (e.g., in the classroom, mine and yours) cannot be accurately synchronized, on time will be defined as the moment when I enter the class and begin the lecture for that day or the lecture after the break. **Unexcused absences and tardiness will result in a penalty (i.e., loss of points) when I assign class participation grades for the semester.**

CELLULAR PHONE POLICY

Students who allow cell phones to ring during class lectures and activities demonstrate rude and highly unprofessional behavior. **Therefore, should this occur I will assess a penalty (i.e., loss of points) when I assign class participation grades for the semester.** I recognize, however, that there are situations when it is very important that someone reach you (e.g., sick a family member). Should such an event be pending, please notify me at the beginning of class that you need to leave your phone turned on and that it may ring.