

**SEAC 5530
Systematic Instruction for Students
with Low Incidence Disabilities
3 SEMESTER HOURS**

Guiding Principles (DEPOSITS)

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

InTASC Model Core Teacher Standards*

(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

*Council of Chief State School Offices, (2013, April). *InTASC model core teacher standards and learning progressions for teachers 1.0*. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

COURSE DESCRIPTION

Strategies and methods to facilitate the acquisition, generalization, and maintenance of skills for children and youth with low incidence disabilities in both school and community-based settings.

REQUIRED TEXTBOOKS (subject to change)

No text – assigned readings will be posted. Students are required have access to a digital video recording device to record the implementation of teaching strategies, which will be uploaded for the instructor.

COURSE OBJECTIVES (CO):

Candidates will:

- CO 1: identify skills and describe strategies focusing on the acquisition of age-appropriate, functional skills that access the content areas for diverse learners, including students from diverse cultural backgrounds (InTASC 1, 8) (DL_{2.1, 2.2, 2.3}) (CPL_{2.1, 2.2, 2.3}) (FL_{1.1, 1.2, 1.3})
- CO 2: plan for and teach the identified skills across settings (FL_{2.1, 2.2, 3.1, 3.2, 3.3}) (CPL_{3.1, 3.3}) (DL_{2.3})
- CO 2: design and implement individualized programming across specialized curricular areas such as communicative, academic, social, domestic living/self-help, recreation/leisure, vocational, and general community living skills (InTASC 5, 7) (DL_{2.3}) (CPL_{2.3}, (CPL_{3.1, 3.2, 3.3})) (FL_{2.1, 2.2, 3.1, 3.2, 3.3})
- CO 3: identify alternative performance strategies (e.g., partial participation) (InTASC 8)
- CO 4: demonstrate ability to design and implement systematic, data-based instruction (InTASC 8) (FL_{1.3, 3.1}, AL_{3.1})
- CO 5: demonstrate ability to design and implement errorless instructional strategies (InTASC 8) (FL_{1.3})
- CO 6: evaluate the effectiveness of instruction and make appropriate revisions in instructional strategies (InTASC 6) (AL_{3.3}) (EDL_{3.1})
- CO 7: use technology to collect, analyze, summarize, and/or report student performance data to aid in instructional decision-making (InTASC 6, 9) (TL_{3.1})
- CO 8: demonstrate ability to program for skill generalization and maintenance (InTASC 7)
- CO 9: demonstrate ability to plan and implement grouping strategies for instructional delivery (InTASC 7) (FL_{2.1})

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS (example assignments)

1. Activities: Students are expected to participate in online class discussions, pose and respond to questions, and complete all assignments in a timely manner (CO 1-7)

2. Assignments:

Preparation: Students are expected to (a) read the assigned chapters/readings and be prepared to participate in online discussions and/or ask questions about the information presented or issues related to the assigned topic, and (b) complete assigned class activities. Although this course is being delivered on line, students will keep in mind that this course is traditionally taught in a 3-hour class period once per week, with expectations that extra time outside of class will be needed to complete readings and other assignments.

Attendance: Our class week will run from Tuesday through midnight on the following Monday. Students are expected to log in at least twice per week to respond to/read responses to discussion questions, respond to classmates' postings, and retrieve assignments.

Discussion questions: Post responses to assigned discussion questions. Responses will be evaluated based upon the quality of the postings. Guidelines will be provided that detail the point structure. Late postings of discussion question responses will result in a 50% point reduction of the total points earned for the response. Responses that are posted more than one week late will earn 0 points (CO 1-3).

Sample task analyses: Students will complete a sample task analysis for a chained and a discrimination task (assigned by instructor).

Graphs: Students will submit two sample graphs, labeled to specifications, for two sets of data (to be distributed in class).

Reinforcer preference assessment: Students will complete a reinforcer preference assessment with a student. Detailed instructions will be provided for completing this assessment.

Functional skills programs: Students will design, implement, and demonstrate via video, two instructional skills programs; one program will focus on a chained task and the other program will focus on a discrimination task. Main components of the programs will include: (a) content area, (b) behavioral objective, (c) task analysis, (d) instructional strategy, (e) plan for generalization and maintenance, (f) data collection, and (g) graph. This assignment will be submitted to your LiveText portfolio.

The functional skills lesson plan and graph for the discrimination task is Key Course Assessment FL_{3a} and should not be modified or removed from this course without the approval of the program faculty.

Competencies: Students will demonstrate, via video, competence (according to established protocols) in implementing instructional strategies while teaching skills aligned with the appropriate P-12 standards outlined in their functional skills programs.

The video demonstration of the least-to-most or the most-to-least teaching procedure is Key Course Assessment CPL_{2a} and should not be modified or removed from this course without the approval of the program faculty

The instructor reserves the right to adjust assignments as needed, based on class performance and progression through the course content.

COURSE EVALUATION

Task	Individual Value	Point Value
Discussion questions	5 @ 20 pts. each	100
Graphs	2 @ 15 pts. each	30
Reinforcer preference assessment	1 @ 20 pts. each	20
Functional skills program	2 @ 100 pts. each	200
Competencies	2 @ 100 pts. each	200
Total		550

Please note: failure to complete and submit the functional skills programs and/or either of the required videos of teaching competencies will result in class failure.

Grading Scale:

93 – 100% = A

83 – 92% = B

73 – 82% = C

63 – 72% = D

62% and below = F

ATTENDANCE POLICY

Students are expected to participate in class each week as indicated throughout the semester. Organization and time management are critical components for success in online classes. Students must be disciplined and also need to be diligent about keeping up with scheduled assignments and due dates. Assignments that are not turned in by the due date will be subject to reductions in points for lateness. Please note that while this course is being taught in an online format, it is not a correspondence course in which you can access the course content and complete/submit assignments at any time between now and the end of the semester. In order to be successful in this class, you must log into the course each week and submit assignments on time.

PROFESSIONALISM

Students are expected to correspond and interact with fellow classmates and course instructors in a professional manner at all times. As participants in VSU's MAT program in Special Education, Adapted Curriculum, students are further expected to demonstrate professionalism outside of the university setting, e.g., in their classroom, schools, and communities.

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the

components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP)

and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at

<http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.