**Term Information**

- **Effective Term**: Autumn 2016

**General Information**

- **Course Bulletin Listing/Subject Area**: Educ Sts: Special Education
- **Fiscal Unit/Academic Org**: School/Educ Policy&Leadership - D1280
- **College/Academic Group**: Education & Human Ecology
- **Level/Career**: Graduate, Undergraduate
- **Course Number/Catalog**: 5736.03
- **Course Title**: Methods of Instruction I for Students with Moderate/Intensive Disabilities: Moderate/Intensive
- **Transcript Abbreviation**: Mod/Int Methods 1
- **Course Description**: Introduction to designing and developing instructional programs for children with moderate to intensive disabilities, provides skills to identify instructional goals and objectives for children using meaningful assessment techniques.
- **Semester Credit Hours/Units**: Fixed: 3

**Offering Information**

- **Length Of Course**: 14 Week
- **Flexibly Scheduled Course**: Never
- **Does any section of this course have a distance education component?**: No
- **Grading Basis**: Letter Grade
- **Repeatable**: No
- **Course Components**: Lecture
- **Grade Roster Component**: Lecture
- **Credit Available by Exam**: No
- **Admission Condition Course**: No
- **Off Campus**: Never
- **Campus of Offering**: Columbus

**Prerequisites and Exclusions**

- **Prerequisites/Corequisites**: Prereq: 5742 or 5742.02 or EduPAES 5742, and admission to Special Education program; or permission of instructor.
- **Exclusions**: Not open to students with credit for EduPAES 736.

**Cross-Listings**

- **Cross-Listings**

**Subject/CIP Code**

- **Subject/CIP Code**: 13.0402
- **Subsidy Level**: Doctoral Course
- **Intended Rank**: Junior, Senior, Masters, Doctoral, Professional
Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

• This course provides students with an introduction to designing and developing instructional programs for children with moderate to intensive disabilities.

Content Topic List

• Identifying instructional goals and objections.
  Assessment techniques & interpretation.
  Designing instructional programs
  Educational challenges facing children with moderate to intensive disabilities
  Preference & functional assessment

• Developing an Individualized Educational Plan for children with mild or moderate disabilities.

Attachments

• ES SPED 5736 Syllabus.docx
  (Syllabus. Owner: Ferillo,Meg A)

Comments

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
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<tr>
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<td>12/23/2015 10:40 AM</td>
<td>Submitted for Approval</td>
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<tr>
<td>Approved</td>
<td>Wheaton,Joe Edward</td>
<td>02/16/2016 02:53 PM</td>
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<td>Pending Approval</td>
<td>Odum,Sarah A. Zircher,Andrew Paul Warnick,Bryan R. Achterberg,Cheryl L.</td>
<td>02/16/2016 02:53 PM</td>
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The Ohio State University College of Education & Human Ecology
Department of Educational Studies

ESSPED 5736
Methods of Instruction I for Children with Moderate/Intense Disabilities: Planning for and Developing Instructional Programs

ESSPED 5736.03
Methods of Instruction I for Children with Moderate/Intensive Disabilities: Planning for and Developing Instructional Programs: Moderate/Intensive

Ramseyer 115 - 3 Hours
Course meets Wednesdays, 4:10–6:50

Instructor:
Helen I. Malone, Ph.D.
A348 PAES Building Phone: 614.247.8710
E-mail: malone.175@osu.edu (this is the best way to contact instructor)
Office Hours: by appointment

Description/ Rationale: This course provides students with an introduction to designing and developing instructional programs for children with moderate to intensive disabilities. In order to provide effective instruction, teachers first need to identify the specific strengths and weaknesses of each child. This can be accomplished through meaningful assessment. From such assessments, teachers can target specific skills for instruction and write Individualized Educational Programs (IEPs) for children with disabilities. This course will provide students with the skills to identify instructional goals and objectives for children using meaningful assessment techniques (e.g., ecological inventories, functional behavior assessments). It will also provide students with basic information on effective instructional strategies for children with moderate/intensive needs to prepare them to implement instructional programs in ESSPED 5737: Methods of Instruction II for Children with Moderate/Intensive Disabilities: Implementing and Evaluating Instructional Programs, the follow-up to this course.

Conceptual Framework: The content and practices taught in this course address the following goals of the Conceptual Framework of the Educator Preparation Unit:

1. Acquiring the knowledge, skills, and dispositions to interact effectively with all students in diverse learning environments
2. Supporting practices with foundational and current research and theory
3. Providing learning environments that support the development of all students
4. Developing and executing objectives, based on continuous assessment, that support student learning
5. Practicing integrity and ethical behavior
6. Engaging in professional development

Relationship to Other Courses/Curricula: This course does not duplicate information of other courses in the College or across campus.

Prerequisites: Admission to the Special Education Teacher Preparation Program and ESSPED 5742: Applied Behavior Analysis for Teachers. Graduate students in any special education
track who have completed ESSPED 5742 may also enroll in this course.
Knowledge, Skills, and Dispositions: Experiences have been planned to help students attain the following objectives:

1. Students will identify the potential instructional domains for children with moderate/intensive disabilities, as well as the potential environments in which the skills in these domains are typically needed.
2. Students will conduct direct preference assessments to identify potential reinforcers to use in their teaching.
3. Students will analyze the skills necessary to appropriately participate in a variety of natural environments (e.g., classrooms, homes, community settings, etc.) by conducting ecological analyses.
4. Students will task analyze the skills necessary to participate in various natural environments.
5. Students will analyze the skills of specific children in relation to the skills necessary to appropriately participate in a variety of natural environments by conducting discrepancy analyses.
6. Students will be able to consider the results of an ecological inventory and discrepancy analysis for a child with moderate/intensive disabilities as they relate to Value-Added.
7. Given the results of an ecological inventory and discrepancy analysis for a child with moderate/intensive disabilities, students will plan adaptations, accommodations, and instructional programs (including writing IEP goals and objectives) for that child based on their strengths and weaknesses.
8. Students will analyze the function of challenging behavior using a functional behavior assessment.
9. Students will identify and define target behaviors, as well as create objective measurement systems for those behaviors.
10. Given the results of a functional behavior assessment, students will identify appropriate and adaptive behaviors that can be taught as replacements for the challenging behavior.
11. Given the results of a functional behavior assessment and identified appropriate and adaptive replacement behaviors, students will write IEP goals for improving positive behaviors while decreasing challenging behaviors.
12. Students will conduct and interpret the results from the Vineland Adaptive Behavior Scales Assessment with a student with a moderate to intensive disability.

Off-campus Field Experience: ESSPED 3189.10 is a co-requisite for students seeking teacher licensure.

Technology: Students are expected to utilize educational technology in a variety of ways. Opportunities to communicate with the instructor and classmates via email will be provided. Additionally, students will obtain course materials and submit assignments via Carmen (https://carmen.osu.edu).

Texts, Reading List, Bibliography:
Required Texts:


**Evaluation and Grading**

**Grading Criteria:**

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<tr>
<th>Assignment</th>
<th>Letter Grade Ranges</th>
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<tr>
<td><strong>ASSIGNMENT</strong></td>
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<tr>
<td>Homework</td>
<td>A 94–100%</td>
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<tr>
<td>Comprehensive Educational Assessment</td>
<td>A- 90–93%</td>
</tr>
<tr>
<td>Preference Assessment</td>
<td>B+ 87–89%</td>
</tr>
<tr>
<td>TA/Discrepancy Analysis (2)</td>
<td>B 84–86%</td>
</tr>
<tr>
<td>Ecological Inventories (2)</td>
<td>C+ 77–79%</td>
</tr>
<tr>
<td>Vineland</td>
<td>C 74–76%</td>
</tr>
<tr>
<td>Summary</td>
<td>C- 70–73%</td>
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<tr>
<td>Transition IEP</td>
<td>D+ 67–69%</td>
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<tr>
<td>IEP</td>
<td>D 64–66%</td>
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<tr>
<td>Reflection</td>
<td>E 63% and below</td>
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<td><strong>TOTAL</strong></td>
<td>100%</td>
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**Assignments:**

**Homework Assignments:** Various small assignments will be given to prepare students for that day’s topic or to provide supplemental context/information. Homework will be assigned in class and will be due the following week.

**Comprehensive Educational Assessment:** Students will complete a preference assessment, two discrepancy analyses, two ecological inventories, and the Vineland Adaptive Behavior Scales for ONE individual with a moderate to intensive disability. Each assessment component will be submitted and the results summarized and discussed in terms of their usefulness.

**Preference Assessments:** Students will conduct a direct preference assessment at least two times during the quarter.
Task Analysis and Discrepancy Analysis: Students will choose two tasks and write a task analysis for each task. Students will then conduct discrepancy analyses for a student with moderate to intensive disabilities.

Ecological Inventories: Students will complete two ecological inventories. One should be completed in an academic domain and one in a leisure domain.

Vineland Adaptive Behavior Scales: Students will complete and score the Vineland Adaptive Behavior Scale with an individual with moderate to intensive disabilities.

Summary: At the end of the semester, students will summarize findings from the different assessments completed.

Individualized Education Program: Students will develop a hypothetical IEP for the student used in the comprehensive educational assessment using Ohio’s new IEP form and guidelines.

Transition IEP: Students will work in groups of four and develop a transition IEP using case studies provided by the instructor.

Reflection: In this reflection, you will reflect on the process you went through as you developed, implemented, and analyzed the assessments and how you took that information to develop the IEP.

Graduate Student Assignment: Graduate students will be expected to write a 6–8 page literature review relating a minimum of four journal articles to the materials studied in class. The articles must be from current (i.e., published within the last five years), peer-reviewed journals.

Policies:

Statement of Student Rights: Any student with a documented disability who may require special accommodations—and who has made arrangements with the Office of Disability Services (ODS)—should self-identify to the instructor as early in the quarter as possible to receive effective and timely accommodations. Students with disabilities must enroll with ODS at 292-3307 to receive services.

Absences: If a student must be absent for any reason, s/he is responsible for making their own arrangements to obtain information from any missed class period.

Assignment Submission: To get full credit for written assignments, a hard copy must be submitted in class on the day the assignment is due as well as electronically to Carmen. Providing an electronic copy will serve as a backup for both student and instructor.

Grading: Grades will be posted to Carmen each week. All written work will be graded and returned one week after the due date. If you would like comments on a rough draft, please submit your draft to the instructor at least one week prior to the due date. Points will be deducted from late assignments. For every day that an assignment is submitted after the deadline, 5% of the project’s final grade will be deducted.

Grade Change: If a student disagrees with the grade they are given, they may resubmit the assignment within one week of the grade being given with a short (3–4 sentence) rationale for why the they believe the grade should be changed. This does not apply to addition errors, which will be changed immediately if brought to the instructor’s attention.

Honor System: Each student automatically certifies that any material submitted for grading is his/her own independent work. University policies require reporting of plagiarism or any
suspected violations that constitute possible academic misconduct.

Diversity: The School of PAES is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the School seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The School of PAES prohibits discrimination against any member of the school’s community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

TK20 Subscription: TK20 is a tool to help you create a portfolio of your accomplishments toward your teaching license. The university will also use the database for program accreditation and to verify student progress for licensure. All special education undergraduate students must register for TK20 by the end of the first term of your junior year. Any graduate or non-degree students who intend to earn a license must also purchase a subscription to TK20. The cost is $100. Subscribe directly to Tk20 on-line (https://osu.tk20.com) or purchase the subscription packet (ISBN #0-9774408-1-8) at the Barnes and Noble Ohio State University Bookstore and follow the subscription instructions after clicking on "Click here to register your student account" on the web site. Subscriptions may take 2–3 days to activate, so make sure you subscribe in time to orient yourself to Tk20 and understand the steps to submitting your assignments. Please see assignment instructions for more details.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings Due</th>
<th>Assignment Due</th>
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<tr>
<td>1</td>
<td>8/26/15</td>
<td>Course Overview &amp; Introduction Beliefs and Expectations Curriculum Development</td>
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<td>3189 Assignment</td>
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<td>2</td>
<td>9/2/15</td>
<td>Family Perspectives</td>
<td><em>Melanie, Bird With a Broken Wing: A Mother’s Story</em></td>
<td>Assignment Due</td>
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<td>3</td>
<td>9/9/15</td>
<td>Common Core &amp; Ohio Extended Standards</td>
<td>C &amp; B: Chs. 1–5</td>
<td>Send email to teacher to set up schedule</td>
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<td>4</td>
<td>9/14/15</td>
<td>Vineland Adaptive Behavior Scales</td>
<td>C &amp; B: Ch. 6</td>
<td>Begin Placements</td>
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<td>5</td>
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<td>Ecological Inventories</td>
<td><em>Fuchs et al. (1994)</em></td>
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<td>6</td>
<td>9/30/15</td>
<td>Task Analyses</td>
<td><em>Tasks HW</em></td>
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<td>7</td>
<td>10/7/15</td>
<td>IEPs: Structure</td>
<td>T-C &amp; T-B: Chs. 1, 9</td>
<td>WPL 1</td>
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<td>IEPs: Assessments</td>
<td>T-C &amp; T-B: Chs. 2, 10</td>
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<td>T-C &amp; T-B: Chs. 4–7</td>
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<td>10/28/15</td>
<td>Preference Assessments</td>
<td>Preference Assessment Handout</td>
<td>WPL 3</td>
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<td>11</td>
<td>11/11/15</td>
<td>Veteran’s Day—No Class</td>
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<td>12</td>
<td>11/18/15</td>
<td>Transition Assessment &amp; Planning</td>
<td>Transition Handout</td>
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<td>Kleinert &amp; Kearns, Chs. 1 &amp; 4</td>
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<td>T-C &amp; T-B: Ch. 8, 10</td>
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<td>Comprehensive Educational Assessment and Reflection</td>
<td><em>Transition IEP</em></td>
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8189: Final evaluation packet due by 5:00 pm to both Carmen and instructor’s mailbox