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: 5737.03
Course Title: Methods of Instruction II for Students with Moderate/Intensive Disabilities with practicum: M/I
Transcript Abbreviation: Mod/Int Methods 2
Course Description: Provides teacher candidates with the skills to implement and evaluate student performance using systematic data collection so that skill acquisition can be monitored over time.
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: Open only to Special Education majors, or by permission of instructor.
Exclusions

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
Course Details

Course goals or learning objectives/outcomes

• This is the follow-up course to ESSPED 5736, and it provides students with an introduction to implementing and evaluating instructional programs for students with moderate to intensive disabilities.

Content Topic List

• Evaluating educational programs
  Systematic data collection
  Instructional strategies
  Individualized Education Programs (IEPS)
  Progress Monitoring

Attachments

• ES SPED 5737 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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<td>Submitted</td>
<td>Ferillo,Meg A</td>
<td>12/23/2015 10:44 AM</td>
<td>Submitted for Approval</td>
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<td>Approved</td>
<td>Wheaton,Joe Edward</td>
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<td>Odum,Sarah A.</td>
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<td>Achterberg,Cheryl L.</td>
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The Ohio State University College of Education & Human Ecology  
Department of Educational Studies  

ESSPED 5737  
Methods of Instruction II for Children with Moderate/Intensive Disabilities: Implementing and Evaluating Instructional Programs  

ESSPED 5737.03  
Methods of Instruction II for Children with Moderate/Intensive Disabilities: Implementing and Evaluating Instructional Programs: Moderate/Intensive  

209 Campbell Hall  3 Hours  
Course meets Wednesdays, 4:10–6:50  

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

Description/ Rationale: This is the follow-up course to ESSPED 5736, and it provides students with an introduction to implementing and evaluating instructional programs for students with moderate to intensive disabilities. Following meaningful assessments—such as ecological inventories and functional behavioral assessments—teachers develop Individualized Education Programs (IEPs) to target specific skills for instruction. This course will focus on identifying specific instructional strategies shown to be effective for improving such skills and will be based on the available research in the field. When effective instructional strategies are implemented, on-going assessment of student learning can be used to determine whether the student has mastered the skills or whether changes in instructional strategies need to be made. This course will provide teacher candidates with the skills to implement and evaluate student performance using systematic data collection so that skill acquisition can be monitored over time.  

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, ESSPED 5736. 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 teacher candidates attain the following objectives:  

1. Apply evidence-based practices in the development and implementation of lesson plans that address the IEP goals of a student with moderate to intensive needs in areas of functional academics, inclusion and peer relationships, self- and health-care, self-management, and domestic and community living skills.  
2. Record and analyze data on the effects of instruction on student learning and make appropriate instructional decisions and adaptations based on those data.  
3. Prepare materials for delivering/adapting instruction and promoting student performance in the areas of functional academics, social interaction, self- and health-care, self-management, and domestic and community living.  

Off-campus Field Experience: PAES 3189.10 is a co-requisite for students seeking initial 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).
Evaluation and Grading

Grading Criteria: 

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<th>Assignment</th>
<th>Percentage</th>
<th>Letter Grade Ranges</th>
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<tbody>
<tr>
<td>Homework</td>
<td>10%</td>
<td>A- 90–93%</td>
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<tr>
<td>Quizzes</td>
<td>5%</td>
<td>B+ 87–89%</td>
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<td>Lesson Plans (3)</td>
<td>30%</td>
<td>B 84–86%</td>
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<td>Progress Reports (4)</td>
<td>20%</td>
<td>B- 80–83%</td>
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<tr>
<td>Video Self-Evaluation (2)</td>
<td>10%</td>
<td>C+ 77–79%</td>
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<tr>
<td>Unit Plan</td>
<td>10%</td>
<td>C 74–76%</td>
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<tr>
<td>Final Reports (2)</td>
<td>10%</td>
<td>C- 70–73%</td>
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<tr>
<td>Reflection OR Graduate Student Assignment</td>
<td>5%</td>
<td>D+ 67–69%</td>
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<td>TOTAL</td>
<td>100%</td>
<td>E 63% and below</td>
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Assignments:
For all assignments except the weekly reading and in-class activities, students who do not meet the minimum passing criteria will be expected to revise and resubmit their work until they do. **Your final grade for each assignment will be an average of scores for that assignment.**

**Weekly Reading and In-Class Activities:** Each week, you will be given an assignment related to your readings. These assignments might include writing IEP goals or developing a research-based lesson plan. You will bring your completed, typed, assignment to class each week, and we will use that assignment in activities during class. You must complete the home-based portion of the assignment to earn the in-class points for the activity. You will be required to access the majority of the readings for this course through the University Library. Directions for doing this are posted on Carmen. Each week, the home-based portion of the activities will be posted to Carmen.

**Unit Plan:** You will develop one unit plan that will cover a minimum of ten days. You will not be expected to implement this unit plan. Your unit plan will address academic, social, and communication skills for all of the students in your field experience placement.

**Lesson Plans:** You will develop three, and implement two, lesson plans over the course of this semester. Your lesson plans will target both academic and social/daily living skills.

**Progress Reports:** Each progress report will reflect your student’s progress with each of the lesson plans you developed. Each report will include up-to-date data, as well as your reflection on the data.

**Video Self-Evaluations:** During the semester, you must videotape yourself implementing each of your lesson plans with your student(s). You will then watch the video and submit a reflection and evaluation of your teaching.

**Final Report and Reflection Paper:** At the end of the semester, you will submit a final report for both lesson plans you implemented, including the final format of the lesson plans and final data for the lesson. You will be expected to comment on any changes you made over the course of the semester and the effectiveness of those changes for your student or students. In addition to the report, you will reflect on your experiences with writing lesson plans, keeping data, and your overall experience with implementing a lesson plan within a classroom context.
**Graduate Student Assignment:** Graduate students will complete a brief review of the literature on a topic covered in this course rather than completing the reflection assignment. If you have another assignment you would like to complete, please submit a brief proposal.

**Reading List**

**Textbooks**


**Articles**

Articles marked with a single asterisk (*) are available through the University Library. Articles with two asterisks (**) will be available on Carmen in the Content section for that week’s reading.


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 semester 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. In the case of a documented emergency, a missed quiz can be made up during office hours or during an arranged appointment with the instructor. The student must attach to the quiz documentation of the emergency (quizzes with no or inadequate documentation will not be graded).

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 paper 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, five percent of a 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 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.
## Topical Outline & Tentative Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings Due</th>
<th>Assignment Due</th>
<th>3189 Assignment</th>
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<td>1/14/15</td>
<td>Course Overview Introduction</td>
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<td>1/21/15</td>
<td>Megan ABA Review</td>
<td>Review Class Notes</td>
<td>HW 1: ABA worksheet</td>
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<td>1/28/15</td>
<td>Lesson Planning</td>
<td>Banda et al. (2009)</td>
<td>HW 2: Two IEP Goals, one R–P Lesson</td>
<td>WPL 1 Evaluation 1</td>
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<td>2/4/15</td>
<td>Classroom Design: Part I</td>
<td>Golden, Chs. 1–5</td>
<td>Quiz 2 (start of class)</td>
<td>WPL 1 Evaluation 1</td>
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<td>2/11/15</td>
<td>Classroom Design: Part II</td>
<td>Golden, Chs. 6–10</td>
<td>Quiz 3</td>
<td>WPL 2 Evaluation 2</td>
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<td>2/18/15</td>
<td>Unit Planning</td>
<td>Libby et al. (2008)</td>
<td>HW 3: Two IEP goals</td>
<td>WPL 3 Evaluation 3</td>
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<td>2/25/15</td>
<td>Adapting General Education Curriculum</td>
<td>Browder &amp; Spooner, Chs. 5–6</td>
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<td>3/4/15</td>
<td>Adapting General Education Curriculum</td>
<td>Browder &amp; Spooner, Chs. 7–9</td>
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<td>WPL 5 Evaluation 5</td>
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<td>3/11/15</td>
<td>Social Skills Instruction</td>
<td>Browder &amp; Spooner, Ch. 12</td>
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<td>Spring Break—No Classes</td>
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<td>4/1/15</td>
<td>Working with Instructional Aides</td>
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<td>Browder &amp; Spooner, Ch. 14</td>
<td>Quiz 8</td>
<td>WPL 9 Evaluation 9</td>
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<td>Transition to Adult Life</td>
<td>Browder &amp; Spooner, Ch. 15</td>
<td>Quiz 9</td>
<td>WPL 10 Evaluation</td>
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<td>4/22/15</td>
<td>Megan Debunking Intervention</td>
<td>Reichow et al. (2010)</td>
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<td>4/29/15</td>
<td>Documentary of completed FIP modules</td>
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**Final evaluation due to Carmen**