CALIFORNIA STATE UNIVERSITY, EAST BAY
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

EPSY 6137: INSTRUCTIONAL & BEHAVIORAL SUPPORT:
MODERATE-SEVERE DISABILITIES

Instructor: Jacki Anderson
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Quarter: Spring 2017
Office Hrs.: Tues 2:30-3:45 pm
Wed. 2:45-3:45 pm
Classroom: AE 253
Call or email for appointment

Conceptual Framework Theme Statement: Preparing leaders committed to social justice and democracy.

Purpose of Course Relationship to Theme: This course is designed to provide students with a variety of techniques for developing and implementing effective instruction for students with moderate/severe disabilities. A variety of assessment, classroom management and positive behavioral support strategies will be provided as the basis for instruction to meet the individual needs of a diverse population of learners. Taken concurrently with EPSY 6860. Prerequisite: EPSY 5136.

Course Requirements:
1. Attend and participate in all class meetings and discussions.
2. Complete all assigned readings prior to assigned date.
3. Satisfactorily complete all assignments. Those assignments coded * indicate that you have the option to revise to improve your grade (and hopefully, your skill in that particular area). Those assignments coded ** indicate that revisions are required until the assignment meets the designated criterion (at least 80% of total points). Due dates for all assignments and redos are indicated on the course outline.
4. No more than 2 assignments may be submitted during any one week of the quarter.
5. Satisfactorily complete exam.

Required Texts: You will have chapters from two texts that you have purchased for other courses.

Required Readings: In order to keep abreast of current "state of the art" practices and to provide an introduction to a variety of authors, a package of readings from a number of texts and journals will be required. This package will be made available to students at the second class meeting for purchase from Copy Pacific.

Grading:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>*Interaction Observation</td>
<td>10</td>
</tr>
<tr>
<td>*Objectives</td>
<td>5</td>
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<tr>
<td>**Task Analysis</td>
<td>10</td>
</tr>
<tr>
<td>*Instructional Program Project</td>
<td>10</td>
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<tr>
<td>**Instructional Program 2 (Task Stream)</td>
<td>20</td>
</tr>
<tr>
<td>Classroom Management Plan</td>
<td>20</td>
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<tr>
<td>Final Exam</td>
<td>15</td>
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<tr>
<td>Attendance, participation, and demonstration of progress</td>
<td>10</td>
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<tr>
<td>**Total:</td>
<td>100</td>
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Course Objectives: The student will -

1. Examine his/her cultural values and attitudes as they reflect upon personal and professional decisions. (2, 3, 10)

2. Demonstrate competence in applying a variety of instructional strategies including cues, prompt/fading, correction procedures, consequences, chaining, shaping, and discrete trial format. (13, 4 m/s)

3. Demonstrate knowledge of differences between antecedent and consequential teaching strategies. (13, 4 m/s)

4. Demonstrate knowledge of a variety of positive behavior management techniques in individual and group activities. (14, 12)

5. Demonstrate the ability to motivate student interest in a variety of ways, including selection of meaningful curricula, successful participation in activities and the effective use of reinforcement and feedback. (12, 13, 14, 4 m/s)

6. Demonstrate knowledge of techniques that promote self-advocacy for individuals with disabilities and that encourage personal and social responsibility and independence. (11, 12, 13, 14, 4 m/s)

7. Demonstrate competence in the development and specification of appropriate instructional goals and objectives for students with moderate-severe disabilities. (8, 1 m/s, 4 m/s)

8. Demonstrate knowledge of instructional techniques necessary for the acquisition and efficient generalization of skills across environments. (13, 4 m/s)

9. Demonstrate the use of a variety of research-based and effective teaching practices that achieve targeted student outcomes. (3, 6, 12, 13, 4 m/s)

10. Use student outcome data to systematically modify instruction and learning environments. (13, 4 m/s)

11. Demonstrate competence in the selection of appropriate methods for measuring student performance. (13, 4 m/s)

12. Demonstrate competence in data collection procedures, appropriate methods of presenting data, and using data to make decisions. (13, 4 m/s)

13. Design and employ individual and group strategies, interventions and instructional tools that reflect understanding and utilization of multiple intelligences. (3, 5, 11, 4 m/s)

14. Demonstrate knowledge of a classroom management model and develop a personal management plan. (14)

15. Apply a variety of appropriate strategies for assessing student progress. These strategies may include critical evaluations of performances by groups and individuals, research exercises, technological record keeping, and oral interviews. (5, 12, 1 m/s, 2 m/s, 4 m/s)

*(   ) = CTC Standard(s) addressed in objective

Note: If you have a documented disability and wish to discuss academic accommodations or if you would need assistance in any emergency, please contact me as soon as possible.
Course Schedule

Week 1: March 28, 2017
Topic: Course Overview and Requirements; Basic Behavioral Principles (reinforcement)
Readings:
1. Text: Donnellan, et al., Chapter 2
Assignment due: Assignment out: *Interaction Observation

Week 2: April 4, 2017
Topic: Instructional Objectives, Characteristics of Instruction
Readings:
Assignment due: Assignment out: *Objectives

Week 3: April 11, 2017
Topic: Instructional Strategies: Discrete Trial Format (DTF), Cues, Prompt-Fading, Consequences
Readings:
Assignment due: *Interaction Observation Assignment Assignment out: *Instructional Observation A & B

Week 4: April 18, 2017
Topic: Instructional Strategies: Task Analysis, Chaining
Readings:
Assignment due: **Objectives Assignment Assignment out: Task Analysis

Week 5: April 25, 2017
Topic: Instructional Strategies: Components of an Instructional Program
Readings:
1. Gaylord Ross, Task Analysis. Unpublished manuscript. (review from EPSY 5126)
Assignment due: *Task analysis Assignment out: **Instructional Program 1
Week 6:  May 2, 2017
Topic:  Data Collection Continued, Graphing
        Shaping
Readings:
2.  Mirenda shaping?
3.  Assignment due: **Instructional Observation A  Assignment out: *Instructional Program project
    Instructional Program 1 preliminary plan
    (to be designed with supervisor)

Week 7:  May 9, 2017

Students will work in groups of 3 to complete Instructional Program Project & submit it to Dr. Anderson on May 16, 2017

Assignment due:**Instructional Program l(6860 to Supervisor)  Assignment out:

Week 8:  May 16, 2017
Topic:  Classroom Management: Models
Readings:
3.  Classroom management surveys

Assignment due:  Instructional Program Project  Assignment out:

Week 9:  May 23, 2017
Topic:  Classroom Management: Strategies & Critique of Models
Readings:
2.  Tomlinson, C. A. (1999).  The differentiated classroom: Responding to the needs of all learners  Alexandria, VA: ACSD.  Chapters 2 & 3 (pp. 9-46)

Assignment due:**Instructional Program 2 hardcopy to Dr. Anderson  Assignment out: Management Plan

Assignment due: **Instructional Program 1 to supervisor  Assignment out: Management Plan
Week 10: May 30, 2017

Topic: Review for Exam; Time Delay; Naturalistic Teaching Strategies

Readings:

Assignment due: Classroom Management Plan
(Redo Task Analysis)

Week 11: June 6, 2017

FINAL EXAM

EARTHQUAKE- EMERGENCY INFORMATION

DURING AN EARTHQUAKE:
* Duck and Cover
  Get under a desk or table
  Protect your head with your arms.

* Do NOT exit building-
  Objects may fall from roof.
* Do NOT use elevators.

AFTER THE SHAKING STOPS:
* Remain Calm
  Think about a way out.
  Check for potential hazards.

WHEN SAFE:
* Evacuate to an open area
* Assemble at the Outdoor Amphitheater, where you will receive further information.

EXPECT AFTERSHOCKS

Use Telephone (x3333) only for emergencies.