SpEd 5860, Field-based Applications of Effective Instruction II
Spring Semester 2014

Class meeting time: Monday, 6:30 - 7:30 p.m.
Credits: 1
Location: Online course delivery using Adobe Connect

Instructor Information
Instructor: Barbara Fiechtl
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Fax: (435) 797-3944. This fax machine serves the entire building. Be sure to add a cover-page addressed to Barbara Fiechtl.
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Communication
In most cases, students may expect responses to their phone or email communications within two days of being received.

Other contact information
Patti Bodine, Program Assistant
Phone: 435-797-0861
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David Harris, Technical Support
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Required Texts/Materials
A textbook is not required for this class.

Course description
The purpose of this practicum is for students to experience first-hand recommended practices for serving preschool children with disabilities in classroom settings. The student will (a) prepare, post, and carry out daily lesson plans in the classroom; (b) continue to provide daily embedded, routines-based instruction of children’s IEP goals and collect child progress data; (c) implement intensive instruction (discrete trial) programs for children’s preacademic goals as needed and collect child-progress data; (d) be observed implementing intensive and routines-based instruction of children’s IEP goals in the classroom and recording child progress data; (e) train another adult to implement an intensive instruction program for a child; (f) make data-based decisions about children’s progress towards mastering their IEP goals based on their data; and (g) carry out the behavioral intervention plan (BIP) that was developed in the Effective Instruction II class for a child who exhibits a challenging behavior.

Course Objectives with 2013 CEC Standards
Plan, implement and monitor intensive and routines-based instructional programs for children that reflect their needs, respect their diversity, encourage active participation in learning environments and are responsive to ongoing assessment: ISCI2S4, S15, ISCI3S3; ISCI5S4, S5; ISCI4S1, S3, S4, S5, S6, S7, S8, S9; ECSE3S1, S2; ECSE5S1, S2, S6; ECSE2S3; ECSE3K3, S4; ECSE4K4; ECSE5S7, S8, S9, S10, S11, S12, S13; ECSE4S7, S8

Demonstrate the steps for systematically teaching another adult to correctly implement an instructional program for a child (i.e., transfer of training): ISCI7S8, S9, S11; ECSE3S4; ECSE7S1

Recognize signs of emotional distress, neglect and abuse and follow reporting procedures: ECSE6S1

Demonstrate strategies for addressing challenging behaviors including preventative and reductive strategies: ISCI2S10; ECSE3S3

Demonstrate strategies to teach social skills, conflict resolution and self-advocacy: ISCI2S8, S9; ECSE5S4, S5; ECSE2S4

Implement behavior management plans for children that reflect least restrictive behavioral interventions and facilitate integration into various settings: ISCI5S13, S14, S15, S17; ISCI5S12; ECSE4S6

Evaluate and modify instructional practices and behavior intervention plans in response to ongoing assessment data: ISCI2S5, S6, S11; ISCI5S121

Develop daily lesson plans that address individual educational goals for children during typical classroom routines/activities and which reflect state curricula standards: ISCI5S8, S9, S10

Incorporate activities, materials, and intervention strategies into daily lessons that reflect children's interests and respect their cultural and linguistic diversity: ISCI1K11, K12; ISCI2K8, S12; ECSE1K8

Assignments

Staff Training assignment with Trainee Data Form (explained in SPED 5760 syllabus) 60 pts.

Observations of intensive and routines-based instruction (explained in SPED 5760 syllabus) 225 pts.

BIP Report and data sheet (explained in SPED 5760 syllabus) 60 pts.
Due Dates

Transfer of Training with Trainee Data Form  Friday noon, 3/21
BIP Report and data sheets  Monday noon, 4/29

Utah State University and Departmental Policies

Late Policy
Students will be assessed a 10% deduction of points for each day of late work. Late points may be waived in part at the discretion of the instructor as long as the student notifies the instructor at least 8 hours in advance.

USU Incomplete Policy

Incomplete (I) Grade. Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the work in a course due to extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating circumstance' will include:

1. incapacitating illness which prevents a student from attending classes for a minimum period of two weeks,
2. a death in the immediate family,
3. financial responsibilities requiring a student to alter course schedule to secure employment,
4. change in work schedule as required by employer, or
5. if there are other emergencies that students think necessitate an incomplete grade, then students will need approval from both the instructor and the department head.

Documentation of the circumstances cited to justify an incomplete grade is required. If an incomplete is approved, two grades will be given, an "I" and a letter grade for the course computed as if the missing work were zero. The student is required to complete the work by the time agreed upon, or not longer than 12 months. If no change of grade is submitted by the instructor within the prescribed period, the "I" will be removed and the letter grade originally submitted with the "I" will remain as the permanent grade for the course. Arrangements to complete the missing coursework are to be made directly with the instructor awarding the "I" grade, and in accordance with departmental policy. In the absence of the original instructor, special circumstances must be handled by the department head. Documentation of required work to be completed in order to remove the "I" grade must be filed with the department office. The "I" grade should generally not require a complete repeat of the course. A student should not reregister for the course. Research and thesis courses taken for graduate work are exempted from this policy. All "I" grades must be changed to letter grades prior to graduation, regardless of whether or not the course is required for the degree.
Students with Disabilities

If a student has a disability that may require some accommodations, the student must document the disability through the Disability Resource Center, preferably during the first week of the course. Any requests for special consideration relating to attendance, pedagogy, taking of examinations, etc. must be discussed with and approved by the Disability Resource Center. In cooperation with the Disability Resource Center, course materials can be provided in alternative formats -- large print, audio, diskette or Braille. If you have additional questions or concerns, please contact the head of the Department of Special Education and Rehabilitation.

Department Policies

Grading Guidelines

1. Criteria for the awards of each letter grade should be specified in the course syllabi for all courses
2. Grades given in all courses should truly reflect differences in student performance, not just meeting minimum criteria.

Grade Point Requirements

1. Certification/Undergraduate Students - Students must maintain a grade point average of 2.75 or better after being admitted to the Teacher Education Program and while taking courses in the major.
2. Graduate Students - All graduate students must maintain a 3.0 grade point average to remain an active student in the graduate program.

Student Behavior & Academic Honesty

Student behavior in accordance with USU's Student Code of Conduct/Rights is expected during all interactions with faculty and peers. It is expected that students' work will conform to the highest standards of academic honesty. Incidences of academic honesty (e.g., cheating on tests, plagiarism, lying to supervisors and cooperating teachers) will be referred to program committees for disciplinary action.

Certification/Undergraduate Course Requirements (Effective Fall 1994)

Students are required to earn a "C" or higher in all certification courses. Students who receive a grade below "C" must retake the course. Each student will be allowed to repeat a maximum of one course (course is defined as didactic courses, practica and student teaching). In addition, students who withdraw from 2 practica (or one practica 2 times) may not be permitted to continue their program. Student teaching may not be repeated without appeal and approval by the appropriate special education program committee.

Students who do not apply for certification within 12 months of graduating may be subject to additional coursework prior to recommending certification.
Background Check

As a result of a legislative mandate, all students planning on obtaining a teaching license in Utah must complete a background check prior to their initial practicum. Background check information must be submitted by March 15 prior to the fall semester when students plan to begin their special education coursework. Forms are available in the Teacher Education, Graduation & Licensing Office, EDUC Bldg, Rm 103.

Notice of Academic Dishonesty

The university expects that students and faculty alike maintain the highest standards of academic honesty. For the benefit of students who may not be aware of specific standards of the university concerning academic dishonesty, the following information is quoted from the Code of Policies and Procedures for Students at Utah State University, Article V, Section 3 (USU Schedule of Classes, p. 133).

Violations of University Standards


A. Cheating includes intentionally:

1. Using or attempting to use or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity;
2. Depending upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
3. Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
4. Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission; and
5. Engaging in any form of research fraud.

B. Falsification includes the intentional and unauthorized altering or inventing of any information or citation in an academic exercise or activity.

C. Plagiarism includes knowingly representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Violations of the above policy will subject the offender to the university's discipline procedures as outlined in Article VI, Section 1 of the Handbook. Those procedures may lead to:
• (a) a reprimand;
• (b) a grade adjustment;
• (c) being placed on warning or probation;
• (d) suspension from the university; or
• (e) expulsion from the University.

Changes in Graduation Requirements

Students are expected to familiarize themselves with the rules and regulations of both the University and their specific major. Detailed information concerning graduation requirements is available in the USU General Catalog as part of the departmental descriptions. Responsibility for satisfying all graduation requirements rests upon the student. Utah State University reserves the right to change graduation requirements at any time. Students who can complete a baccalaureate degree within seven years of enrollment at USU can qualify for graduation by meeting:

1. The General Education/University Studies requirements in effect when they initially enrolled and

2. The major requirements in effect when they officially declared their major, even though there may have been changes in General Education/University Studies and major requirements since that time. Students who have not completed the baccalaureate requirements within seven years of their initial enrollment at USU must have their General Education/University Studies and major requirements evaluated and approved by their department head and dean. Exceptions to this seven-year policy may be necessary for mandated changes in degree requirements.