



Syllabus for SPED 524: High Intensity Support Methods

(3 Credits) Online

Date: Spring 2017

Professor:	Ms. Cathy Haarstad, MS, Adjunct Instructor
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Office Hours:	Online/virtual or by appointment

Required Readings:

1. *Instruction of Students with Severe Disabilities Eighth Edition (ISSD)*; By Fredda Brown, John McDonnell, Martha Snell Copyright © 2016
 - Chapter 1: Educating Students with Severe Disabilities
 - Chapter 2: Fostering Family–Professional Partnerships
 - Chapter 3: Assessment and Planning
 - Chapter 4: Measuring Student Behavior & Learning
 - Chapter 5: Select Teaching Strategies and Arranging Ed. Environments
 - Chapter 7: Designing and Implementing Individualized PBS
 - Chapter 8: Understanding and Meeting the Health Care Needs of Students with Severe Disabilities
 - Chapter 12 Teaching Communication Skills
 - Chapter 13 Teaching Academic Skills
 - Chapter 15: Transitioning from School to Employment
2. *Teaching Students with Moderate and Severe Disabilities (TSMDS) 1st Edition*; Diane Browder, Fred Spooner
 - Chapter 1: Introduction
 - Chapter 2: Alternate Assessment
 - Chapter 3: Standard's Based IEPs
 - Chapter 4: Evidence-Based Practices

- Chapter 5: Literacy
 - Chapter 6: Comprehension Across the Curriculum
 - Chapter 7: Mathematics
 - Chapter 8: Science
 - Chapter 9: Social Studies
 - Chapter 10: Sensory, Physical and Health Care Needs.
 - Chapter 12: Social Skills and Positive Behavior Support;
 - Chapter 14: Community and Job Skills
3. *The Job Developer's Handbook; Practical Tactics for Customized Employment*; Cary Griffin, David Hammis, Tammara Geary
- Chapters: 1-5
 - Chapters: 6-10
4. *Systematic Instruction for Students with Moderate and Severe Disabilities 1st Edition*; Belva Collins Ed.D. Mark Wolery PhD
- Chapter 2: Developing Data Sheets & Collecting Data
 - Chapter 3: Using Graduate Guidance, Most to Least Prompting and System of Least Prompt Procedures
 - Chapter 8: Teaching Functional Core Content
 - Chapter 9: Working with Peers, Paraprofessionals and Staff;
 - Chapter 10: Setting Up Instructional Schedules and Classroom Environments
 - Chapter 11: Teaching with Technology

Catalog Description:

This course provides in depth study of the knowledge and skills needed to plan and deliver effective instruction in a variety of school and community-based settings to students with high-intensity support needs.

CEC Advanced Preparation Standards Addressed:

CEC Advanced Preparation Standards Addressed:

Advanced Standard 3 Programs, Services & Outcomes - Special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.

Key Elements

3.1 Special education specialists design and implement evaluation activities to improve programs, supports, and services for individuals with exceptionalities.

3.2 Special education specialists use understanding of cultural, social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with exceptionalities.

3.3 Special education specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities.

3.4 Special education specialists use instructional and assistive technologies to improve programs, supports, and services for individuals with exceptionalities.

3.5 Special education specialists evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with exceptionalities.

Student Outcomes:

The successful student will:

1. Develop meaningful and measurable Individual Educational Program goals and objectives (IEP) for students needing HIS in academic, vocational and adaptive behavioral domains. (ACSI6)
2. Create and adjust intervention plans based on performance data and knowledge of evidence-based systematic instructional techniques. (SEAIS4 S2)
3. Work as a team to complete a functional behavioral assessment and corresponding behavior intervention plan using evidence-based practices for behavior change.
4. Develop meaningful and measurable Individual Educational Program goals and objectives (IEP) for students needing HIS in academic, vocational and adaptive behavioral domains. (ACSI6)
5. Create and adjust intervention plans based on performance data and knowledge of evidence-based systematic instructional techniques. (SEAIS4 S2)
6. Work as a team to complete a functional behavioral assessment and corresponding behavior intervention plan using evidence-based practices for behavior change.
7. Develop meaningful and measurable Individual Educational Program goals and objectives (IEP) for students needing HIS in academic, vocational and adaptive behavioral domains. (ACSI6)
8. Create and adjust intervention plans based on performance data and knowledge of evidence-based systematic instructional techniques. (SEAIS4 S2)
9. Work as a team to complete a functional behavioral assessment and corresponding behavior intervention plan using evidence-based practices for behavior change.
10. Include all elements of UDL and systematic instruction in teaching students to acquire knowledge and skills needed to achieve academic, behavioral and functional outcomes. (SEAIS6 S3).
11. Work with the inter-disciplinary team including community partners and families to develop transitional plans that meet applicable ND standards with measurable post-secondary and annual outcomes for students with HIS needs.
12. Demonstrate proficiency in using the discovery method to support job exploration and development in school and community settings.
13. Demonstrate knowledge of an array of community-based post-secondary vocational and independent living supports that may benefit students with HIS and their families.
14. Demonstrate knowledge of behavior states, cognitive development, mobility and sensory learning and how to access related service personnel with expertise.

Course Assignments: (refer to specific rubrics in the course modules)

Type of Activity	Points	Comments
General Learning Assignments	16 * 10 points = 160 points	These assignments involve completing forms and activities by applying what you learned in the readings and power point activities as well as by considering various resources captured or provided by the instructor. (Approximately 13% of total grade)
Intense Learning Assignments	100 + 50 + 30[4] = 270 points	The completed assignment must meet 85% of the criteria in the related rubric to be counted. (Approximately 23% of total grade)
Discussion Assignments	55 * 5 points = 275	These assignments will involve viewing a video, curriculum or other resource and discussing the possible impact on individual practice and responding to the posting of other students. The Instructor will score discussion assignments based on the quantity/quality of postings per the discussion rubric. (Approximately 24% of total grade)
Quizzes	15 * 30 points = 450 points	Quizzes evaluate your understanding of the readings and power points. (Approximately 40 % of total grade)

Grade Scale:

Grade	Percent
A	92-100
B	84-91
C	76-83
F	<76

Course Policies:Communication Requirements

The instructor will respond to course communications within 48 hours. Students are expected to meet the same standard. Please use the course email to contact the instructor and/or submit assignments.

Library

You will be involved in extensive writing and editing processes, and will be required to access many literature resources, both in the MSU library and on the Internet. If you are not familiar with how to do so, please contact the instructor.

Technology Requirements

To successfully complete this online course, students must have Adobe Reader, and Microsoft Office Word. Assignments will be submitted using the Assignments Tool found in the Lesson pages. Students must submit all assignments using Microsoft Word unless otherwise indicated. Remember, it is the student's responsibility to back-up all assignments on their personal computer. Plug-ins (PDF, PowerPoint Reader, etc.) necessary for the operation of software in this course can be downloaded for free by selecting the Software Downloads link under the Web Links on the Home Page.

Help Desk

Direct your inquiries about course operations to the instructor. MSU Online students have access to help with their Online technology related questions or problems. The number you call is based on the time of day you need assistance. Use the information below to determine which Help Desk to contact.

MSU Help Desk hours of operation: (All times are CST.)

- Monday - Thursday: 7:30 am to 7:30 pm
- Friday: 7:30 am to 4:30 pm
- Saturday: 10:00 am to 2:00 pm

For assistance during these times, call the MSU Online Help Desk at 858-4444 or 1-800-777-0750 extension 4444 or E-mail us your questions at helpdesk@minotstateu.edu The university switchboard is closed on Saturdays and students must dial 1-701-858-4444 or send an E-mail for assistance.

- For additional help desk coverage call the [North Dakota University System Help Desk](#) at: 1-866-HLP-NDUS (457-6387)
- Available 8 AM to Midnight (CST), 7 days a week

Academic Honesty

Academic honesty is at the core of pre-professional and professional programs. Any behavior deemed as academically dishonest by the Special Education department will result in disciplinary action including, but not limited to, a failing grade for the assignment and/or course, and/or dismissal from the program. Academic dishonesty includes, but is not limited to, the following types of behaviors:

- A. Misrepresenting another individual's work as one's own, e.g. plagiarism.
- B. Copying from another student during an exam.
- C. Altering one's exam after grading for the purpose of enhancing one's grade.

- D. Submitting the same paper to more than one class.
- E. Use of any material not approved by the instructor during an exam.
- F. Turning in reports intended to be based on field collected data but, in fact, is not.
- G. Failure to respect the confidentiality of students/persons served or studied.
- H. Failure to uphold the professional standards for ethical conduct as set forth by the Council for Exceptional Children.

ADA Accommodation Statement:

In coordination with the Disability Support Service, reasonable accommodations will be provided for qualified students with disabilities (LD, Orthopedic, Hearing, Visual, Speech, Psychological, ADD/ADHD, Health Related & Other). Please contact the instructor during the first week of class to make arrangements. Accommodations and alternative format print materials (large print, audio, disk or Braille) are available through the Disability Support Service, located in the basement of Lura Manor, phone number 701-858-3371 or evelyn.klimpel@minotstateu.edu.

Title IX Statement:

Minot State University is committed to a safe and violence free campus. If you experience any form of violence or sexual harassment. Please don't hesitate to reach out or contact one of the resources available at <http://www.minotstateu.edu/keepusafe/>.

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to accountability and support. If you or someone you know has been harassed or assaulted, you can find the appropriate resources off/on Minot State University's campus. These resources include:

Lisa Dooley
 Title IX Coordinator
 Memorial Hall, 4th floor, Room 412
 701-858-3447
lisa.dooley@minotstateu.edu

Minot State University does not discriminate on the basis of sex, religion, creed, national origin, race, age, disability, or any other basis prohibited by law. If you believe you have been discriminated against unlawfully, please bring this matter to the attention of your instructor or the MSU's Human Resource Office at 701-858-3352

Tentative Class Schedule:

Date	Topic	Required Reading/Viewing	Tasks Due
Week 1: January 9-15	Module 1 Getting Started	Obtain copies of the textbooks for the course	<ul style="list-style-type: none"> Learn how to navigate the course by going to the Bb Student Tutorial. The link to the Bb Student Tutorial is found on the home page of the course.

			<ul style="list-style-type: none"> • Read the syllabus and course plan to become familiar with the due dates and course expectations. • Watch the PowerPoint Presentation and video • Complete Module 1 Discussion • Obtain permission to work with a student that has High Intensity Support Needs (HISN) in order to complete course application assignments. Complete the Practicum Permission Form and submit to me using the Course Email. • Complete the Self-Assessment Survey • Complete the Syllabus Quiz
Week 2: January 16-22	Module 2 Learning Needs	<ul style="list-style-type: none"> • Instruction of Students with Severe Disabilities - ISSD - Read Chapter 1: Educating Students with Severe Disabilities • Teaching Students with Moderate and Severe Disabilities – TMSD - Read Chapter 1: Introduction • Module 2 PowerPoint • Definitions of Multiple Disabilities • If You Listen, You Will Hear Us 	<ul style="list-style-type: none"> • Complete Module 2 Discussion 1 • Complete Module 2 Activity Assignment • Complete Module 2 Discussion 2 • Complete Module 2 Quiz
Week 3: January 23-29	Module 3 Partnership	<ul style="list-style-type: none"> • Instruction of Students with Severe Disabilities - ISSD - Read Chapter 2: Fostering Family–Professional Partnerships • Partnering with Parents When Students Have HISN document • CADRE tool on Understanding Positions and Interests. • Module 3 PowerPoint • CADRE videos on effective listening 	<ul style="list-style-type: none"> • Module 3 Discussion 1 • Module 3 Discussion 2 • Module 3 Activity 1 Assignment • Module 3 Discussion 3 • Module 3 Activity 2 Assignment • Module 3 Quiz
Week 4: January 30- February 5	Module 4 Assessment	<ul style="list-style-type: none"> • Instruction of Students with Severe Disabilities - ISSD Read: Chapter 3: Assessment and Planning • Teaching Students with Moderate and Severe Disabilities – Chapter 2: Alternate Assessment • Chapter 3: Standard’s Based IEPs • DLM Test Administration Manual starting at page 15 • Module 4 PowerPoint • North Dakota Alternate Assessment web site 	<ul style="list-style-type: none"> • Module 4 Discussion 1 • Module 4 Discussion 2 • Module 4 Activity 1 Assignment • Module 4 Discussion 3 • Module 4 Activity 2 Assignment • Module 4 Quiz

Week 5: February 6-12	Module 5 Planning	<ul style="list-style-type: none"> • Instruction of Students with Severe Disabilities - ISSD Read: Chapter 4: Measuring Student Behavior & Learning • Systematic Instruction for Supporting Students with Moderate to Severe Disabilities - SISMSD – Chapter 2: Developing Data Sheets & Collecting Data • Module 5 PowerPoint 	<ul style="list-style-type: none"> • Module 1 Activity 1 Assignment • Module 5 Discussion 1 • Module 5 Activity 2 Assignment • Module 5 Discussion 2 • Module 5 Activity 3 Assignment • Module 5 Discussion 3 • Module 5 Activity 4 Assignment • Module 5 Quiz
Week 6: February 13-19	Module 6 Evidence-Based Procedures	<ul style="list-style-type: none"> • Instruction of Students with Severe Disabilities - ISSD Read: Chapter 5: Select Teaching Strategies and Arranging Ed. Environments • Teaching Students with Moderate and Severe Disabilities - TSMSD: Chapter 4: Evidence-Based Practices • Systematic Instruction for Supporting Students with Moderate to Severe Disabilities - SISMSD – Chapter 3: Using Graduate Guidance, Most to Least Prompting and System of Least Prompt Procedures • Module 6 PowerPoint • School Routine for a Child with Multiple and Severe Disabilities video • Dancing with Children with Severe Disabilities video 	<ul style="list-style-type: none"> • Module 6 Discussion 1 • Module 6 Activity 1 Assignment • Module 6 Discussion 2 • Module 6 Activity 2 Assignment • Module 6 Discussion 3 • Module 6 Discussion 4 • Module 6 Quiz
Week 7: February 20-26	Module 7 Evidence-Based Procedures	<ul style="list-style-type: none"> • Instruction of Students with Severe Disabilities - ISSD Read: Chapter 6: Measuring Student Behavior & Learning • Systematic Instruction for Supporting Students with Moderate to Severe Disabilities - SISMSD – Chapter 5: Increasing the Efficiency of Instruction Through the Addition of Non-Targeted Information and Instruction in Small Group Formats. • Module 7 PowerPoint 	<ul style="list-style-type: none"> • Module 7 Discussion 1 • Module 7 Discussion 2 • Module 7 Discussion 3 • Module 7 Discussion 4 • Module 7 Activity 1 Assignment • Module 7 Quiz
Week 8: February 27-March 5	Module 8 Accessing the General Education Curriculum	<ul style="list-style-type: none"> • Instruction of Students with Severe Disabilities - ISSD Read: Chapter 13: Teaching Academic Skills; Teaching Students with Moderate and Severe Disabilities – TSMSD Read: Chapters 5, 7, 8 and 9. • Module 8 PowerPoint • Using Systematic Instruction to Teach Phonics video • Early Literacy Skill Building from the Attainment Company video 	<ul style="list-style-type: none"> • Module 8 Discussion 1 • Module 8 Discussion 2 • Module 8 Activity 1 Assignment • Module 8 Discussion 3 • Module 8 Discussion 4 • Module 8 Activity 2 Assignment • Module 8 Discussion 5 • Module 8 Quiz

		<ul style="list-style-type: none"> Teaching Science to Learners with Severe Disabilities video 	
Week 9: March 6-12	Module 9 Physical, Health & Sensory Challenges	<ul style="list-style-type: none"> Instruction of Students with Severe Disabilities - ISSD Read: ISSD Chapter 8 Understanding and Meeting the Health Care Needs of Students with Severe Disabilities Teaching Students with Moderate and Severe Disabilities TSMSD Chapter 10, Sensory, Physical and Health Care Needs Don't Be afraid to Ask for Help article Module 9 PowerPoint Pairing Sensory and Communication Skills webinar Student with Sensory Motor Challenges video Care Coordination video Tips for Parents From Parents video 	<ul style="list-style-type: none"> Module 9 Discussion 1 Module 9 Discussion 2 Module 9 Activity 1 Assignment Module 9 Discussion 3 Module 9 Activity 2 Assignment Module 9 Discussion 4 Module 9 Discussion 5 Module 9 Quiz
March 13-17	Spring Break		
Week 10: March 20-26	Module 10 Functional Behavioral Assessments	<ul style="list-style-type: none"> ISSD Chapter 7 Designing and Implementing Individualized PBS TSMSD Chapter 12, Social Skills and Positive Behavior Support Three Student Scenarios Chapter 10 PowerPoint Judy Endow on PBS video Outsmarting Explosive Behavior video Any three National web sites Functional Behavior Assessment video 	<ul style="list-style-type: none"> Module 10 Discussion 1 Module 10 Discussion 2 Module 10 Activity 1 Assignment Module 10 Discussion 3 Module 10 Activity 2 Assignment Module 10 Discussion 4 Module 10 Quiz
Week 11: March 27-April 2	Module 11 Social Behavioral	<ul style="list-style-type: none"> ISSD Chapter 11 Promoting Social Competence and Peer Relationships TSMSD Chapter 12, Social Skills and Positive Behavior Support (first section only) Video Modeling Overview Chapter 11 PowerPoint Social Stories web site ABA Behavior-Based Social Skills Group: Young children learn to interact with one another video Humanoid Robot "Russell" Engages Children with Autism video 	<ul style="list-style-type: none"> Module 11 Discussion 1 Module 11 Activity 1 Assignment Module 11 Discussion 2 Module 11 Activity 2 Assignment Module 11 Discussion 3 Module 11 Discussion 4 Module 11 Discussion 5 Module 11 Quiz
Week 12: April 3-9	Module 12 Communication	<ul style="list-style-type: none"> ISSD Chapter 12 Teaching Communication Skills TSMSD Chapter 11 Communication Skills SISMS Chapter 6 Using Naturalistic Language Strategies Module 12 PowerPoint 	<ul style="list-style-type: none"> Module 12 Discussion 1 Module 12 Activity 1 Assignment Module 12 Discussion 2 Module 12 Activity 2 Assignment Module 12 Discussion 3 Module 12 Discussion 4

		<ul style="list-style-type: none"> • Every Move Counts Program Intro video • The Use of Tangible Symbols video (Chapter 1) • What are Tangible Symbol video (Chapter 2) • How to Present Tangible Symbols video (Chapter 3) • The Benefits of Tangible Symbols video (Chapter 4) • Considerations in Developing TSS video (Chapter 5) • Behavioral Benefits video (Chapter 6) • ABA Therapy: Daniel - Communication video • Teen with Autism: Communication Instead of Self Injury video 	<ul style="list-style-type: none"> • Module 12 Discussion 5 • Module 12 Quiz
Week 13: April 10-16	Module 13 Self Care and Home Living	<ul style="list-style-type: none"> • ISSD Chapter 10 Teaching Self-Care Skills • Chapter 14 Building Skills for Home and Community • TMSD Chapter 13 Personal and Daily Living Skills • Module 13 PowerPoint • Look Cook and Eat video 	<ul style="list-style-type: none"> • Module 13 Discussion 1 • Module 13 Activity 1 Assignment • Module 13 Discussion 2 • Module 13 Discussion 3 • Module 13 Quiz
Week 14: April 17-23	Module 14 Transition Planning	<ul style="list-style-type: none"> • ISSD Chapter 15: Transitioning from School to Employment • TSMSD Chapter 14: Community and Job Skills • Transition Assessment in Planning for Students with Most Significant Cognitive Disabilities PDF file • Module 14 PowerPoint • Choosing Classes web site • Personal Outcome Measures web site • Personal Outcome Measures Conversation video 	<ul style="list-style-type: none"> • Module 14 Discussion 1 • Module 14 Activity 1 Assignment • Module 14 Discussion 2 • Module 14 Discussion 3 • Module 14 Discussion 4 • Module 14 Quiz
Week 15: April 24-30	Module 15 Job Development		
Week 16: May 1-5	Module 16 job Development and Wrap Up		