“Preparing Professionals for Changing Educational Contexts”

SYLLABUS
Special Education
University of Nevada, Las Vegas

I. Prefix & Number: ESP 487 (001)
II. Title: Group Teaching Methods for Students with Disabilities
III. Credit: 3 hours
IV. Semester: Fall 2005
V. Instructor: Dr. Kit-hung Lee
VI. Office/Phone/Email: CEB 118 / 895-3205 / kithung@unlv.nevada.edu
VII. Class Location/Hours: CEB 208/ 4:00 to 6:45 p.m. (Thursdays)
VIII. Office Hours: By appointment

IX. Prerequisite Course(s): See Pre-Student Teaching Application

******A grade of B or better is necessary in both ESP 487, ESP 480, ESP 481 to be advanced to Student Teaching in the Department of Special Education. Please be advised, a B- is NOT considered a B.******

******Undergraduate students who are majors in the Department of Special Education MUST be registered for ESP 480, and ESP 481 concurrently.******

DISABILITY RESOURCE CENTER
THE AMERICAN WITH DISABILITIES ACT MANDATES ACCESSIBILITY IN ALL ASPECTS OF THE LEARNING ENVIRONMENT. IF YOU HAVE A DOCUMENTED DISABILITY THAT MAY REQUIRE ASSISTANCE, YOU WILL NEED TO CONTACT THE DISABILITY RESOURCE CENTER (DRC) FOR COORDINATION IN YOUR ACADEMIC ACCOMMODATIONS. THE DISABILITY RESOURCE CENTER IS LOCATED IN THE REYNOLDS STUDENT SERVICES COMPLEX, ROOM 137. THE DRC PHONE NUMBER IS 895-0866. (TDD 895-0652).

ACADEMIC INTEGRITY STATEMENT
UNLV AND THE COLLEGE OF EDUCATION DEMAND A HIGH LEVEL OF SCHOLARLY BEHAVIOR AND ACADEMIC HONESTY ON THE PART OF STUDENTS. VIOLATIONS BY STUDENTS EXHIBITING DISHONESTY WHILE CARRYING OUT ACADEMIC ASSIGNMENTS AND PROCEDURAL STEPS FOR DEALING WITH ACADEMIC INTEGRITY ARE DELINEATED IN THE HANDBOOK OF REGULATIONS GOVERNING PROBATION AND SUSPENSION WITHIN THE COLLEGE OF EDUCATION. THIS PUBLICATION MAY BE FOUND IN THE CURRICULUM MATERIALS LIBRARY (CML-CEB 101) OR THE OFFICE OF THE DEAN OF THE COLLEGE OF EDUCATION (CEB 301).

RELIGIOUS HOLIDAYS
IT IS UNLV'S POLICY TO GIVE STUDENTS WHO MISS CLASS BECAUSE OF OBSERVANCE OF RELIGIOUS HOLIDAYS THE OPPORTUNITY TO MAKE UP MISSED WORK. STUDENTS ARE RESPONSIBLE FOR NOTIFYING THE INSTRUCTOR NO LATER THAN THE LAST DAY OF REGISTRATION FOR THE SEMESTER OR SUMMER TERM OF PLANS TO OBSERVE THE HOLIDAY.

COLLECTION OF STUDENT ASSIGNMENTS FOR ACCREDITATION PURPOSES
ASSIGNMENTS COMPLETED FOR THIS COURSE MAY BE USED AS EVIDENCE OF CANDIDATE LEARNING IN NATIONAL, REGIONAL AND STATE ACCREDITATION REPORTS OF COE PROGRAMS. NAMES AND OTHER IDENTIFYING ELEMENTS OF ALL ASSIGNMENTS WILL BE REMOVED BEFORE INCLUDED IN ANY REPORT. STUDENTS WHO DO NOT WISH THEIR WORK TO BE USED FOR ACCREDITATION PURPOSES MUST INFORM THE INSTRUCTOR IN WRITING BY THE END OF LATE REGISTRATION. YOUR PARTICIPATION AND COOPERATION IN THE REVIEW OF COE PROGRAMS IS APPRECIATED. THANK YOU.
X. **Course Description:**
This course presents instructional methods and procedures applicable to the education of students with mild disabilities. It is designed to facilitate the task of the student teacher in a resource room.

**General Curriculum (GC)**

**Knowledge**
1. Sources of specialized materials for individuals with disabilities* (CEC GC4:K1).
2. Impact of listening skills on the development of critical thinking, reading comprehension, and oral and written language (CEC GC4:K2).
3. Impact of language development on the academic and social skills of individuals with disabilities* (CEC GC4:K3).
4. Relationship between disabilities and reading instruction (CEC GC4:K5).
5. Impact of social skills on the lives of individuals with disabilities* (CEC GC4:K6).
6. Alternatives for teaching skills and strategies to individuals with learning disabilities who differ in degree and kind of disability (CEC GC4:K8).
7. Approaches to create positive learning environments for individuals with disabilities* (CEC GC4:K9).

**Performance (Skills)**
1. Use effective, research-based instructional strategies and practices to meet the needs of individuals with disabilities* (CEC GC4:S1).
2. Facilitate use of prevention and intervention strategies in educational settings (CEC GC4:S2).
3. Integrate academic instruction, affective education, and behavior management for individual learners and groups of learners (CEC GC4:S6).
4. Use skills to enhance thinking processes (CEC GC4:S9).
5. Modify pace of instruction and use organization cues (CEC GC4:S12).
6. Integrate appropriate teaching strategies and instructional approaches to provide effective instruction in academic and nonacademic areas for individuals with disabilities* (CEC GC4:S13).
7. Design age-appropriate instruction based on the adaptive skills of learners (CEC GC4:S15).
8. Establish a consistent classroom routine for individuals with disabilities* (CEC GC6:S6).

XI. **Course Objectives:**
Council for Exceptional Children Program Standards Addressed in this Course:
- Common Core 3 Assessment, Diagnosis, and Evaluation
- Common Core 4 Instructional Content and Practice
- Common Core 5 Planning and Managing the Teaching and Learning Environment
- Common Core 6 Managing Student Behavior and Social Interaction Skills

**Knowledge**
Upon completion of this course, the student will have acquired knowledge related to:

1. Methods for monitoring progress of individuals with exceptional learning needs. (CEC-CC3-K9)
2. Curricula for the development of motor, cognitive, academic, social, language, affective, career, and functional life skills for individuals with exceptional learning needs. (CEC-CC4-K3)
3. Instructional and remedial methods, techniques, and curriculum materials. (CEC-CC4-K4)
Upon completion of this course, the student will be able to:

1. Create and maintain records. (CEC-CC3-S2)

2. Report assessment results to individuals with exceptional learning needs, parents, administrators, and other professionals using appropriate communication skills. (CEC-CC3-S6)

3. Use performance data and information from teachers, other professionals, individuals with exceptionalities, and parents to make or suggest appropriate modification in learning environments. (CEC-CC3-S7)

4. Evaluate the results of instruction. (CEC-CC3-S10)

5. Prepare appropriate lesson plans. (CEC-CC4-S5)

6. Select, adapt, and use instructional strategies and materials according to characteristics of the learner. (CEC-CC4-S8)

7. Sequence, implement, and evaluate individual learning objectives. (CEC-CC4-S9)

8. Use strategies for facilitating maintenance and generalization of skills across learning environments. (CEC-CC4-S11)

9. Use instructional time properly. (CEC-CC4-S12)

10. Teach individuals with exceptional learning needs to use thinking, problem-solving, and other cognitive strategies to meet their individual needs. (CEC-CC4-S13)

11. Choose and implement instructional techniques and strategies that promote successful transitions for individuals with exceptional learning needs. (CEC-CC4-S14)

12. Use verbal and nonverbal communication techniques. (CEC-CC4-S16)

13. Conduct self-evaluation of instruction. (CEC-CC4-S17)

14. Prepare and organize materials to implement daily lesson plans. (CEC-CC5-S3)

15. Incorporate evaluation, planning, and management procedures that match learner needs with the instructional environment. (CEC-CC5-S4)

16. Design a learning environment that encourages active participation by learners in a variety of individual and group learning activities. (CEC-CC5-S5)

17. Implement the least intensive intervention consistent with the needs of the individuals with exceptionalities. (CEC-CC6-S2)

18. Modify the learning environment (schedule & physical arrangement) to manage inappropriate behaviors. (CEC-CC6-S3)

19. Integrate social skills into the curriculum. (CEC-CC6-S5)

20. Use effective teaching procedures in social skills instruction. (CEC-CC6-S6)
Dispositions
Upon completion of this course, the student will display the following dispositions:

1. Report assessment results to individuals with exceptional learning needs, parents, administrators, and other professionals using appropriate communication skills. (CEC-CC3-S6)

2. Establish and maintain rapport with learners. (CEC-CC4-S15)

3. Create a safe, positive, and supportive learning environment in which diversities are valued. (CEC-CC5-S1)

4. Teacher attitudes and behaviors that positively influence behavior of individuals with exceptional learning needs. (adapted from CEC-CC6-K3).

Results

1. Prepare and organize materials to implement daily lesson plans. (CEC-CC5-S3)

2. Use performance data and information from teachers, other professionals, individuals with exceptionalities, and parents to make or suggest appropriate modification in learning environments. (CEC-CC3-S7)

3. Evaluate the results of instruction. (CEC-CC3-S10)

4. Select, adapt, and use instructional strategies and materials according to characteristics of the learner. (CEC-CC4-S8)

5. Implement the least intensive intervention consistent with the needs of the individuals with exceptionalities. (CEC-CC6-S2)

6. Teach individuals with exceptional learning needs to use thinking, problem-solving, and other cognitive strategies to meet their individual needs. (CEC-CC4-S13)

7. Sequence, implement, and evaluate individual learning objectives. (CEC-CC4-S9)

XII. Texts, readings, and instructional resources:

Required Texts:

Packet of Handouts available at UNLV Bookstore.

Current & Classical References: (Not Required)


**Students should refer to the following journals for additional ideas, methods and materials:**

- Intervention in School and Clinic
- Teaching Exceptional Children
- Teaching Behaviorally Disordered Youth
- Learning Disabilities Forum
- Journal of Learning Disabilities
- Reading Research Quarterly
- The Reading Teacher
- Remedial and Special Education
- Journal of School Mathematics
- Journal of Special Education Technology

**XIII. Assignments, evaluation procedures, and grading policy:**

1. **ATTENDANCE**: Because of the intense schedule of the course and instructional content, attendance is essential for this course. Students will earn **FIVE** participation points for each class meeting. If a student does not attend class, they will not earn the points.
2. **READING:** Due to the nature of course content, students will be responsible for completing assigned readings in advance of each class meeting.

3. **ASSIGNMENTS:** Due to the nature of course content, students will be responsible for turning in assignments on time. Late assignments will result in the assignment being graded down ten points automatically.

4. **CLASS ASSIGNMENTS:** Each student will be responsible for:
   a.) Instructional Tactics Notebook.
   b.) Material Review and class presentation of the material. Review to be presented in class and to be written up in provided format.
   c.) Creative Problem Solving Assignment.
   d.) Student Change Project in reading or mathematics to be written up in provided format.
   e.) Take Home Midterm and Final.
   f.) Lesson Plans written in class.
   g.) Designing and "putting up" a Bulletin Board.

5. **INSTRUCTIONAL TACTICS NOTEBOOK:** Students are required to keep a notebook of the instructional interventions presented in class as well as interventions presented in the text. The instructional interventions must be HANDWRITTEN (neatly) and organized into topic areas. The notebook is to be in a PROFESSIONAL FORMAT and will serve as a professional resource for the student upon completion of the program.

6. **MATERIAL REVIEW and CLASS PRESENTATION OF THE MATERIAL:** Students will review one commercial instructional material. The student will present this review in class. Students will xerox a copy of their review for every student in class to be handed out the night of the presentations. Presentation will last no longer than 5 minutes. This is an informal presentation. The format for the write-up is included in this syllabus---USE IT!

7. **CREATIVE PROBLEM SOLVING:** Students will work with a group of 3 to 5 students and go through the Creative Problem Solving Process. Students will turn in a tape recording of the session and a paper that documents, summarizes each area of the process, and includes a reaction section. The format for the write-up is included in this syllabus---USE IT!

Remember, you must turn in the cassette tape of your CPS session with the students.

8. **STUDENT CHANGE PROJECT:** Each student will conduct an individual student change project in reading or mathematics with one student for at least eight weeks. The project will involve the measurement system of rate (correct and error). Instruction should last for at least 15 minutes per session. A final written report of the project (including the graph of the project and a plan sheet) will be turned in. The format for the final report is included in this syllabus---USE IT!

9. **Bulletin Board:** Students will be assigned to a group of three students. The group will be assigned a bulletin board (CEB 117 or a hall bulletin board in CEB) to cover in a creative manner. The bulletin board must be up on the assigned day and will stay up for approximately one month.

10. **EXAMINATIONS:** Two examinations will cover lectures, presentations, text and assigned readings.

11. **DISCUSSION:** This course is designed to be participatory in nature. Students are encouraged to take a proactive rather than a reactive role during class.
Grading Policy:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Change Project</td>
<td>130</td>
</tr>
<tr>
<td>Material Review Write-Up &amp; Presentation</td>
<td>75</td>
</tr>
<tr>
<td>Bulletin Board</td>
<td>75</td>
</tr>
<tr>
<td>Creative Problem Solving Exercise &amp; Paper</td>
<td>100</td>
</tr>
<tr>
<td>Instructional Tactics Notebook</td>
<td>100</td>
</tr>
<tr>
<td>Take Home Midterm</td>
<td>100</td>
</tr>
<tr>
<td>Take Home Final</td>
<td>100</td>
</tr>
<tr>
<td>In Class Lesson Plans</td>
<td>50</td>
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<tr>
<td>Participation Points</td>
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Grading Range:

<table>
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<th>Score Range</th>
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<tbody>
<tr>
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<td>752-800</td>
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<td>A-</td>
<td>736-751</td>
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<td>B+</td>
<td>720-735</td>
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<tr>
<td>B</td>
<td>672-719</td>
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<tr>
<td>B-</td>
<td>656-671</td>
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<tr>
<td>C+</td>
<td>640-655</td>
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<td>C</td>
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<td>C-</td>
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<td>D-</td>
<td>496-511</td>
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<td>F</td>
<td>495 and below</td>
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</tbody>
</table>

XIV. Instructional Methods

The instructional methods used in this course are: Lecture 40%, discussion 20%, group work 20%, and fieldwork application 20%. Students are asked to be proactive through the course of the semester.

XV. Performance Assessments

**KNOWLEDGE**

• The take home midterm and final are designed around a case study approach in which the students are presented with a particular student or group of students and they must design a lesson, create instructional material, or structure a learning environment to fit the unique academic or emotional needs of the students. (CEC-CC4-K3, CEC-CC4-K4, CEC-CC5-K2)

**SKILLS**

• The student change project requires students to learn and apply direct-and-daily measurement techniques (CBM). The students work with one student in reading or math who is in the proficiency stage of learning for a period of nine weeks. The students use a changing criterion design in the project. The final report written concerning this project is a professional report that could be presented at an IEP meeting or at a parent meeting. (CEC-CC3-S2, CEC-CC3-S6, CEC-CC3-S7, CEC-CC3-S10, CEC-CC4-S8, CEC-CC4-S17, CEC-CC6-S2, CEC-CC3-K9)
• The lesson plans created in class allow the students to work with in a scenario-based situation to develop academic, emotional, social goals and objectives based on the individual learning needs of the student. (CEC-CC4-S5, CEC-CC4-S8, CEC-CC4-S9, CEC-CC4-S11, CEC-CC4-S12, CEC-CC4-S13, CEC-CC5-S5, CEC-CC6-S6)
• The take home midterm and final provide an opportunity for students to apply knowledge gained in class on case studies and scenarios. (CEC-CC4-S5, CEC-CC4-S8, CEC-CC4-S9, CEC-CC4-S11, CEC-CC4-S12, CEC-CC4-S14, CEC-CC5-S3, CEC-CC5-S4, CEC-CC5-S5, CEC-CC6-S3, CEC-CC6-S6)
• The materials review exposes students to the review process involved in selecting appropriate learning materials for students with disabilities. (CEC-CC4-S8)
• The Creative Problem Solving exercise involves the students in a group activity with students with disabilities that focuses on something other than academic skills. It provides the opportunity for students to see that children/youth with disabilities need to be taught how to solve problems creatively and that they are able to do so. (CEC-CC4-S13)

DISPOSITIONS
• Discussions of scenarios of case studies provide an opportunity for students to explore the importance of having a good rapport with their students, creating a safe, positive & supportive learning environment, and exploring teacher attitudes that positively or negatively influence the behavior of students who reside within their care. (CEC-CC4-S15, CEC-CC5-S1, CEC-CC6-K3)
• Discussions in class about the Pre-Student Teaching placements (ESP 480) of the students provides an opportunity to brain storm solutions to problems that occur in the field as well as support one another when things go wrong or celebrate when things go well. (CEC-CC4-S15, CEC-CC5-S1, CEC-CC6-K3)

XVI. Class Schedule:

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>9-1</td>
<td>Orientation &amp; Background</td>
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<tr>
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<td></td>
<td>Evaluation of Instruction</td>
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<td>2</td>
<td>9-8</td>
<td>Data Collection</td>
<td>Chapters 1, 12</td>
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<td>Acceleration Interventions</td>
<td>Handouts in Packet</td>
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<tr>
<td>3</td>
<td>9-15</td>
<td>Writing Lesson Plans</td>
<td>Lesson Plan in class</td>
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<td></td>
<td>Individualizing Instruction</td>
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<tr>
<td>4</td>
<td>9-22</td>
<td>Reading</td>
<td>Chapter 3</td>
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<tr>
<td>5</td>
<td>9-29</td>
<td>Reading (cont.)</td>
<td>Individual Project</td>
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<tr>
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<td></td>
<td>Worksheet due</td>
<td>Worksheet due</td>
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<td><strong>Bring graphs in to be checked</strong></td>
<td>Lesson Plan in class</td>
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<tr>
<td>6</td>
<td>10-6</td>
<td>Creative Problem Solving</td>
<td>Read handouts</td>
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<td>before class</td>
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<td>7</td>
<td>10-13</td>
<td>Math</td>
<td>Chapter 7</td>
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<td>Handouts in Packet</td>
<td>**Bring graphs in</td>
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<td></td>
<td><strong>Bring graphs in to be checked</strong></td>
<td>Lesson Plan in class</td>
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<tr>
<td>Session</td>
<td>Date</td>
<td>Topic</td>
<td>Assignment</td>
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<td>8</td>
<td>10-20</td>
<td>Oral Language</td>
<td>Chapter 2</td>
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<td>MIDTERM DUE</td>
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<td>9</td>
<td>10-27</td>
<td>Written Language</td>
<td>Chapters 4, 5, 6</td>
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<td>11-3</td>
<td>Written Language (Continued)</td>
<td>Lesson Plan in class</td>
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<td>11</td>
<td>11-10</td>
<td>Social Skills</td>
<td>Chapter 8</td>
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<td>Affective Education</td>
<td>Handouts in Packet</td>
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<td>12</td>
<td>11-17</td>
<td>Managing Problem Behaviors</td>
<td>Creative Problem Solving Paper &amp; Tape due</td>
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<td>11-24</td>
<td>Thanksgiving Day Recess</td>
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<td>14</td>
<td>12-1</td>
<td>Science</td>
<td>Chapter 9</td>
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<td>Social Studies</td>
<td>Take Home Final</td>
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<td>12-8</td>
<td>Independent Living</td>
<td>Chapter 10</td>
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<td>Transition</td>
<td>Student Change Project due</td>
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<td>Self-Determination</td>
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<td>Material Presentations in class</td>
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<td></td>
<td>Material Write-Up due</td>
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<td>16</td>
<td>12-15</td>
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<td>Instructional Tactics</td>
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<td>Notebook due</td>
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<td>FINAL</td>
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<td>due by 4:00 pm</td>
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</table>
The material you choose MUST be current and available for purchase.

MATERIAL REVIEW OUTLINE
Choose a material that is in use in your cooperating teacher’s classroom or you may go to the materials center on campus for this assignment. Write up your review in the following manner.

MATERIAL

CURRICULUM AREA

PUBLISHER

COST

TARGET POPULATION

AGE LEVEL

DESCRIPTION OF THE MATERIAL

PURPOSE OF THE MATERIAL:
- What does the publisher say the material will do for the student and the teacher?

YOUR REVIEW OF THE MATERIAL:
- Do you think that the material will do what the publisher says it will do for the student and teacher?
- Is this a good piece of instructional material?
- What makes it a good instructional material?
- What modifications might have to be made in the classroom for this material to be used? What modifications might have to be made to the material for it to be used effectively?
- Criticisms of the material (you might like it, but there might be something that you think should be changed).

WHY YOU WOULD OR WOULD NOT PURCHASE THIS MATERIAL FOR YOUR CLASSROOM. ANYTHING ELSE YOU THINK IS IMPORTANT ABOUT THIS MATERIAL.
STUDENT CHANGE PROJECT AND WORKSHEET

1.) Choose a student
2.) Pretest student to ascertain current level of functioning in the academic areas of math or reading (so that you know what to work on with the student)
3.) Begin plan sheet (and maintain for the duration of the project)
4.) Take five days of baseline
5.) Choose an instructional intervention
6.) Apply the instructional intervention (you should work with the student at least three times a week for 15 minutes per session for nine weeks)
8.) Chart the data and graph the data
9.) Change instructional interventions as the data dictates
10.) Write up project according to instructions below

Write up of Student Change Project (USE THIS FOR YOUR WRITE-UP)

A.) Summary Statement (purpose of project, why it was done)
B.) Behavior Measured
C.) Materials Used
D.) Design

Pupil and Setting
Describe: 1.) pupil (age, sex, and other important characteristics)
2.) setting (school, location of project)

Placement Procedures
Explain placement, pre-baseline phase of project: tests, pinpoints, etc.

Procedures
Describe procedures for each of the following:
1.) Baseline
2.) Each phase: interventions, direct instruction or independent practice, etc.
3.) Maintenance

Describe:
1.) Data collection system
2.) Decisions (criteria for change)
3.) Aim

Results
Describe for each intervention phase. Do not make inferences about results here.

Discussion
Discuss the results. Talk about the implications of your project. Here you interpret the results.

What would you do differently next time?
INDIVIDUAL PROJECT WORKSHEET (Due 9-29-2005)
Name:___________________________

Behavior Measured

Baseline Information
  Mean Correct Rate:
  Mean Error Rate:
  Stage of Learning:

Intervention Selected (describe thoroughly)

Static Aim

Criteria for Change

Daily Procedures (step-by-step of what you will do with the student)

Graph----INCLUDE GRAPH
CREATIVE PROBLEM SOLVING EXERCISE

*****REMEMBER, YOU MUST TURN IN A TAPE WITH YOUR PAPER!!!!

Describe Students

Describe Classroom

Describe Problem to be Solved
  *How did you or the students decide on the problem to be solved?

A brief synopsis on EACH of the sections included in CPS (this may be you just copying down what the students said in each of the areas):
  - Mess
  - Fact Finding
  - Problem Finding
  - Idea Finding
  - Solution Finding (including grid)
  - Acceptance Finding

Observations of Students

Observations of Your Behavior

Your Reaction to the Process
## ESP 487

### Rubric for Student Change Project

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Introduction</th>
<th>Pupil &amp; Setting</th>
<th>Placement</th>
<th>Procedures</th>
<th>Results</th>
<th>Discussion</th>
<th>Graph</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TARGET</strong></td>
<td>8-10 points</td>
<td>8-10 points</td>
<td>18-20 points</td>
<td>37-40 points</td>
<td>13-15 pts</td>
<td>18-20 points</td>
<td>13-15 pts</td>
</tr>
<tr>
<td><em>Summary statement contains info as to why project was conducted.</em></td>
<td><em>Pupil is described thoroughly (age, sex, ethnicity, disability, academic level, etc).</em></td>
<td><em>Pre-baseline phase of project is described thoroughly.</em></td>
<td><em>Procedures for each phase of the project are described (e.g., intervention, instruction, independent practice).</em></td>
<td><em>Numerical results are listed by phase (CR, ER, dynamic aim, means) in an organized manner.</em></td>
<td><em>Results are interpreted for each phase.</em></td>
<td><em>Results are interpreted for other teachers &amp; parents.</em></td>
<td><em>All graphing rules followed.</em></td>
</tr>
<tr>
<td><em>Behavior measured is listed.</em></td>
<td><em>Materials use listed.</em></td>
<td><em>Tests and pinpoints are discussed thoroughly.</em></td>
<td><em>Data collection system is described well.</em></td>
<td><em>Criteria for change are listed.</em></td>
<td><em>Implications for the results in each phase are discussed.</em></td>
<td><em>Results are interpreted for other teachers &amp; parents.</em></td>
<td><em>Graph is neat &amp; contains no erasures.</em></td>
</tr>
<tr>
<td><em>Design is not described.</em></td>
<td><em>Setting is described thoroughly (school, room, etc).</em></td>
<td><em>Why student selected for project is discussed.</em></td>
<td><em>Static aim is described.</em></td>
<td><em>Not all of the phases are described, but in enough detail.</em></td>
<td><em>Not all criteria for change are listed.</em></td>
<td><em>Static aim is not described.</em></td>
<td><em>All, but one graphing rule followed.</em></td>
</tr>
<tr>
<td><em>Material use listed.</em></td>
<td><em>Design used is described.</em></td>
<td><em>Student is not described.</em></td>
<td><em>Selection of student is not discussed in detail.</em></td>
<td><em>Procedures for some, but not all phases are described or important detail are left out.</em></td>
<td><em>Not all criteria for change are listed.</em></td>
<td><em>Results are interpreted for some phases, but not all.</em></td>
<td><em>Graph is not easily read.</em></td>
</tr>
<tr>
<td><em>Behavior is not listed.</em></td>
<td><em>Not all of the materials used are listed.</em></td>
<td><em>Tests &amp; pinpoints are not discussed in detail.</em></td>
<td><em>Data collection system is not described in detail.</em></td>
<td><em>Selection of student not described in detail.</em></td>
<td><em>Static aim is not described.</em></td>
<td><em>Results are interpreted for some phases, but not all.</em></td>
<td><em>Graph contains some erasures.</em></td>
</tr>
<tr>
<td><em>Design is not described in detail.</em></td>
<td><em>Design is not described.</em></td>
<td><em>Selection of student is superficial.</em></td>
<td><em>Static aim is missing or described incorrectly.</em></td>
<td><em>Procedures for phases not described.</em></td>
<td><em>Numerical results are not organized, calculations are incorrect, or some are missing.</em></td>
<td><em>Results are interpreted unclearly.</em></td>
<td><em>All, but one graphing rule followed.</em></td>
</tr>
<tr>
<td><strong>ACCEPTABLE</strong></td>
<td>5-7 points</td>
<td>5-7 points</td>
<td>15-17 points</td>
<td>34-36 points</td>
<td>11-13 pts</td>
<td>15-17 pts</td>
<td>11-13 pts</td>
</tr>
<tr>
<td><em>Summary statement is brief, does not contain all info.</em></td>
<td><em>Pupil is described, but not in enough detail.</em></td>
<td><em>Pre-baseline phase of project is described, but important details are left out.</em></td>
<td><em>Procedures for some, but not all phases are described or important detail are left out.</em></td>
<td><em>Numerical results are listed, but are not organized, are calculated incorrectly, or some are missing.</em></td>
<td><em>Results are interpreted for some phases, but not all.</em></td>
<td><em>Implications for the results are discussed for some phases, but not all.</em></td>
<td><em>Graph is not easily read.</em></td>
</tr>
<tr>
<td><em>Behavior is listed, but in incorrect terms.</em></td>
<td><em>Setting is described, but not in enough detail.</em></td>
<td><em>Tests &amp; pinpoints are not discussed in detail.</em></td>
<td><em>Data collection system is not described in detail.</em></td>
<td><em>Not all criteria for change are listed.</em></td>
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<td><em>Graph contains some erasures.</em></td>
<td><em>All, but one graphing rule followed.</em></td>
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<td><em>Design is not described.</em></td>
<td><em>Selection of student is not discussed in detail.</em></td>
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</tr>
<tr>
<td><em>Materials are not listed.</em></td>
<td><em>Design is missing.</em></td>
<td><em>Selection of student is not discussed in detail.</em></td>
<td><em>Static aim is not described in detail.</em></td>
<td><em>Not all criteria for change are listed.</em></td>
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<td><em>Implications for the results are discussed for some phases, but not all.</em></td>
<td><em>Graph contains some erasures.</em></td>
</tr>
<tr>
<td><strong>UNACCEPTABLE</strong></td>
<td>&lt;5 points</td>
<td>&lt;5 points</td>
<td>&lt;15 points</td>
<td>&lt;34 points</td>
<td>&lt;11 pts</td>
<td>&lt;15 pts</td>
<td>&lt;11 pts</td>
</tr>
<tr>
<td><em>Summary statement is incomplete or missing.</em></td>
<td><em>Student is not described.</em></td>
<td><em>Pre-baseline phase of project is not described.</em></td>
<td><em>Procedures for phases not described.</em></td>
<td><em>Numerical results are not organized, calculations are incorrect, majority of data are missing.</em></td>
<td><em>Interpretation of results does not correspond to data.</em></td>
<td><em>Implications do not correspond to the data.</em></td>
<td><em>More than one graphing rule not followed.</em></td>
</tr>
<tr>
<td><em>Behavior is not listed.</em></td>
<td><em>Setting is not described.</em></td>
<td><em>Description of data collection system is missing crucial elements.</em></td>
<td><em>Description of data collection system is missing crucial elements.</em></td>
<td><em>Criteria for change are incorrect or missing.</em></td>
<td><em>Interpretation does not correspond to the data.</em></td>
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<td><em>Graph is difficult to read.</em></td>
</tr>
<tr>
<td><em>Materials are not listed.</em></td>
<td><em>Design is missing.</em></td>
<td><em>Tests &amp; pinpoints discussed superficially.</em></td>
<td><em>Static aim is missing or described incorrectly.</em></td>
<td><em>Procedures for phases not described.</em></td>
<td><em>Description of data collection system is missing crucial elements.</em></td>
<td><em>Criteria for change are incorrect or missing.</em></td>
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