

CHAPTER 5

Moderate/Severe Specialist Credential Directed Teaching (SPED 489B)

The Education Specialist Credential (Moderate/Severe) Program is a professional education program that has been designed to allow future teachers to acquire the competencies necessary for the successful teaching of students with moderate to severe disabilities.

Welcome to the SPED 489B Directed Teaching Experience

Dear SPED 489B teacher candidate:

Welcome to the special education/second directed teaching experience. Special Education 489B fulfills the directed teaching experience necessary to achieve a specialist credential to support students with Moderate/Severe disabilities. The experience is designed to provide hands-on teaching experience with supervision from both the University supervisor and the master teacher.

This chapter provides details of the weekly activities required of teacher candidates in SPED 489B. You will want to familiarize yourself with these requirements so that you can work with your master teacher to determine a plan to achieve them.

The chapter is organized in the following categories:

- TASH Professional Organization Membership*
- CA CTC Definition of Credential for Education Specialist, Moderate/Severe Disabilities*
- Education Specialist Competencies*
- Student Dispositions*
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- Description of the SPED 489B Directed teaching Experience*
- SPED 489B Directed teaching Requirements and Assessments*
- Interns/Employed Candidates*
- Weekly Activities*

TASH Equity, Opportunity and Inclusion of People with Disabilities

TASH, formerly known as The Association of Persons with Severe Handicaps, was established in 1975. It is the professional organization to which teachers of students with moderate/severe disabilities should belong.

TASH is an international membership association leading the way to inclusive communities through research, education, and advocacy. TASH members are people with disabilities, family members, fellow citizens, advocates, and professionals working together to create change and build capacity so that all people, no matter their perceived level of disability, are included in all aspects of society.

To obtain information about the following click on the link or go to <http://www.tash.org/index.html>.

- Membership with TASH**
- Get Involved/Chapters Committees**
- Conferences, Trainings and Events**
- Advocacy: Members Take Action**
- Publications and Advertising**
- Information, Resolutions, Resources**
- Make a Donation**

The following information was excerpted from [Standards of Quality and Effectiveness for Education Specialist Credentials](#), California Commission on Teacher Credentialing:

Education Specialist, Moderate/Severe Disabilities: Credentials in Moderate/Severe Disabilities authorize the provision of services to individuals in grades K through 12+, including adults (18 to 22 in adult transition programs). Students with moderate/severe disabilities require specialized support to address unique learning needs resulting from a combination of intellectual, behavioral, emotional, communicative, sensory, and/or motor impairments. This credential authorizes the teaching of individuals with autism, mental retardation, deaf-blindness, serious emotional disturbance, specialized health care needs, and multiple disabilities.

Education Specialist Competencies

SPED 489B is competency-based and the course is graded pass/fail for 6 units of credit. Candidates must achieve all competencies to pass SPED 489B. Candidates are graded according to the following criteria:

- Demonstration of mastery of competencies assigned for the semester (the Education Specialist Competencies)
- Completion of all assigned material and requirements.
- Verification of at least 30 hours of classroom contact per week; a minimum of 240 hours of University supervised field-based attendance, a proportion of which must be completed in a natural context with typically developing similar age peers, such as the general education classroom/campus and/or the community.
- Fulfilling all suggestions for improvement from your master teacher and University supervisor
- Attending SPED 489B Seminar meetings

It is the teacher candidate's responsibility to be familiar with these competencies and to track progress toward their achievement. Copies of assignments, including ongoing data collection, should be kept in a three ring binder and reviewed with your University supervisor and master teacher on a weekly basis. At the end of the last week, the binder should be turned in to the University supervisor. Candidates should retain a copy of all materials.

During this semester, your fieldwork activities will be aligned with the Education Specialist Competencies, which are a blend of California Commission on Teacher Credentialing standards and the Council for Exceptional Children. Below are the Council for Exceptional Children Standards for Professional Practice of Special Education. These ten standards are detailed in [What Every Special Educator Must Know: Ethics, Standards, and Guidelines for Special Education \(5th Edition\)](#).

CEC STANDARDS FOR PROFESSIONAL PRACTICE OF SPECIAL EDUCATION

1. **Foundations:** Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society.
2. **Development and Characteristics of Learners:** Special educators understand how the experiences of individuals with exceptional learning needs can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community. Special educators understand the characteristics of learners in order to make research based decisions about appropriate learning environments that ensure acquisition and generalization of learned responses.
3. **Individual Learning Differences:** Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their

families, and the school community.

4. **Instructional Strategies:** Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with exceptional learning needs.
5. **Learning Environments and Social Interactions:** Special educators actively create learning environments for individuals with exceptional learning needs that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with exceptional learning needs.
6. **Communication:** Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Special educators use individualized strategies to enhance language development and teach communication skills to individuals with exceptional learning needs.
7. **Instructional Planning:** Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula.
8. **Assessment:** Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions.
9. **Professional and Ethical Practice:** Special educators are guided by the profession's ethical and professional practice standards.
10. **Collaboration:** Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways.

Teacher Candidate Dispositions

Throughout the program, you are assessed on your dispositions toward the teaching profession. Outcomes of our College of Education programs are to graduate candidates who are: Knowledgeable & Competent Specialists; Reflective & Responsive Practitioners; and Committed & Caring Professionals. To successfully achieve these outcomes, we believe that candidates must possess particular dispositions toward teaching and learning. These dispositions are assessed in each semester of directed teaching.

COLLEGE OF EDUCATION DISPOSITIONS TOWARD TEACHING AND LEARNING

KNOWLEDGEABLE & COMPETENT SPECIALISTS

- **Commitment to Learning:** The candidate demonstrates curiosity and interest in learning more about students and content areas. The candidate takes initiative in practicing skills for working with small and large groups. The candidate readily participates in classroom routines.
- **Use of Language:** The candidate is diligent in appropriate and correct use of oral and written language.

REFLECTIVE & RESPONSIVE PRACTITIONERS

- **Attention to Diversity:** The candidate values multiple aspects of diversity. He or she respects children and adults of varied cultural backgrounds, ethnicities, religions, sexual orientations, social classes, abilities, political beliefs, and disabilities.
- **Self-Reflection:** The candidate reflects on and evaluates his or her own behavior and work. The candidate is willing and able to recognize difficulties or deficiencies and begins to develop potential solutions.
- **Collaboration:** The candidate takes advantage of opportunities to communicate and/or work with professional colleagues and other adults.
- **Feedback:** The candidate is receptive and responsive to professional feedback incorporating suggestions into practice. He or she is willing to consider multiple perspectives of his or her own performance.

COMMITTED & CARING PROFESSIONALS

- **Professional Demeanor & Responsibility:** The candidate is prompt, is not unnecessarily absent, notifies appropriate individuals when absence is necessary, completes assignments on time, and follows through on commitments. The candidate dresses appropriately for the situation and wears appropriate attire for teachers in the school. The candidate is poised and professional in his or her demeanor and communication with others.
- **Professional Growth:** The candidate seeks out and takes advantage of opportunities for professional growth beyond the minimum expectations of what is required in classes (e.g., attends faculty meetings, workshops, parent meetings, visits other classrooms, etc.)

Responsibilities of the Teacher Candidate

The teacher candidate is in the advantageous position of being in charge of the classroom, yet having the strong support of a master teacher, the university supervisor, and the principal of the school in which s/he is doing directed teaching.

The teacher candidate is expected to:

1. Give top priority in time, attention, and preparation to the directed teaching assignment.
2. Attend general education as well as special education orientations, scheduled by the school and district, prior to the beginning of his/her directed teaching assignment, and report to the school as directed by the university supervisor.
3. Limit class load during the two semesters of professional education. Teacher candidates must obtain approval from the Chair of the Department of Special Education for more than 18 units.
4. Keep off-campus responsibilities to a minimum.
5. Report at the time designated to the appropriate authority in the school to which the teacher candidate is assigned.
6. Dress professionally and in accordance with the school site standards.
7. Be punctual and regular in attendance.
8. Spend the beginning days of the directed teaching assignment in observing and assisting the master teacher in various assignments.
9. Behave in a professional manner at all times.
10. Begin teaching only when in the judgment of the master teacher and the university supervisor the teacher candidate is ready.
11. Arrange time with the supervising teacher for assistance in planning and evaluating.
12. Inform the master teacher, the school, and the university supervisor as soon as possible in case of unavoidable absence.
13. Attend the seminars scheduled for teacher candidates.
14. Determine with the master teacher the curricular units of teaching for which the teacher candidate will be responsible.
15. Prepare thoroughly and carefully for each day of teaching.
16. Make both long range and short range plans.
17. Check unit plans, lesson plans, assignments, materials, etc., with the master teacher and the university supervisor.
18. Hold frequent evaluation and planning conferences with the master teacher and the university supervisor.
19. Initiate planning for ways in which competencies are to be met; assume responsibility for seeing that these are demonstrated, and that completion is recorded and filed using the appropriate forms provided.
20. Continually engage in self-evaluation of teaching performance.
21. Learn pupils' names as soon as possible.
22. Become acquainted with the cumulative records, IEPs, ITPs, or IFSPs and any other files pertinent to the pupils with whom the teacher candidate works.

23. Become aware of the types of populations served by the school to which the teacher candidate is assigned.
24. Know the school regulations and rules affecting the pupils for whom the teacher candidate is responsible.
25. Become acquainted with the various learning materials used for the classes
26. Become acquainted with the material and personnel resources available to teachers in the building, department, and school.
27. Attend general education as well as special education faculty meetings, PTA and other school-related functions when these do not conflict with university coursework.
28. Fill out reports promptly.
29. Recognize that the master teacher and the school are legally responsible for the teacher candidate's activities as well as the activities of pupils.
30. Observe the University and school regulations covering teacher candidates and directed teaching.
31. Follow the schedule of the school district for vacations.
32. Take responsibility for ensuring that all forms are completed and submitted to the master teacher and University Supervisor at appropriate times.
33. Inform the university supervisor of any incidents that may potentially jeopardize the teacher candidates' safety.
34. Inform the master teacher of suspected child abuse. Report suspected child abuse in accordance with state law.

Guidelines for Teacher Candidates in Directed Teaching

The CSUF teacher candidate is expected to participate in all activities normally expected of a teacher. When a CSUF teacher candidate is teaching in their own classroom the same responsibilities hold as when the person is teacher candidate. The following suggestions are provided to assist the teacher candidate in the performance of his/her role:

1. Prepare thoroughly and carefully for each day of teaching.
2. Appear appropriately dressed and well groomed at all times.
3. Be punctual and regular in attendance.
4. Inform the Master Teacher as soon as possible in case of unavoidable absence. Also inform the University Supervisor.
5. Attend general education as well as special education faculty meetings, parent conferences and other school-related functions whenever it is possible to do so.
6. Attend seminars and other meetings scheduled for the CSUF teacher candidate by the University Supervisor.
7. Observe the University and school regulations with regard to Directed Teaching.

The teacher candidate is expected to develop and demonstrate adequate mastery of the competencies related to each field experience. Any deficiency in these competencies during directed teaching should form the basis for a remedial plan agreed upon between the teacher candidate, Master Teacher, Site Principal and/or University Supervisor.

Documenting Competencies

SPED 489B is competency-based, and the course is graded pass/fail for 6 units of credit. Candidates must achieve all competencies to pass SPED 489B. Incompletes are not given for this course. Candidates who fail to meet all competencies and course requirements will need to repeat the course in its entirety.

Please refer to the syllabus provided for the current semester for a comprehensive listing of course requirements and due dates. The following is a general overview of basic course requirements.

1. **Attend** scheduled seminar meetings.

2. **Demonstrate** mastery of the Education Specialist Competencies. It is the teacher candidate's responsibility to be familiar with these competencies and to track progress toward their achievement.
3. **Complete** all assigned material and requirements.
4. **Verify** at least 30 hours of classroom contact per week; a minimum of 240 hours of University supervised field-based attendance, a proportion of which must be completed in a natural context with typically developing similar age peers, such as the general education classroom/campus and/or the community..
5. **Fulfill** all suggestions for improvement from your master teacher and University supervisor
6. **Maintain** an ongoing journal/portfolio, which should include the following and be reviewed with your University supervisor and master teacher on a weekly basis. At the end of the last week, the binder should be turned in to the University supervisor. Candidates should retain a copy of all materials.
 - daily/weekly schedule
 - observations by supervisor and/or master teacher
 - support log
 - daily log/journal of teaching activities
 - a reflective journal entry at least once a week
 - a log of your contacts with parents, paraprofessionals, general education staff, administrators, teacher candidates etc.
 - course assignments and ongoing data collection
7. **Write and conduct** Task Analysis Programs: You must write, perform, evaluate and be observed by your University Supervisor and/or Master Teacher for at least one individualized and one small group TA lesson. It is not good practice to conduct a large group lesson in which all the students have moderate/severe disabilities. If running a large group lesson the group should represent the natural proportion of 1% students with severe disabilities to 99% typical students. This is a minimum requirement and more maybe required by the University Supervisor and/or Master Teacher. Use the Task Analysis Program lesson plan format from SPED 482B (see detailed directions in Chapter 5 Appendix).
8. **Monitor** your ongoing development as a teacher through maintenance of your professional portfolio. Keep copies of the evaluation materials for each teaching placement in your portfolio.

Description of the SPED 489B Directed Teaching Experience

While enrolled in SPED 489B, you are completing a special education assignment in the K-12 + classroom. You may be placed at an elementary (K-6), middle (7-8), high school (9-12), or adult transition program (18 - 22 yr olds). Your placement will depend on your request, your area of subject matter competency, and/or placement availability. Regardless of your placement, you will be introduced to special education, observe, participate, and co-teach in classes, learn and practice basic concepts of classroom design and positive behavior support; write instructional objectives, participate directly in classroom instruction with your assigned Master Teacher; collaborate with general education faculty and administration; and demonstrate your developing proficiency of the Special Education Competencies.

Over the 10-week directed teaching experience, you will be gradually inducted into teaching. You will begin by observing your Master Teacher and will gradually assume responsibilities of a classroom teacher. These experiences are carefully structured and outlined later in this chapter. Each week will end with reflective journaling. By the 5th or 6th week you should assume all responsibilities of the classroom as the lead teacher including planning, scheduling, supervision, collaboration, etc.

Development of professional level communication skills is facilitated by assignments involving interviewing parents, students, other professionals and all levels of school site personnel. Assignments also emphasize demonstration of clarity and focus in oral and written communication, in report making, collaboration with general education faculty as well as other professionals, and especially when communicating with parents/care providers, where the issue of "informed consent" is vital.

As you become more autonomous in the classroom, you will be required to develop, implement, and evaluate lessons. Depending on the classroom context, you may want to use one or more of the following lesson plan formats:

- Task Analysis Lesson Plan Format or
- Lesson Plan Format (Special Education Teacher/Child Behaviors)
- Lesson Plan Format (Elementary and Bilingual Education Adapted for Special Education)
- Lesson Plan Format (Single Subject Credential Program)
- A lesson plan format provided by your master teacher or University supervisor

Your Master Teacher will often observe your classroom activities and provide feedback about your teaching strengths and areas of needed improvement. It is important to maintain good rapport with your Master Teacher. You will want to:

1. Review all of the requirements for this semester with your Master Teacher and plan how you will meet these requirements.
2. Be sensitive to the need for effective human relations.
3. Maintain open, truthful, and direct communication.
4. Respect the Master Teacher's ideas.
5. Communicate your concerns and needs.
6. Listen effectively and actively.
7. Receive suggestions for improvement in a professional and responsive manner.

SPED 489B Directed Teaching Requirements and Assessments

During this semester, you will participate in a variety of performance assessments, including the following:

- **Candidate-Initiated Assessments**
 - **Portfolio** - you will continue the development of your portfolio.
 - **Reflective Journal/Critical Incidents**– you will complete weekly journals/critical incidents of your directed teaching activities. Use the reflective journal as a means of evaluation the efficacy of your teaching. If you achieve a success, reflect upon how and why it was a success. If you meet with consistent failure, reflect on why this is the case and what you can do to change what you're doing in terms of program design, schedules of reinforcement, instructional strategies, etc.
 - **Support Log** – you will document interactions with your master teacher and University supervisor.
 - **Self-Evaluation of Special Education Competencies** – you will self-assess your proficiency in the Special Education Competencies.
- **Master Teacher-Initiated Assessments**
 - **Master Teacher Observations and Feedback** - your master teacher will provide formal and informal feedback about your classroom teaching and practices.
 - **Master Teacher Evaluation of Special Education Competencies** – your master teacher will assess your proficiency in the Special Education Competencies.
- **University Supervisor-Initiated Assessments**
 - **University Supervisor Observations** – your University supervisor will observe and provide feedback on your classroom teaching and practices.
 - **University Supervisor Evaluation of Special Education Competencies** – your University Supervisor will assess your proficiency in the Special Education Competencies.
 - **University Supervisor Assessment of Dispositions** – your University supervisor will assess your dispositions.
 - **Portfolio Review** – Your University supervisor will review your portfolio.

Several evaluation forms will need to be completed by your master teacher and University supervisor. You are responsible for obtaining all signatures, discussing all evaluations with the evaluator, and setting goals to

achieve these requirements within the directed teaching experience. Failure to meet all requirements and competencies may result in your having to repeat SPED 489B. See Chapter 12 for these forms.

Interns/Employed Candidates

When candidates are employed, every effort will be made to follow an on-the-job support model. Candidates teaching on an University Internship Credential will be asked to take their "intern days" to participate in the demonstration/application lessons. Candidates teaching with an University Internship Credential will be required to do all of the same field assignments. For more information, see Chapter 7, Special Policies and Issues for Interns. Since CEC standards require demonstration of teaching students with moderate/severe disabilities in inclusive settings, every effort will be made to work with interns and their administration to create opportunities for meeting these competencies.

SPED 489B Weekly Activities

In any given week, you have a list of activities and competencies to meet. These activities are listed by week on the following pages.

In addition, the following objectives should be met on a daily or weekly basis. These performance objectives are taken directly from the California Commission on Teacher Credentialing and will be evaluated during each on-site observation.

Interact with General Education Staff:

1. Attend weekly or monthly General Education staff meetings.
2. Eat or take breaks in the general education staff dining/break area.
3. Meet with one or more General Ed faculty to plan for, evaluate, and modify inclusive activities for students in your class.
4. Or, in the case of an Adult Transition Program, attend Community College or worksite staff meetings, take breaks with staff in these settings, and meet with these staff members on a weekly basis to plan for, evaluate and modify inclusive activities for students in these settings.

DAILY OR WEEKLY ACTIVITIES AND OBJECTIVES

In addition to the above, there are special activities in which you will engage each week. You will document all of your activities in your portfolio. Cover pages for each week are provided on the following pages.

Education Specialist Credential Special Education: First Directed teaching Experience SPED 489B Moderate/Severe			
NAME:		CWID:	
WEEK 1	Completion Date:		

1. Arrange date and time of meeting with Master Teacher (MT) (or school administrator), supervisor, and self.
2. Learn student's names and basic skills, strengths, needs and methods for communicating.
3. Read school policies and procedures.
4. Become familiar with weekly classroom schedule and read all programs and IEP OR ITP's.
5. Give copy of weekly schedule to supervisor.

Demonstrate skills for planned transitions:

6. Observe and help in classroom, transition areas, structured and unstructured settings, non-school settings (ongoing).

Assessment:

7. Obtain blank raw data forms from Master teacher currently used in the classroom for Task Analysis, anecdotal recording, frequency, duration, or interval recording counts, and examples of forms being used currently for targeted challenging behaviors.
8. Identify and discuss classroom assessment process with the Master teacher. Identify and discuss the current frequency of data collection. Observe MT collecting data during or after a lesson.
9. For one day during this week, observe grade equivalent general education classrooms. Choose classrooms in which the students assigned to your MT's case load are being included.
10. Pinpoint one challenging behavior and collect Quality of Life (use forms from SPED 522) information for one targeted student.

Evaluation of Instruction:

11. Document examples of quality systematic instruction and how effective teaching provides positive behavior support and classroom efficiency.
12. Record what happens during transition times, structured and unstructured settings, and non-school settings.

Instruction and Program Implementation:

13. Greet the students each morning and be part of the opening activities. Note: Only Kindergarten classrooms should be holding a "morning circle". Grades 1st and above are "opening activities". Therefore, you must always be observed engaging in grade appropriate activities that would take place in the age equivalent general education classroom.
14. Use age appropriate behaviors (voice tone, verbal directives, etc.) when interacting with students.
15. Maintain confidentiality; whenever speaking about any student be sure to remove yourself from their earshot.

Documentation:

16. Document all activities in your portfolio.
17. Document entry in your journal.
18. Be prepared to share the information with your master teacher, University supervisor, and/or seminar instructor.

Education Specialist Credential SPED 489B: Special Education: Second Directed teaching Experience Get to Know Your School	
Name:	
School:	
District / Grade:	
SELPA:	
Superintendent:	
Director of Special Education:	
Principal:	
Vice Principal:	
Secretary:	
Custodian:	
Classroom Teacher:	
Special Education Teacher:	
Speech & Language Specialist:	
Psychologist:	
Reading Specialist:	
University Supervisor:	
Librarian:	
Instructional Assistant:	
Adaptive PE Instructor:	
Others:	
Additional Notes:	

WEEK 2	Completion Date:	
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Inclusive & collaborative activities:

1. List staff and position and introduce yourself to the following personnel: principal, secretary, same-grade general education teachers, OT, PT, ST, janitor, playground supervisor, lunch supervisor, food servers, etc. Begin rapport building with general education teachers.

Organize classroom space:

2. Draw a map of current classroom sub-environments, listing activities and materials. Include items that may distract or enhance students' attention, such as lighting, noise, and colors. Draw a second map that would demonstrate better utilization of space. Think in terms of Universal Design, so that the classroom would accommodate any learner (gifted to students with high support needs).

Assessment:

3. Collect and chart baseline functional assessment data for 3-5 days using the Scatter Plot. Also complete the Motivational Assessment Scale.
4. Record anecdotal data (A-B-C) for one student in the following settings. Take a 5 minute sample of each setting, noting challenging behavior.
 - a. 1:1 instruction
 - b. small group instruction
 - c. structured and unstructured settings
 - d. non-school settings
 - e. recess and hallways
 - f. general education classrooms (this is critical—if the student currently has no access to this setting, you must create an opportunity for this access).

If available, make a video tape recording of each of the above.

Program Curriculum Development:

5. With cooperation of teacher and use of the IEP OR ITP as reference select your **First** objective and develop a Task Analysis (Content and Process) (See Task Analysis Program directions below in Chapter 5 Appendix). Ensure that you are developing a TA that will be maintained after you complete 489B. Consult with classroom teacher to become acquainted with instructional materials and curricular guides used by the teacher to structure and plan instruction.

Instruction/Program Implementation:

6. Greet the students each morning and be a part of the opening activities.
7. Begin to develop rapport and provide functional reinforcement to students. Be sure to only employ pre-planned schedules of reinforcement that are already in place. In other words, be careful not to provide too dense or too thin a schedule of reinforcement.
8. Model Master teacher and begin implementation of intact programs.

Evaluation of instruction:

9. Collect data of intact programs as they are implemented. You must demonstrate data collection when observed by your university supervisor.
10. Consult with Master teacher to become acquainted with instructional materials and curricular guides used by the teacher to structure and plan instruction.
11. Read students' IEPs OR ITPs. Have these plans available for the university supervisor to read through for his or her first visit.

Documentation:

12. Track all weekly activities and materials developed/used in the appropriate section of your portfolio.
13. Include your journal entry/critical incident.
14. Be prepared to share the information with your master teacher, University supervisor, and/or seminar instructor.

WEEK 3	Completion Date:	
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Inclusive & Collaborative Activities:

1. Attend general education staff meetings weekly.
2. Start work on Inclusion Plan (see Inclusion Plan directions in Chapter 5 Appendix):
 - a. Determine with assistance of Master Teacher and parents which students would be likely candidates to start inclusive activities.
 - b. Set up a meeting with a general education teacher for next week to discuss plans for including your students in one or more of their activities.
3. If students are already included, work with gen ed teacher to plan and adapt or modify curriculum to ensure participation, that student is meeting IEP OR ITP objectives, and that student is maintaining friendships.
4. Work on developing rapport and working relationship with paraprofessionals, and general education teachers.

Assessment/Data Based Planning:

5. Select two intact programs and assist MT in data collection. After data are collected, meet with MT to analyze and discuss high frequency errors. Brainstorm some solutions to reducing errors that modify the program (e.g. massed trial instruction, slice TA into smaller steps, etc.).
6. Schedule home visit to conduct Significant Other Interview (SOI) (see SOI directions and sample in Chapter 5 Appendix) for one of the students for whom at least one of the programs is being written.
7. Conduct a Student Repertoire Inventory (SRI) (see directions for TA Program below) for your **First** TA and modify if necessary. Collect, chart and interpret baseline data for **First** task analysis (1-3 sessions).
8. Since most TA's should include at least one communicative, assess communication using an authentic criterion referenced assessment (e.g. SRI, other teacher made materials, direct observation of student sample) for one student (can be same student for other assignments). Inventory same age typical peers' communicative behaviors. Based on the discrepancy between the two, write a communication goal for that student that is functional and age appropriate. This goal can be part of the goal for the entire TA or a separate goal. Use Assistive Technology if necessary to adapt skills.

Program Curriculum Development:

9. With cooperation of teacher and use of the IEP OR ITP as reference select your **Second** objective and develop a Task Analysis (Content and Process).

Instruction/Program Implementation:

10. Continue individual instruction of intact programs under the direction and planning of Master teacher.
11. Be sure to display enthusiasm when providing contingent social reinforcement.
12. Embed opportunities for choice for reinforcers, activities, materials, people, etc.

Evaluation of instruction:

13. Identify types of functional student reinforcers used by the classroom teacher. Document these in your portfolio.
14. Identify types of positive behavior support techniques used in the classroom. Remember to include both positive and negative experiences in your journal.
15. Identify what the teacher does to prepare for lessons.

Documentation:

16. Track all weekly activities and materials developed/used in the appropriate section of your portfolio. Include your journal entry/critical incident.
17. Be prepared to share the information with your master teacher, University supervisor, and/or seminar instructor.

WEEK 4:		Completion Date:	
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Inclusive & Collaborative Activities:

1. Attend general education staff meetings weekly.
2. Follow up on meeting with general education teacher. Plan instruction in gen ed classroom or continue instruction already started in gen ed classroom.
3. Continue to build rapport and positive relationship with paraprofessionals and general education teachers.

Assessment:

4. Conduct an SRI for your **second** TA and modify if necessary. Collect, chart and interpret baseline data for **second** task analysis (1-3 sessions).
5. Conduct an SOI with one student's family.
6. Schedule MAPS for the purpose of developing the IEP OR ITP for the same student.

Program Curriculum Development:

7. With cooperation of teacher and use of the IEP OR ITP as reference select your **Third** objective and develop a Task Analysis (Content and Process).

Instruction/Program Implementation:

8. Always have materials ready prior to beginning an instructional session.
9. Continue individual instruction of intact programs under the direction and planning of the master teacher.
10. Begin small group instruction of intact programs under direction of MT.
 - a. During small group instruction and/or in the general education classroom, ensure that each student is occupied and on-task.
 - b. Distribute attention evenly but in sync with each student's schedule of reinforcement.
 - c. During small group instruction and/or in the general education classroom, ensure that the task or activity is appropriate for the entire group, or adapt the activity to meet the needs of all the students
11. Begin co-instruction with Master teacher in group activities.
12. Begin implementation of your **first** task analysis. Collect and chart data for each session.

Classroom Behavior Support

13. Assume teaching responsibilities for transitional times (monitoring halls, bathroom, preparing students for activities even if they are not assigned to you, preparing materials).
14. Evaluate and summarize in written format class-wide setting events that may be setting the occasion for challenging behavior to occur, or may be reducing the likelihood of challenging behavior.

Documentation:

15. Continue to track all weekly activities and materials developed/used in the appropriate section of your portfolio. Include your journal entry.
16. Be prepared to share the information with your master teacher, University supervisor, and/or seminar instructor.

WEEK 5	Completion Date:	
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Inclusive & Collaborative Activities:

1. Attend general education staff meetings weekly or when scheduled.
2. Include no more than two of your students in a general education class twice weekly.
3. Instruct using typical peers as mediators or role models.
4. Teach one para how to implement the first task analysis program and how to collect the data.

Assessment:

5. Conduct an SRI for your **third** TA and modify if necessary. Collect, chart and interpret baseline data for **third** task analysis (1-3 sessions).
6. Conduct MAPS.
7. Attend IEP OR ITP.
8. Complete Assessment Data Analysis (ADA) for targeted behavior to be addressed in a Behavior Intervention Plan (BIP).

Program Development:

9. Begin implementation of your **second** task analysis. Collect and chart data for each session.
10. With cooperation of teacher and use of the IEP OR ITP as reference select your **Fourth** objective and develop a Task Analysis (Content and Process) Program.

Instruction/Program Implementation:

11. Begin individual instruction independently.
 - a. Use massed trial instruction when needed, for example with Difficult Steps (i.e. high error steps).
 - b. Use spaced trial instruction when needed.
12. Continue small group instruction of intact programs under direction of MT. Continue to engage in steps 10 a, b, and c from Week 4
13. Continue implementation and data collection for **first Task Analysis** program. Make modifications based on data analysis.
14. Conduct generalization probe in two other contexts for **first Task Analysis** program.
15. Begin implementation of your **second** task analysis. Collect and chart data for each session.
16. Add teaching responsibilities for other times throughout the day as agreed upon by Master Teacher.
17. Use flexibility when student is demonstrating high error rates. End sessions with a successful trial.
18. Maintain appropriate level of task demand.

Documentation:

19. Continue to track all weekly activities and materials developed/used in the appropriate section of your portfolio. Include your journal entry.
20. Be prepared to share the information with your master teacher, University supervisor, and/or seminar instructor.
21. Review Competencies; using these conduct a mid-semester self-evaluation. List your present strengths as a teacher candidate, areas of improvement you've already made thus far, and specific objectives and strategies to improve your teaching abilities.

22. Make an appointment to sit down with your master teacher and evaluate your Directed Teaching thus far.

WEEK 6	Completion Date:	
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Inclusive activities:

1. Continue to attend general education staff meetings weekly or when scheduled.
2. Continue to include students in general education twice weekly. Continue to meet with gen ed teacher regularly to plan instruction and modify materials.

Assessment:

3. Conduct an SRI for your **fourth** TA and modify if necessary. Collect, chart and interpret baseline data for **fourth** task analysis (1-3 sessions).
4. Collect generalization probe data for **1st and 2nd** task analysis program.

Program Curriculum Development:

5. Begin designing and implementing setting event/antecedent modifications to reduce the likelihood of the targeted challenging behavior.

Instruction/Program Implementation:

7. Continue individual and small group instruction.
8. Continue implementation and data collection for **1st and 2nd TA** program. Make modifications based on data analysis.
9. Begin implementation of your **third** task analysis. Collect and chart data for each session.

Technology:

10. In consideration of their modes of functioning (communication, mobility, etc.), assess student for use of low or high tech assistive technology (as demonstrated in SPED 482B).
11. Based on assessment results and with assistance of Master Teacher and AT itinerant, plan for and develop an assistive device for the student to use in the general education classroom.

Documentation:

12. Continue to track all weekly activities and materials developed/used in the appropriate section of your portfolio. Include your journal entry.
13. Be prepared to share the information with your master teacher, University supervisor, and/or seminar instructor.

WEEK 7	Completion Date:	
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Inclusive activities:

1. Attend general education staff meetings weekly.
2. Include one or two of your students in a general education classroom daily.

Instruction/Program Implementation:

3. Continue individual and small group instruction under the direction and planning of the master teacher.
4. Continue small group instruction.
5. Continue implementation and data collection for **1st, 2nd** and **3rd** program. Make modifications based on data analysis.
6. Begin implementation of your **fourth** TA. Collect and chart data for each session.

Assessment:

7. Conduct Generalization Probe for **1st, 2nd, and 3rd** TA program.
8. Continue to conduct data collection on 5 other intact programs as needed by Master Teacher.

Program Development:

9. Continue designing and implementing setting event/antecedent modifications.
10. Identify a functionally equivalent replacement response, baseline response, and begin designing instructional strategies.

Technology:

11. Employ use of either newly created or already intact assistive technology system.
12. Collect data on its efficacy for three consecutive days.

Documentation:

13. Track all weekly activities and materials developed/used in the appropriate section of your portfolio. Include your journal entry.
14. Be prepared to share the information with your master teacher, University supervisor, and/or seminar instructor.

WEEK 8	Completion Date:	
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Inclusive activities:

1. Continue to attend general education staff meetings weekly or as scheduled.
2. Join general education grade level team.
3. Continue to include one or two of your students in a general education classroom daily.

Assessment:

4. Conduct Generalization Probes on the **1st, 2nd, 3rd, and 4th** TA programs.

Instruction/Program Implementation:

5. Assume **ALL** responsibilities of classroom.
6. Continue implementation and data collection for **1st, 2nd, 3rd, and 4th TA** programs. Make modifications based on data analysis.
7. Give COPIES (not originals) of all programs to master teacher or to University supervisor if you do not have a master teacher.
8. Plan to continue the implementation process on all programs. These programs should become part of the students' ongoing educational instruction.
9. Continue instruction and data collection for Replacement Response for the BIP.
10. Take advantage of opportunities for teaching in natural stimulus conditions:
 - a. Fade from contrived reinforcers to natural reinforcers when possible.
 - b. Thin schedule of reinforcement as acquisition, fluency, maintenance, and generalization occur.
 - c. Use incidental teaching techniques to generate communication.

Documentation:

11. Track all weekly activities and materials developed/used in the appropriate section of your portfolio. Include your journal entry.
12. Be prepared to share the information with your master teacher, University supervisor, and/or seminar instructor.

WEEK 9		Completion Date:	
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Inclusive activities:

1. Continue to attend general education staff meetings weekly or as scheduled.
2. Attend grade-level team meetings.
3. Include one or two of your students in a general education classroom daily.

Assessment:

4. Conduct Generalization Probes on the 1st, 2nd, 3rd, and 4th TA programs.
5. Collect post-intervention data on targeted challenging behavior and on the Replacement Response.

Instruction/Program Implementation:

6. Continue to assume **ALL** responsibilities of classroom.
7. Continue implementation and data collection for 1st, 2nd, 3rd, and 4th TA programs. Make modifications based on data analysis.
8. Continue the implementation process on all programs. These programs should become part of the students' ongoing educational instruction.

Documentation:

9. Continue to track all weekly activities and materials developed/used in the appropriate section of your portfolio. Include your journal entry.
10. Be prepared to share the information with your master teacher, University supervisor, and/or seminar instructor.

WEEK 10	Completion Date:	
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Inclusive activities:

1. Continue to attend general education staff meetings weekly or as scheduled.
2. Attend grade-level team meetings.
3. Include one or two of your students in a general education classroom daily.

Instruction/Program Implementation:

4. Continue to assume **ALL** responsibilities of classroom.
5. Continue implementation and data collection for **1st, 2nd, 3rd, and 4th TA** programs. Make modifications based on data analysis.
6. Continue the implementation process on all programs. These programs should become part of the students' ongoing educational instruction.

Documentation:

7. Track all weekly activities and materials developed/used in the appropriate section of your portfolio. Include your journal entry.
8. Be prepared to share the information with your master teacher, University supervisor, and/or seminar instructor.
9. Complete and submit your portfolio to your University supervisor.
10. Set meeting with your University supervisor/master teacher to review the semester and complete all competencies and requirements.
11. Complete self-evaluation on Competencies.

SCHEMA FOR INSTRUCTIONAL TA PROGRAM DEVELOPMENT

(numbers in spaces indicate week to be completed)

Steps of Program Development ⇒	Conduct SRI & Write T.A.	Baseline TA	Implement	Continue & Modify	Generalization Probes
1st TA	Week 2	Week 3	Week 4	5 - 10	5 - 10
2nd	3	4	5	6 - 10	6 - 10
3rd	4	5	6	7 - 10	7 - 10
4th	5	6	7	8 - 10	8 - 10

TASK ANALYSIS PROGRAMS:

Using the TA format based on the Content/Process Task Analysis (Attached in Appendix), candidates will complete the following steps for each of 4 task analyses.

1. Task Analyses should be developed from objectives from the IEP. If IEP's are in need of revision use revised IEP objectives.
2. At least three task analyses must be trained in or generalized to an inclusive context. You will be observed collecting data and providing instruction on these task analyses in the most natural, age appropriate settings.
3. Once you have conducted an SRI to insure its appropriateness with a typical peer, you will then write the TA, develop adaptations that make extra teaching unnecessary, and determine the student's baseline performance. Revise the content as necessary.
4. After you have collected baseline data, begin training and continue training until objective has been met. Analyze data weekly to determine if progress is being made or if modifications are required.
5. Collect generalization probe data in alternative settings. For example, if the task analysis is social greetings, after teaching greeting to one peer, probe to see if greeting generalizes to a second peer or to another teacher. Each probe should be conducted in a different setting, with a different person, or with different materials.

Appendix

- i. Task Analysis Program Packet
- ii. Inclusion Plan
- iii. Significant Other Interview

<p style="text-align: center;"><i>Program Development & Task Analysis Directions for Use and Grading Criteria</i></p>

Definition

A curriculum method used in education to arrange any learning activity into small incremental steps in order for the learner to be most successful

Purpose of Task Analysis

1. Use as a communication tool
Provides consistency from day to day in reinforcement, prompts, and most importantly when & how to prompt
2. Use as pupil progress tracking tool
Need data to make good, informed decisions
Need data as evidence
3. Use as a program decision making tool
Lack of progress indicates a program frailty such as materials, environmental pollutants, presentation, etc.
Lack of progress may indicate motivation problem that then gets back to environmental variables.

Two Parts to the Task Analysis

1. *Process.* How the teacher teaches the task
2. *Content.* What the task looks like when the student is performing the task to the expectation of the objective, arranged into small incremental steps tailored to the learning style of the student.

Content Task Analysis

Two Types of Content Task Analyses

Begin with the objective from the IEP. This should be a functional, age appropriate objective that aligns with core curriculum if student is in k – 12 and community based if student is at junior college level. Should be written using Mage's CBC format.

1. Task is broken down into small steps and the whole task is performed at each session.

Slicing and chunking are ways of expanding or condensing the size of the TA depending upon the needs of the student.

2. **Changing Criterion Model:** when the task is broken down into its smallest component to the point of being one discrete behavior, which is generally a one trial response such as sitting in a chair, swallowing, talking, using eye gaze to indicate a preference, drawing a straight line, etc. This model is a TA written in steps that increase by quantity, accuracy or quality of performance over time. This is also referred to as Shaping.

SRI: Student Repertoire Inventory

1. *Typical Peer's Responses.* Assess a typical same-age peer and record their exact responses.
2. *Student's Baseline.* Conduct a baseline assessment, also called a generalization probe, of your target student performing the same task. Be sure to enable the student to attempt the entire task by providing minimal assistance to get him or her to the next step in the TA. Record his or her exact responses.
3. *Discrepancy Analysis.* Determine discrepancy between typical peer's responses and the target student's responses. In other words, what was missing in the student's baseline performance and why?
4. *Adaptations.* Develop adaptations that enable the target student to perform as many steps as possible with the least amount of instruction (e.g. Velcro instead of laces, asking for help from a peer instead of struggling alone, using pictures instead of the printed word, etc.).
5. *What to Teach.* Then determine what to teach and how, for each step that contained an error during baseline. At this point you may have to reconstruct your TA.

Steps to Constructing the Content Task Analysis

1. After SRI has been completed, teacher should also perform the TA.
2. Finally, list expected response for each step in your Content Analysis column.

Process Task Analysis

Environment

This is the place where the behavior naturally occurs, preferably. If training is not possible in the natural context, then the environment is the place where training will take place, at least resembling the natural context.

Materials

Include all teaching and data keeping materials necessary to run a session.

Procedures

Natural Cue. What's a cue? A cue, synonymous with a prompt, an antecedent, or a discriminative stimulus, is an event that occurs in the environment that let's the student know that if they perform the correct behavior under this circumstance they will be reinforced. Ultimately we want the student to respond to the natural cues in the environment that generate responses and not to the contrived cues presented by teachers. For example, when the bell rings to go to lunch that's a natural cue for everyone to get up and go, as opposed to the teacher telling the students to go. Another example is when the electric door opens at the grocery store that's a natural prompt to enter, rather than a teacher nudging the student through the door.

Direction of chain. A chain is a series of steps connected together to form a task. Forward chain indicates that training will initiate with the first step in the TA and each subsequent step will be taught in progression to the last. Backward chain indicates that the entire TA will either be demonstrated or physically prompted except for the last step; training will initiate with the last step. Once the last step is acquired, the second to the last step will be introduced for training. Mixed chain indicates that any step in the chain might be introduced as the first step for training. The step chosen might be determined to be the more difficult step. Concurrent indicates that all steps in the chain will be taught during every teaching session. Serial indicates that only one step will be taught during each teaching session. Select the chain that you determine is appropriate and *explain IN DETAIL* on your TA what it means and the rationale for choosing this direction.

Prompt Hierarchy. Once the natural cue is presented, if the student does not respond or makes an incorrect response within the latency period (see below) additional, contrived prompts must be introduced as part of the teaching methods in order to eventually generate the correct response. Two ways to do this are through the Correction Procedure, or Least to Most intrusive prompt hierarchy, or the Fading Procedure, or

Most to Least intrusive hierarchy. When writing a process TA always explain how to do it; make it clear what the cue is, what to do if correct, what to do if a mistake.

1. *Correction Procedure.* The least intrusive prompt is the natural cue. Allow student to make a response waiting the specified latency period, if no response or if response is incorrect introduce the least intrusive prompt such as an indirect verbal (e.g. "Did anyone hear the bell ring?"). If no responses are made or responses are incorrect introduce successively more intrusive responses after latencies until the correct response is emitted.
2. *Fading.* This is also referred to as errorless teaching; provide the most intrusive prompt before the student has a chance to respond and then fade that prompt until the student is making the response independently.
3. *Within Stimulus Prompting.* Highlight feature that needs to be discriminated and fade: toothbrush on rack, nuts and bolts. Also in training, correct answers to statements "What's this?" APPLE, then fade saying apple.

Here's an example (do not copy this, use your own description) of how you would outline a hierarchy for your assignment, using the following sample as a guideline. Let's say you select the Least to Most hierarchy as your teaching strategy. To describe this for your Task Analysis you will select one of the steps in the task analysis (such as "Clear table") as an example of what to do to teach that step as follows:

For example, Step #1 – Clear Table --

Natural Cue	Dirty dishes
Indirect Verbal 1	"What are you supposed to do?" Or "What's first?"
Indirect Verbal 2	"What do you think you do when you see dirty dishes?"
Direct Verbal	"Clear the table?"
Gestural	Point to the dirty dishes while repeating the direct verbal prompt
Model	Model the behavior for the student of clearing the dirty dishes from the table while repeating the direct verbal prompt
Light Physical	Lightly tap student while repeating direct verbal prompt
Full Physical	Give student full physical guidance to show them how to clear the table while repeating direct verbal prompt

Latency/Time Delay. It is critical to give the student a chance to respond without help. Most of our best learning comes from making mistakes. Latencies generally average 10 seconds, which is actually quite a long time and is an arbitrary number. Choose a latency period that is appropriate for your student, not so long that they forget what they are doing but not so short that you help them before they need you. Explain how to implement the latency on your TA, how long the delay will be, when will the delay be used, and the rationale for choosing this length of time.

Reinforcement

Reinforcement is the procedure in which the likelihood of the student's future responses increases as a result of responding being contingently followed by a reinforcing stimulus. Positive reinforcers are stimuli that result in an increase in responding as a result of getting these stimuli. Students attempt to get more of these and increase or maintain their behavior in order to get more. Negative reinforcers are stimuli that are negative or aversive. Students attempt to escape or avoid these and will increase or maintain their behavior in order to make these go away. Candidates/Graduates of this program do not use aversives to generate or maintain behavior or in an attempt to decrease behavior. Negative reinforcement is equivalent to coercion and is unnecessary if good teaching practices are occurring in the classroom.

For your TA describe the schedule of reinforcement you will employ and the necessity for this schedule during each learning stage (acquisition, maintenance, generalization, fluency). Also describe how you will thin the schedule of reinforcement to an intermittent schedule based upon what criteria for each learning stage.

During the **acquisition phase** of teaching (when the student is achieving scores of 0 to 75% approximately) it is important to reinforce every correct response on a CRF schedule of reinforcement. A response is considered correct when it does not require a prompt; however, feedback is appropriate to reinforce successive approximations. Save potent reinforcers for unprompted responses and specify what those reinforcers are and how often they are to be delivered. For your TA specify what that reinforcer will be. It's not sufficient to say "praise". Each person's "praise" is different. Specify and vary reinforcers. Students get tired of the same consequence over and over.

As acquisition occurs it is necessary to start thinning the schedule of reinforcement to an intermittent schedule. Intermittent schedules are indicated by Fixed Ratio (FR), Variable Ratio (VR), which refer to reinforcing a certain number of responses. Intermittent schedules are also indicated by Fixed Interval (FI), and Variable Interval (VI), which refer to a certain duration of behavior. Choice of schedules of reinforcement are based on the behavior to be increased or maintained. Ratio schedules of reinforcement would relate to discreet behaviors such as writing your name, number of multiplication facts, reading a certain number of pages in a book. Interval schedules relate to behaviors such as reading for a period of time, practicing an instrument for a period of time, staying on task.

Peer Support

Describe how you can use typical similar aged peers to be good friends by helping out in the instructional setting. It's best to teach

Measurement and Graph

1. Construct data sheet from SD's in Task Analysis
2. Record unprompted correct responses with a + (plus). Record incorrect or prompted responses with a - (minus), and record prompt used to generate response. Tally total number of correct responses as % or circle number on data sheet.
3. Use a key to indicate what abbreviations of the prompts stand for in boxes marked with a minus (IV1=Indirect Verbal 1).

Record at least one day of baseline to determine current level of performance prior to training. You may use the data sheet provided or your own. Following baseline record training data for at least three days or up until you submit your TA. Indicate on your data sheet which columns refer to baseline data and which columns refer to training data. Date your columns and don't forget to put the year.

Generalization

Generalization occurs when a student is able to transfer the acquired responses from the training context to a novel context. Train with multiple examples (settings, items, people) and probe for generalization to similar response sets.

Next Step

Build into larger response chain and follow-up tasks. This task analysis focuses on a very specific response set which is part of a larger chain of responses that naturally occur in succession. For example, when teaching the task analysis for teeth brushing, once that skill is learned it can be built into a larger response chain of getting ready for school in the morning.

SAMPLE TASK ANALYSIS

(This is only a sample. Do not copy the content of this sample).

Objective: Given a load of dirty dishes at the work site, student independently will complete 100% of the steps of the dishwashing task analysis for 3 consecutive sessions.

Content

Process

<p>A. With Dishwasher</p> <ol style="list-style-type: none"> 1. Clear table 2. Open dishwasher 3. Rinse dishes 4. Load Plates into bottom rack 5. Load silverware into rack 6. Load cups/glasses into top rack 7. Load bowls into top rack 8. Put dishwasher soap into holder 9. Close holder 10. Close dishwasher 11. Lock dishwasher 12. Turn on dishwasher <p>OR:</p> <p>B. Without Dishwasher</p> <ol style="list-style-type: none"> 1. Close drain 2. Squeeze small amount of dish soap into sink 3. Turn on hot & cold water 4. Fill 3/4 sink with warm water 5. Turn off water 6. Clear table 7. Scrape dishes of excess food into disposal 8. Put all dishes in sink 9. Get sponge 10. Wash dishes 11. Rinse 12. Put in drying rack 13. Repeat 8-12 for bowls, cups/ glasses, silverware. 14. Remove plug from drain. 15. Dry 16. Put away 	<p><u>Environment:</u> Kitchen with access to sink and/or dishwasher</p> <p><u>Materials:</u> Checklist, dirty dishes, sponge, towel, soap.</p> <p><u>Procedures:</u> Natural Cue: dirty dishes. Chain: Forward, concurrent (<i>explain</i>). Prompt Hierarchy: Least to Most SEE ATTACHED DIRECTIONS FOR WHAT SHOULD BE INSERTED HERE Latency: 10 seconds(<i>explain</i>)</p> <p><u>Reinforcement:</u> Acquisition: Provide reinforcers (<i>list</i>) contingent upon each correct response. At 75% accuracy, thin schedule to providing reinforcer contingent upon each unprompted correct response. At this point be careful not to reinforce prompted responses, but do give positive feedback such as "not bad, nice try." Maintenance: When performance is above 80%, thin schedule of reinforcement until reinforcer is provided at the end of the entire TA only if all responses are correct without prompts.</p> <p><u>Peer Support:</u> Indicate in this section how typical peers will assist the student to complete the task analysis. Also indicate what you will instruct the peer(s) to do and how.</p> <p><u>Measurement:</u> Record unprompted correct responses with a + (plus). Record incorrect or prompted responses with a - (minus), and record prompt used to generate response. Tally total number of correct responses as % or circle number on data sheet.</p> <p><u>Generalization:</u> Train with multiple examples (settings, items, people) and probe for generalization to similar response sets.</p> <p><u>Next step:</u> Build into larger chain of cooking and follow-up tasks.</p>
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Sample Changing Criterion Design TA

Objective: When presented with a piece of paper and instructed to write name at the top of the page, student will independently write a straight line approximately one inch long within vertically drawn guides.

Content:

1. trace a dark black line 5 inches long, within vertically drawn guides
2. trace a broken dark black line 5 inches long, within vertically drawn guides
3. trace a broken light black line 5 inches long, within vertically drawn guides
4. trace a broken light grey line 5 inches long, within vertically drawn guides
5. trace a broken light grey line 3 inches long, within vertically drawn guides
6. trace a broken light grey line 2 inches long, within vertically drawn guides
7. write a 2-inch line within vertically drawn guides
8. write a 1 1/2-inch line within vertically drawn guides
9. write a 1-inch line within vertically drawn guides

Inclusion Plan Directions

The purpose of this assignment is to initiate the steps toward fully including a student with moderate/severe disabilities all day in a general education classroom and to practice planning for that outcome. It is not expected that the student will be fully included by the end of the semester. However, if this is possible, every support will be provided to help make it a reality. You should consider using this context as a starting point for fulfilling your Directed Teaching assignment (489B).

Procedures

- Step 1. Choose a student with moderate/severe disabilities who will eventually be fully included in a general education classroom. Start a reflective journal of the process.
- Step 2. Talk to the parents of your target student and inquire about their goals and dreams for their child. Introduce the option of inclusion and its advantages. Proceed only as far as parents are comfortable. Share the directions for this assignment with the family and have them sign the written consent to participate (attachment).
- Step 3. Talk with the principal of the student's school about this assignment. Explain the assignment and find out what suggestions, questions, and concerns (if any) the principal would have about this child being fully included in general education.
- Step 4. Select a general education teacher, preferably someone with whom you are already familiar. If you know no one, you need to meet someone and familiarize yourself with them. Introduce your thoughts about inclusive opportunities and begin an ongoing, long-term conversation about planning and collaborating. Interview the teacher(s) and record the following information:
 - a) schedule of class activities
 - b) curriculum (subjects addressed; general curriculum approach)
 - c) teaching style & methodologies used by the teacher
 - d) objectives for general education students
 - e) what type of support the teacher would want if the student were fully included in his/her class
- Step 5. Meet some typical kids that are in that gen ed teacher's class and familiarize yourself with them. Invite them to your class for a pre-planned activity (pizza lunch parties are always well received). Use this occasion to open the door for students to return for more fun and interaction. Start a Pals at lunch club (PALS).
- Step 6. Evaluate the campus in terms of accessibility and ADA guidelines (generally wheelchair accessible on campus and in classrooms and group rooms, visual material is accessible, etc.)
- Step 7. Complete the *Objectives/Classroom Schedule Matrix*, using the student's IEP objectives and the teacher's class schedule. (See example from Snell & Brown, 2000, pp. 16-18 or blank form in Halvorsen & Neary, p.208 or attached below).
- Step 8. Complete the *Classroom Activity Analysis Worksheet* (similar to the SRI) for the student's full day in the general education class(es), using the major activities of the teacher's schedule (e.g., opening activity; language arts) and daily routines (e.g., arrival; recess or nutrition;

lunch; passing periods). (See example and blank form in Halvorsen & Neary, pp. 81-83 & p. 209 or attached below).

Step 9. For each major routine or activity in #6 above, complete the form *Support Plan Worksheet: Planning Student-Specific Support*. (See “*Routine Chart*” examples in Halvorsen & Neary, pp. 85-87 and blank form p. 210 or attached below).

Step 10. Complete an Inclusion Plan report describing how you will plan for the student’s successful inclusion and monitor its ongoing progress.

Inclusion Report

Organize your completed typewritten report using the following italicized headings. Specifics are critical here. There is no minimum. The more detail the better. You want to write this up as a proposal for your campus and you want people to follow it. Your writing should be professional, grammatically and syntactically correct, with APA format for vocabulary, line spacing, headings, and pagination.

- a) *Student* (Description written in positive, non-clinical, non-disability oriented vocabulary);
- b) *General Education Classroom* (detailed description of physical environment, general teaching style, general classroom atmosphere);
- c) *Principal Interview* (detailed results from Step 3);
- d) *General Education Teacher Interview* (detailed results from Step 4);
- e) *Completed Objectives/Schedule* matrix form;
- f) *Completed Analysis* worksheet form;
- g) *Completed Support Plan* worksheet form;
- h) *Preparation, Roles and Responsibilities* (give **specifics** for each of the following individuals: gen ed teacher(s), typical peers, student with disability, all special education personnel, the school principal, the parents);
- i) Preparation of the classroom and campus in terms of *Accessibility* (i.e., checking the classroom and campus for accessibility physically, socially and academically, and planning for needed modifications if any);
- j) Detailed description of how *Decisions About Curriculum Modification* will be made, and who will develop needed materials; if modifications are warranted give specific examples of those modifications;
- k) *Problem Resolution* (detailed description of how ongoing problems will be addressed and resolved and by whom);
- l) *Evaluation of Progress* (detailed description of how progress and/or success of the inclusion process will be evaluated);
- m) *Explanation of Goals* (describe in detail how you will explain the goals for this student’s full inclusion in general education to: the principal, the general education teacher(s); the student’s parents; the parents of the typical classmates; and the special education personnel);
- n) *Challenges & Solutions* (a statement of what you think the most challenging aspects of this inclusion process would be and suggestions for functional solutions);
- o) *Reflective Journal* (journal the process of conducting this assignment; handwritten is acceptable).

Current Objectives/IEP				
Daily Schedule				

Objectives/Classroom Schedule Matrix

Current Objectives/IEP				
Daily Schedule	Working independently for 10 minutes	Initiate communication with typical peers	Transferring written material to a computer	Holding and completing a classroom job
10:05-10:10 Daily lesson/assignment given		Greet peer(s) when arriving to class	Logging on to computer from an ID card.	Pass out papers/books.
10:10-10:45 Completion of daily assignment	Completing daily typing text book assignment	Discuss assignment, or request help with assignment.	Working from typing text book.	
10:45-10:50 Game/Internet free time		Discuss game/web page, or request help.	Using a topic list when searching the internet.	
10:50 Dismissal		Say bye to peers, or walk with peers to next class		Check computers for log outs.

Current Objectives/IEP				
Daily Schedule	Requesting a break when needed	Responding to name	Following a schedule	
10:05-10:10 Daily lesson/assignment given		If student is asked a question.	Find seat in class.	
10:10-10:45 Completion of daily assignment	If having difficulties completing assignment.	Respond to peers when they initiate conversation.	Transition from lesson to class work.	
10:45-10:50 Game/Internet free time	If having difficulties working game/internet.	Respond to peers when they initiate conversation.	Transition from assignment to free time.	
10:50 Dismissal		Respond when peers say "bye."	Checking for next class location.	

Matrix of Embedded Skill Instruction

Student's Name:

(Sample: from Pages 16-18 of Snell & Brown, 2000)

Student's Grade:

Current Objectives									
	Communication with Picture/Voice Output Device & Responding to Yes/No Questions	Sequencing Pictures	Using a Walker to Go Short Distances	Using a Power Wheel chair	Making Friends	Listening & Responding to her Name & Requests for Participation	Fine Motor: Grasping & Releasing & Placing & Directing Others to Use Objects	More and Less Concepts	Completing Classroom Jobs
Daily Schedule									
8:30-9:15 Daily Language & Writing	Journals: peer reading	Use pictures to tell story to peers	Entry to room & to desk		Engage peers in the activity	Respond to peer requests or initiations	All of the above		
9:15-10:00 Literature Circles	Respond to modified questions	Same as above	From desk to circle		Respond to & choose interactions w/ peers	Same as above			Complete modified job in lit circle
10:00-10:20 Recess & Snack	Same as above		From circle to wheel-chair	Play-ground & in halls	Select peers, choose games	Same as above			
10:20-11:00 Math	Same as above	Same as above	From power chair to walker & then to desks		Interact w/ partner	Same as above	Same as above	Same as above	When clean-up turn is due, assist
11:00-11:45 PE	Same as above		From desks to pwr chair	To play games	Same as above	Same as above	Same as above	Same as above	Same as above
11:45-12:30 Lunch & Recess	Same as above	Same as above		To cafeteria	Interact w/ lunch mates	Same as above	Same as above w/lunch items		

CLASSROOM ACTIVITY ANALYSIS WORKSHEET Sample

As is
 Physical Assistance
 Adapt Materials
 Multilevel
 Curriculum Overlap

Name Amanda Activity Astronomy workgroup

Classroom Activity Steps	Student Performance	Specific Adaptations	Skills in Need of Instruction
In table groups, listen to teacher directions- create poster about one important astronomer (one per group).	Appropriate behavior, look toward teacher. Tries to push wheelchair away from table (brakes are on).		
Read assignment page questions	Looks at books with assistance from paraprofessional.	Use adapted book with Astronomy section.	Opening and turning pages independently.
Go to resource display shelves for references.	Attempted to push self to display. Desks in the way. Unable to negotiate through crowded areas.	Clear path. Work on Universal access.	Moving self independently to selected areas.
Make notes in response to questions on assignment.	Unable to read or write notes. Manipulation of paper is difficult.	Use picture to reflect topic of assignment.	Identifying of pictures of astronomers, astronomical events, objects. Choosing own materials.
Individually prepare contribution to poster about astronomer.	No opportunity to observe. Amanda was looking at books.	Use adapted book with pictures of topic.	Choosing assignment. Pointing to requested items. Showing pictures to peers.
Return items to shelf.	Attempted (see above).	Clear path.	Wheelchair mobility, while carrying items.

Support Plan Worksheet: Planning Student-Specific Support

Example—Amanda’s Routine Chart

SUBJECT/TIME
Astronomy/11:00 am

Student Amanda
Grade/Teacher 7th/Spencer

School Emerson J. H.
Date

Classroom Routine	Student’s Activities/ Routine	Support	IEP Goals
1) Students in table groups listen to teacher directions.	Same	None	Independent work.
2) Read assignment—page questions.	Listen as peers read aloud.	Peer	
3) Go to resource display and select reference books	Push wheelchair to display rack (one section has Amanda’s adapted books or magazines).	Para or peer	Independent mobility.
	Point to book desired so support can remove.	Para or peer	Use of key signs and gestures.
	Push wheelchair back to desk as support carries book or Amanda carries it on tray.	Para or peer	Independent mobility.
4) Make notes in response to questions.	Look through selected book.	None	Independent work.
	Share one or two pages with table group by holding book up for them to see or use of vocal output device that reads some of the highlighted sections.	Para or peer	Literacy or use of a switch.
	Students respond by reading passages or commenting on pictures Or Use communication device to say, “here’s a good idea!” Then show pages.	Para or peer	Turn taking with peers. Use of communication device throughout day.
5) Individually prepare contribution to poster	Choose photo or create drawing to add to poster by:	Para or peer	Literacy & communicate choices.

Continued on page 86 of Halvorsen & Neary

If current opportunities are limited or non-existent brainstorm ideas to develop opportunities or to increase opportunities and record results.

6. Describe your neighborhood?

- a) proximity to stores

- b) proximity of neighbors (peers to play with)

- c) access to public transportation

- d) access to community leisure settings (e.g., park, theaters, etc.)

- e) "safety" of neighborhood (e.g., street crossings? bike paths?)

- f) other

7. To what extent are there opportunities for choice throughout your child's life? Consider:

- number of options
- informed choice (typically prior experience)
- quality of options (e.g. 2 or 4 preferred options)

If choices are limited, brainstorm ideas for increasing opportunities throughout the day and record results.

8. What are your child's least favorite activities, food, places to go, people?

9. What are your biggest concerns for your child?

10. Describe your family and how they interact with your child: siblings (include ages, names), relatives, friends, etc.

11. Describe your child's health and mobility challenges? Medications, allergies, ambulating, etc.

12. Does your child exhibit any challenging behaviors that inhibit you or your family in any way?

13. What do you or others do when the behavior occurs? Are you receiving any positive behavior support to effect some long range changes? If not, offer some ideas and solutions.

14. Is there anything else you'd like to add that we haven't covered?

COMMUNICATION QUESTIONNAIRE

On the following page is the communication questionnaire developed by Peck and Schuler to determine the student's current means of communication. The interview is constructed to yield early/emergent communicative abilities as well as more conventional forms of communication. It does not cover all forms of communication that may be unique to each individual. Please use comment section for more specifics. This next section may be handwritten.

COMMUNICATION QUESTIONNAIRE

Student's Name: _____ Date: _____ Rater: _____

What does student do: in order to ↓	cries	aggression	Tantrum/self-injury	Shakes head no/nods	Facial expression	Passive gaze	Proximity	Gestures/points	Pulling other's hands	Touching other's body	Grabs/reaches	Motor agitation	Removes self	Vocalization	Tone of voice	Self-stimulation	Echolalia	One-word speech	One-word sign	Complex speech	Complex signs	
1. Requests Affection/Interaction/ Proximity																						
adult to sit near?																						
peer to sit near?																						
non-disabled peer to sit near																						
adult to look at him/her?																						
adult to hug him/her?																						
to sit on someone's lap?																						
Other:																						
2. Requests for adult action																						
help with dressing?																						
to be read a book?																						
to play ball/a game?																						
to go outside/to a store?																						
other:																						
3. Requests object, food, or things																						
something out of reach?																						
something to be opened?																						
a favorite food?																						
music/radio/T.V./ Gameboy?																						
keys/toy/book?																						
other:																						
4. Protests																						
common routine is dropped?																						
something is taken away?																						
taken somewhere w/out desire?																						
someone terminates interaction?																						
required to do something doesn't want to do?																						
other:																						
5. Declaration/Comment																						
to show someone something?																						
someone to look at something?																						
other:																						

6. Does child use an assistive device? If so for what purposes? How functional is this device; in other words how often does the child use it and, when he or she does, is the response reinforced?

Weekday Schedule

The weekday schedule includes daily activities that occur on a typical day from the time the student wakes up in the morning until the time the student goes to bed at night. It does not include school time or any time the significant other is not aware of the student's activities.

Going across from left to right the information collected includes:

1. Environment: This is the larger environment in which the activity occurs, e.g., home, community.
2. Sub-Environment: This may be a room in the house or a specific store in the community where the activity takes place.
3. Activity: In this column you list the activity that takes place. An activity describes an outcome.
4. Approximate time: List the appropriate time the activity takes place. This may be important information in describing the student. The student may be able to dress independently if given one hour. It would be important to work on rate of dressing if this occurs.
5. Chronologically Age Appropriate? (yes or no): In this column you should note if the activity is age appropriate. Is it an activity that typical peers of the same age would engage in?
6. Present Performance/Level of Assistance Needed: In this column you will want to describe at what level of independence does the student currently perform this activity. What types of prompts do the parents use to help the student perform the activities. What adaptations does the student use to perform the activity.
7. Preference (high, medium, low): In this column you will ask parent to rank each activity as a high, medium, or low priority goal to be included in his or her next IEP and to be taught at home and/or in school.
8. Comments: Any comments from parents or ideas you have about the activity which may be useful later can be written here

WEEKDAY SCHEDULE

p. 1

Envir.	Sub- envir.	Activity	Approx times	C/A Appro	Description of Student's Performance	Pref. H, M, L	Comments

WEEKDAY SCHEDULE

p. 2

Envir.	Sub- envir.	Activity	Approx times	C / A Appro	Description of Student's Performance	Pref. H, M, L	Comments

WEEKDAY SCHEDULE

p. 3

Envir.	Sub- envir.	Activity	Approx times	C / A Appro	Description of Student's Performance	Pref. H, M, L	Comments

Weekend Schedule

On the Weekend Schedule you will want to find out everything the student does on the weekend and particularly those activities which do not occur on weekdays because of school. Weekend activities are often lacking with students with moderate/severe disabilities because of lack of social skills and competence in independent and group recreation and leisure activities.

WEEKEND SCHEDULE

p. 1

Envir.	Sub- envir.	Activity	Approx times	C / A Appro	Description of Student's Performance	Pref. H, M, L	Comments

Significant Other Preference **Future Activities - Environments**

Training for students with moderate/severe disabilities should always be future oriented. Teachers need to train skills which will allow for greater participation in current and future environments. Teachers should always be thinking at least 3 years ahead for their students. Remember it takes longer to teach students with moderate/severe disabilities. A crucial element in identifying and prioritizing activities to be taught is whether the student will be able to continue to expand on and use that activity in future environments.

This worksheet has been divided into the following five domains:

1. **Domestic** are any activities which occur in the home.
2. **Recreational/Leisure** are activities which the student may engage in by himself or with typical peers, such as entertainment during leisure time.
3. **General Community** are activities which take place in the community such as shopping, eating at restaurants, using other public facilities, hanging out with typical peers.
4. **Interaction with Typical Peers** are activities which may occur in any of the other four domains which involve some type of interaction with typical people.
5. **Vocational** are activities which involve all types of work skills from being able to complete a task, to follow directions, to actually carrying out a real job in a community employment placement.

When filling this work sheet out with the parents, ask them to think about what they would like for their student to be doing three years from now in each of the following areas. You can refer to the community and neighborhood inventories when identifying where these activities could take place.

After listing the activities and environments, have parents rank high, medium, or low preference for each activity.

FUTURE ACTIVITIES AND ENVIRONMENTS

1. List the activities that you would like your child to be doing three years from now in each of the following areas (above dotted line). Where would these activities take place? (below dotted line). INTERVIEWER: Refer to previous information to assist parents with answers to these questions.
2. After completing list, have parents rank high, middle, or low preference (H,M,L) for each activity. Put the rating in the column next to the activity. Determine if the activity and environments are chronologically age appropriate (C-A?: Yes or No).

Domestic	Pref. H,M,L	Recreational/ Leisure	Pref. H,M,L	General Community	Pref. H,M,L	Inclusion, Typical Peers	Pref. H,M,L	Vocational	Pref. H,M,L
-----	C-A?	-----	C-A?	-----	C-A?	-----	C-A?	-----	C-A?
-----	C-A?	-----	C-A?	-----	C-A?	-----	C-A?	-----	C-A?
-----	C-A?	-----	C-A?	-----	C-A?	-----	C-A?	-----	C-A

General Notes:

SUMMARY SHEET
(completed after interview)

Based on parent interview, summarize all information obtained. Focus on those areas that are of medium and high priority; may also include teacher assessment of critical skills.

<p style="text-align: center;">Present Level of Functioning</p> <p>(Includes strengths, preferences, areas of improvement)</p>	<p style="text-align: center;">Critical Skills to Work On</p> <p>(To be taken directly from the High Preference deficits. Recommendations for IEP goals and objectives based on present level of functioning. Should be written IEP style.)</p>	<p style="text-align: center;">Future Goals</p> <p>(Includes priorities to be addressed in a few years up to & including adulthood)</p>
COMMUNITY		
RECREATION/LEISURE		
DOMESTIC		
VOCATIONAL		
INCLUSIVE ACTIVITY		