

## Evidence Based Practices

**Course:** SPED 63999 2 credit hours

**Location:** 105 White Hall Monday – Thursday, 9am – Noon

**Summer:** June 11, 2012 – July 26, 2012

Carol Sparber M.Ed, Intervention Specialist

Office: 202 White Hall

Phone: 330-603-4416 email [csparber@kent.edu](mailto:csparber@kent.edu)

Office Hours: Best by appointment: posted hours are Tuesdays Noon – 4pm

**Text Information:** No required text. Readings will be posted on BBL. A calendar of topics, readings and assignments are listed at the end of the syllabus.

**Technology and computer competence:** Students will be expected to know how to access and use the following:

- Blackboard Learning Management System
- Microsoft Word and Power Point.
- EBSCO Databases (via Kent State University library)

**For Any assignments turned in electronically:** It is the participant's responsibility to ensure the electronic or hard copy of any assignment reaches its final destination.

Assignment deadlines are final. If you are unable to complete assignments by the deadline, alternative arrangements *must* be made prior to the due date. Late submissions without prior approval will be subject to grade penalties.

**Description: Evidence Based Practices,** is a required master's level course for students who are pursuing graduate work in Transition Coordinator training. The focus of this course is on evidence based practices and implementation in field based activities and training. These include training in transition, teaching methods, lesson planning, evaluation of profile reviews, administration of age-appropriate assessments, synthesis of assessments and IEP development for transition-age students.

**Overarching goal** – The goal of this course is to develop competencies of transition coordinators for providing educational support, mentoring, transitional services, career development, and employment experiences to students with disabilities.

Competencies include:

- Demonstrate knowledge of the philosophical, historical and legal foundations of special education
- Identify the characteristics of special education students
- Administer assessments
- Synthesize evaluation procedures
- Demonstrate and apply knowledge of transition
- Plan and teach appropriate lessons for transition students
- Manage student behavior and social interaction skills
- Communicate and collaborate professionally and ethically

**Course Objectives:**

1. Transition coordinators will analyze profiles of students with disabilities and determine their future job training needs
2. Transition coordinators will assess, determine and identify special education student's strengths, preferences, interests and needs in terms of career goals using a variety of assessments
3. Transition coordinators will identify and write age-appropriate, measurable goals and objectives for special education students IEP's
4. Transition coordinators will demonstrate an understanding and knowledge of the similarities and differences in cognitive, physical, social and emotional needs among students with disabilities and the implications for education, employment and living
5. Transition coordinators will create a learning plan to modify and adapt instructional activities, projects and job shadowing experiences to suit the skills, preferences and abilities of students with disabilities.
6. Transition coordinators will integrate evidence based practices to provide support in academics, employment, independent living, and recreation for their students with disabilities

**Assessment of Learner Outcomes:**

1. **Attendance** (25 pts)

Transition coordinators are required to attend each training session for the 7 week duration of the program. Attendance is essential to the program.

## 2. **Participation** – (25 pts)

This is an important aspect of any learning experience. Active participation is expected. Active participation includes: listening, commenting, asking follow-up questions, working collaboratively, sharing resources and/or ideas, providing solutions, engaging in discussion and reading assignments in preparation for class. Participation will be evaluated in terms of readiness to discuss issues related to session topics. This is demonstrated by the ability to participate in the discussions, answer questions, and provide examples and resources to share with members of the group.

## 3. **Demonstrate Evidence-Based practice through blogging and assignments**

Each Transition coordinator will understand and apply evidence-based practices through the use of strategies and tools to assess and use current research to improve services for students with disabilities.

- **Graded blogs and responses:**  
Blog entries (3pts each)
- Blog responses to other posts (1 pt each) .  
Blog entries are due by 3pm the day after they are assigned.
- **Assignments** (10 pts each) Assignments should reflect evidence-based practice and submitted in a final copy form. All assignments are to be submitted by the end of class (3p.m.) on the day they are due

**Blogging:** Your active Blogging participation is one major component of your learning and the grade you will receive in this course. **For each discussion question you must post a substantive response of your own as well as a response/feedback to at least one other student.**

Blogs should reflect thoughtful responses and an understanding of evidence-based practices. It is expected that you support points with resources you may find for the course. Likewise a substantive response to another student is more than "good posting" or "thanks for sharing that information with us." A substantive response draws on theory, practice, cogent observations and integrative critical thinking. Blogs should run between 200-400 words but some can say much with far fewer words, and that's fine as long as it is quality. Each discussion post is worth 3 points and points for each unit discussion question will be evaluated in this manner:

### Responding to Others:

- 1 point for a response to another learner that meets the substantive response criteria above
- ½ point for a response that does not meet the substantive response criteria above
- 0 points for no post

### Your Post:

- 3 points for a response that meets the substantive response criteria above
- 1 point for a response that does not meet the substantive response criteria above
- 0 points for no post

If the quality of your postings needs improvement I will make suggestions to you. You should monitor your progress and note grades for discussion threads that do not result in the full 3 points. You are strongly encouraged to use this as a creative and friendly forum to explore questions and ideas. Posts made after the due date will only receive 1 point of the possible three if received within one week of the due date. No points will be earned on posts made more than one week late.

### Grading Policy

1. All assignments are due on the date specified in the syllabus. **Late work will be subject to late penalties.** If an assignment is later than one week, and prior arrangements have not been made, the assignment will not be accepted. Please contact me before the assignment is due to discuss options.
2. All participants are expected to meet graduate standards by obtaining a "B" average on all assignments. This graduate standard indicates that the work met the expectations of the instructors, was completed fully, met stated criteria, represented a strong professional effort, and was turned in on time.
3. Any assignment (EXCLUDING THOSE WHICH ARE SUBMITTED LATE) that earns **less** than an 80% may be revised and resubmitted. In order to gain additional points, participants must indicate in writing what component or activity they would like to improve and how they plan to do so. Participants will then have a full week (but no more than one week) following receipt of a grade to make revisions. Participants are encouraged to work with their peers and share their work in order to receive peer feedback prior to due dates. A grade of higher than 89% cannot be obtained on work that is revised.

Grading Scale : Points total 200.

A = 90-100

B = 80-90

C = 70-79

D = 60-69

### **Statement on Academic Integrity**

Kent State University seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others. Accordingly, the expectation of the instructor and the university is that that individual work will be submitted unless appropriate acknowledgement is made. All students are expected to understand and abide by these principles. Students are encouraged to consult the Student Conduct Code which is available at: [www.kent.edu/dept/publications/studentconductcode](http://www.kent.edu/dept/publications/studentconductcode). Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The review process can be found at: <http://www.kent.edu/student-affairs/SJACS/>.

### **Emergency Preparedness/Course Continuity:**

In case of emergency, and travel to campus is difficult, Kent State University will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. Instructors should be prepared to assign students a “Plan B” project that can be completed at a distance. For additional information about maintaining your classes in an emergency please access: [www.kent.edu/services/emergencyprep.html](http://www.kent.edu/services/emergencyprep.html)

Please activate Blackboard for all instructions in the case of an emergency. Access to Blackboard learning management system and support information is available at [blackboard.kent.edu](http://blackboard.kent.edu).

### **Disability Policy**

University policy 3342-3-18 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student

Accessibility Services (contact 330-672-3391 or visit [www.kent.edu/sas](http://www.kent.edu/sas) for more information on registration procedures).

### **FERPA Statement**

FERPA regulations prohibit the distribution of grades other than face-to-face with the respective student or via web for students. Please do not ask for grade over the phone or via email.

### **Ohio Department of Education**

Please visit the Ohio Department of Education website: [www.ode.state.oh.us](http://www.ode.state.oh.us) for information regarding the Transition Educator Program and the new Teacher Standard. Additional information will be posted on Learn.

### **Course Outline: Scope & Sequence of coursework**

Week 1 –6/11 - 6/14

#### **Monday 6/11 - Intro/ Professionalism –**

##### **Read this:**

<http://www.cec.sped.org/content/navigationmenu/professionaldevelopment/professionalstandards/>

Follow and read the links for Ethical Principles for Special Education Professionals and CEC Standards for Professional Practice

**Do this:** In BBL Introduce yourself, then in the Blog Titled ‘Professionalism’ write a journal entry about your reading. It can be something new you learned so explain why it’s important to know or write about something that you think is very important for teaching students with disabilities. How does this impact your teaching? (3pts). Respond to at least one other post (1pt).

#### **Tuesday 6/12 - Transition overview/post school outcomes**

**Read this:** <http://www2.ed.gov/about/offices/list/ocr/transition.html>

and <http://www.nsttac.org/content/nsttac-i-13-checklist>

**Do this:** Print out NSTTAC Indicator 13 Checklist: Form A and Form B Review each then compare each form and identify the differences. Be prepared to discuss the indicators in class.

### Wednesday 6/13 – Disability Awareness

Read this: Who's Future Is It Anyway?

[nstattac.appstate.edu/.../Whose%20Futuretransition%20planning\(moderate\).final.pdf](http://nstattac.appstate.edu/.../Whose%20Futuretransition%20planning(moderate).final.pdf)

Do This: (3pts) In the Blog titled – 'Who's Future Is It Anyway?' reflect on the reading then write some of your thoughts about how this curriculum relates to:

- Indicator 13
  - Common Core Standards
  - the State's Career Cluster Initiative: Essential Knowledge and Skills
- Respond to at least one other student's response (1pt).

### Thursday 6/14 – NSTTAC and Evidence Based Practices

Do This: Go to the NSTTAC web site <http://www.nstattac.org/content/evidence-based-practices-secondary-transition>

Assignment: (10pts) Review the Evidence-Based Practices. Choose one that is interesting to you. Prepare a short lesson about the Evidence-Based Practice you chose. You may present your lesson in any format – include a visual element! Be able to describe: What the practice is, how you would implement the practice with a student with disabilities and how it relates to Indicator 13.

### Week 2 – 6/18 – 6/21

#### Monday 6/18: NSTTAC and Evidence Based Practices: Student led presentations

Do This: In the Evidence Based Practice Blog: (3pts) Critic your own presentation. Some ideas: Include what went well, what could you improve, what can you change to make it better

Respond to at least one other student's critic (1 pt)

#### Tuesday 6/19: Team Building

Do This: In the blog labeled Team Building, explain why you think Team Building is important for this class. Have you ever participated in Team Building activities before? Did you like them? Dislike them? Is there a benefit to these types of activities? How could this team building experience be improved? (3pts)

Respond to at least one other post (1pt)

Wednesday 6/20: What is Self-Determination?

Read this: Research to Practice Brief – Self-Determination: Supporting Successful Transition

<http://www.ncset.org/publications/viewdesc.asp?id=962>

Do This: In the Blog labeled: Self-Determination, write your definition of Self-Determination. Include an example that demonstrated self-determination(3pts). Comment on at least one other student’s post (1pt)

Thursday 6/21: IEP’s and Goal Writing

Read This: IEP’s and Goal Writing – Choose one of the following IEP examples. Read the IEP example – we will use these in class Monday!

[nstattac.appstate.edu/sites/default/files/assets/pdf/Jason.pdf](http://nstattac.appstate.edu/sites/default/files/assets/pdf/Jason.pdf)

[nstattac.appstate.edu/sites/default/files/assets/pdf/stephanie.pdf](http://nstattac.appstate.edu/sites/default/files/assets/pdf/stephanie.pdf)

[nstattac.appstate.edu/sites/default/files/assets/pdf/Alex.pdf](http://nstattac.appstate.edu/sites/default/files/assets/pdf/Alex.pdf)

[nstattac.appstate.edu/sites/default/files/assets/pdf/john.pdf](http://nstattac.appstate.edu/sites/default/files/assets/pdf/john.pdf)

Week 3: 6/25- 6/28

Monday 6/25 IEP’s and Goal Writing

Assignment: (10pts) As a group, analyze IEP’s from Thursday’s reading: Identify strengths and weaknesses of the IEP. Is anything missing from the IEP? Are the goals measurable?

Prepare a summary to share in class tomorrow. Be creative with your presentation!

Tuesday 6/26 IEP’s and Goal Writing

Presentations of IEP summaries.

Do This: In the ‘IEP and Goal Writing Blog’ critic your presentation. Be objective. What could be improved? What could you do better? Is there anything you would change? (3pts)

Respond to at least one other post (1pt)



Wednesday 6/27 Ecological Assessments

Read This:

[https://fp.auburn.edu/rse/trans\\_media/08\\_Publications/06\\_Transition\\_in%20\\_Action/chap8.htm](https://fp.auburn.edu/rse/trans_media/08_Publications/06_Transition_in%20_Action/chap8.htm)

Do This: In the Assessment Blog: write your definition of an Ecological Assessment (3pts) Respond to at least one other post (1pt)

Thursday 6/28 Ecological Assessments: Guest speaker today

Do This: Assignment: (10pts) Find an Imperical Article on Ecological Assessments. Summarize the findings. Be sure to include the reference. Use APA style please  
Due Monday 7/2

Week 4: 7/2-7/5

Monday 7/2 LCCE / AIRS Assessments

Read This: Age Appropriate Assessment Tools: The LCCE and AIRS

<http://nsttac.appstate.edu/content/age-appropriate-transition-assessment-toolkit>

Do This: In the Assessment Blog, Think about the Assessment toolkit. Are some of these tools more important than others? Are all of them necessary? If you could choose only 3 'tools' to use, what would they be? Support your choices based on Evidence based practice. (3pts)

Respond to at least one other post (1pt)

Tuesday 7/3: Assessments

Do This: In the Assessment Blog, reflect on what you learned about administering the LCCE. Were accommodations necessary? If so, what were they? Do you feel the accommodations were helpful for the student? Did the student suggest the accommodations or were they suggested by you? (3pts) then respond to one other post (1pt).

Wednesday 7/4: No Class

#### Thursday 7/5: Student Assessments

Do This: Review the Transition Assessment Implementation Toolkit

<http://nstattac.appstate.edu/sites/default/files/assets/pdf/TransitionAssessmentImplementationTimeline.pdf>

Assignment (10pts): Write at least 10 questions that will help you identify SPINS for your students with disabilities. Cite any references you use to help shape your questions. Due Monday 7/9

#### Week 5: 7/9-7/12

##### Monday 7/9 Student Assessments: Administering the LCCE

Do This: In the assessment Blog, reflect on your experience administering the LCCE today. Include any questions, comments or concerns you have regarding your experience (3pts). Please comment on at least one other post (1pt).

##### Tuesday 7/10 – Student Assessments: Administering the AIR

Do This: In the Assessment Blog please reflect on your experience administering the AIR today. Include any questions, comments or concerns you have regarding your experience (3pts). Comment on at least one other post (1pt).

Do This: In a separate entry, compare your experience administering the LCCE to the AIR (3pts). Comment on at least one other post (1pt).

##### Wednesday 7/11: Student Profile Summaries

Read this: Academic Synthesis: Five syntheses were conducted that identified effective practices for increasing academic performance for secondary-level students with disabilities:

<http://nstattac.appstate.edu/content/academic-synthesis>

Do This: In the Student Profile Blog, reflect on the effective practices. Have you ever used any of these before? Do you think one practice is more effective than another? Why? (3pts) Comment on at least one other post (1pt)

#### Thursday 7/12: Student Profile Summaries

Do This: Review the SPINS of your assigned student. Choose one of the effective practices and in the Student Profile Blog, justify why this particular practice will benefit your student (3pts) Comment on at least one other post (1pt).

#### Week 6: 7/16 – 7/19

#### Monday 7/16: Student Profile Summaries

Assignment (10pts): In the student Profile Summaries Blog, Review the SPINS of your student. Consider their strengths, preferences, interests and needs. What experience on Campus can you provide for your student that will meet these needs. Write a plan you implement to meet these needs when you take your student on their first personal exploration of campus on Thursday. Due Thursday 7/16

#### Tuesday 7/17 Assessment Summaries

Read This: Summary of Performance Resources:

<http://nsttac.appstate.edu/content/summary-performance-resources>

Do This: Choose one additional link on this page to review. In the Assessment Summaries Blog, review of one of the resources and share at least one recommendation that you will include in writing an assessment summary (3pts). Comment on at least one other post (1pt).

#### Wednesday 7/18 Assessment Summaries

Watch This: [Completing a Summary of Performance Form](#)

<http://nsttac.appstate.edu/content/completing-summary-performance-form>

Do This: In the Assessment Summaries Blog: Add at least one more recommendation from the video that you will incorporate into writing an assessment summary (3pts). Comment on at least one other post (1pt).

#### Thursday 7/19: Personal exploration

Do This: In the Student Profile Summaries Blog, reflect on what worked today in Personal Exploration. Include what could be improved to make this experience more meaningful for your student (3pts). Please respond to at least one other post (1pt).

Week 7: 7/23 – 7/26

Monday 7/23 Assessment Summaries

Do This: Assignment: Write the first draft of an assessment summary for your student. Bring it to class on Tuesday 7/24 (10pts)

Tuesday 7/24: Assessment Summaries

Do This: In the Assessment Summary Blog: write a reflection on what you've learned about writing assessment summaries and why quality assessment summaries are important for your student's profile (3pts). Comment on at least one other post (1pt).

Do This: Locate at least 3 resources that you can use for lesson planning. Bring them to class on Thursday

Wednesday 7/25: Lesson Planning

Do This: Evaluate your Lesson Plan. Compare it to the SPINS of your student. In the 'Lesson Plan Blog' reflect on how this lesson plan will benefit your student. Are there additional areas to consider? What's the hardest part about planning? Or is there? (3pts) Respond to at least one other post (1pt)

Bring a copy of your lesson to class.

Thursday 7/26: Lesson Planning

Assignment: Write the final copy of the lesson plan for the mini unit you will be teaching to students with disabilities in the career exploration class in the fall (10pts)

Evaluate your lesson plan. Identify the strengths of your lesson, what part of planning was most difficult? Share your thoughts in the blog (3pts) then respond to at least one other post (1pt).

### **Evaluation/Assessment of Learner Outcomes**

**Attendance: 25 points**

**Participation: 25 points**

Includes Blog entries: 80 points

**Evidence Based Practices Assignments: 70 points**

Assignments: Evidence Based Practices – 10 points

IEP's & Goal Writing – 10 points

Ecological Assessment – 10 points

SPIN's 10 points

Assessment Summary – 10 points

Profile Summary – 10 points

Lesson Plan – 10 points

Total possible points: 200