**FLORIDA ATLANTIC UNIVERSITY**

**Graduate Programs—NEW COURSE PROPOSAL**

<table>
<thead>
<tr>
<th><strong>DEPARTMENT NAME:</strong></th>
<th><strong>COLLEGE OF:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>EXCEPTIONAL STUDENT EDUCATION</td>
<td>College of Education</td>
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</tbody>
</table>

**RECOMMENDED COURSE IDENTIFICATION:**

<table>
<thead>
<tr>
<th>PREFIX</th>
<th><em>EEX</em></th>
<th>COURSE NUMBER</th>
<th>6298</th>
<th>LAB CODE (L or C)</th>
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</thead>
</table>

*(TO OBTAIN A COURSE NUMBER, CONTACT MJENNING@FAI.EDU)*

**COMPLETE COURSE TITLE**

Intervention for Social, Communication, Academic, and Functional Skills for Students with Autism Spectrum Disorders

**EFFECTIVE DATE**

(first term course will be offered)

SPRING, 2011

**CREDITS:**

3

**TEXTBOOK INFORMATION:**

Each of the journal articles listed in the bibliography are the required readings for this course. See attached syllabus for list of readings

**GRADING (SELECT ONLY ONE GRADING OPTION):**

- [X] REGULAR
- [ ] PASS/FAIL
- [ ] SATISFACTORY/UNSATISFACTORY

**COURSE DESCRIPTION, NO MORE THAN 3 LINES:**

This is a comprehensive course covering effective instructional practices for teaching social, communication, academic, and functional skills to students with autism spectrum disorders (ASD).

**PREREQUISITES:**

Nature and Characteristics of ASD
or Introduction to Special Education

**COREQUISITES:**

NONE

**OTHER REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL):**

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**MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE:**

TERMINAL DEGREE IN SPECIAL EDUCATION OR RELATED FIELD

Other departments, colleges that might be affected by the new course must be consulted. List entities that have been consulted and attach written comments from each.

Comments attached

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Dr. Cynthia Wilson
Faculty Contact, Email, Complete Phone Number

954-236-1006

**SIGNATURES**

Approved by:
Department Chair:
College Curriculum Chair:
College Dean:
UGPC Chair:
Dean of the Graduate College:

Date:
10/18/10
10/20/10
10/21/10

**SUPPORTING MATERIALS**

Syllabus—must include all details as shown in the UGPC Guidelines.

Written Consent—required from all departments affected.

Go to: [http://graduate.fau.edu/ugpc/](http://graduate.fau.edu/ugpc/) to download this form and guidelines to fill out the form.

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Email this form and syllabus to eqijo@fau.edu one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website by committee members prior to the meeting.

FAUniverseGrad—Revised May 2010
Mike,

Teaching and Learning do not have any conflicts.

However, I have a recommendation. Since EEX 5602 requires a prerequisite of some special education or autism course, you might want to reflect that in the title. Otherwise, you may get a larger group wanting to enroll. Not a bad thing, but may be not the target.

Barbara

Dr. Brady:
The Exercise Science and Health Promotion Department does not have any conflict with the four proposed courses (2 new, EEX 2xxx; EBD 5246 and EEX 5602) listed below. Regards,

B. Sue Graves, Ed.D., FACSM, HFS, FISSN
Chair, Department of Exercise Science
and Health Promotion

Mike:
The new courses and revised courses you are proposing do not conflict with the courses or curriculum in the Department of Curriculum, Culture, and Educational Inquiry. This seems to be a valuable addition to your curriculum. Take care.

Jim McLaughlin
Professor and Chair, Department of Curriculum, Culture, and Educational Inquiry

Dear Dr. Brady,

Thank you for giving me the opportunity to review your two new course proposals, Diagnosis, Assessment, and Instructional Decision Making for Students with Autism Spectrum Disorders and Intervention for Social, Communication, Academic, and Functional Skills for Students with Autism Spectrum Disorders, as well as the revisions to two of your existing courses, EBD 5246 and EEX 5602. The new courses, and the revisions to your existing course, do not conflict with the graduate curriculum in Communication Sciences and Disorders.

Good luck with your curriculum changes.

With best regards,
Deena
Hello Mike:
I have reviewed the revisions and proposed new courses as you requested. I see no conflict with courses offered in the Counselor Education Program. Good Luck!

Irene

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Mike,

Our department members have reviewed your proposed courses and we see no conflict with our department. Bob

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Robert Shockley, Chair
Department of Educational Leadership and Research Methodology
Florida Atlantic University
777 Glades Rd.
Boca Raton, FL 33431
561.297.3551
Shockley@fau.edu

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From: Dr. Michael Brady [mailto:mbrady@fau.edu]
Sent: Wednesday, September 22, 2010 7:22 PM
To: Jim McLaughlin; Barbara Ridener; Irene Johnson at FAU; Sue Graves; Robert Shockley; Deena Wener
Cc: Cynthia Wilson; Mary Lou Duffy
Subject: 4 ESE Courses

Folks – I'm attaching 4 ESE courses for your review. These courses support our effort to better prepare teachers to teach students with autism and to earn the FDOE teaching endorsement in autism. Here is a breakdown of the 4 courses:
Two courses are new. They are:
EEX 6xxx Diagnosis, Assessment, and Instructional Decision Making for Students with Autism Spectrum Disorders
EEX 6xxx Intervention for Social, Communication, Academic, and Functional Skills for Students with Autism Spectrum Disorders

Two other courses are revisions of our existing courses. In the attached syllabi, I highlighted the changes in yellow so you can see what we are proposing to change. Here are the revisions we are seeking:

1. EBD 5246 Students with Autism Spectrum Disorders
   We are proposing change the prefix from EBD to EEX;
   We are proposing a change from 5246 to a 6000 level number;
   We are proposing a title change to Nature and Characteristics of Autism Spectrum Disorders.

2. EEX 5602 Behavior Change and Management Strategies
   We are proposing a change from 5246 to a 6000 level number;
   We are proposing to change the prerequisites from EEX 5612 and EEX 5051 to:
   - EEX 5612 or an equivalent course in applied behavior analysis;
   - EEX 5051 or an introductory course in special education or a course in nature and characteristics of autism spectrum disorders.

Will you please review the two new courses and the two revised courses? If you agree that they do not conflict with the curriculum and courses in your departments, will you please indicate that in a reply to this message? I appreciate the time you spend for the review.

Regards
MB

Michael P. Brady, PhD
Professor & Chair
Department of Exceptional Student Education
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431
(561) 297-3281
mbrady@fau.edu
COURSE NUMBER: EEX 6298 (3 Credits)

COURSE TITLE: Intervention for Social, Communication, Academic, and Functional Skills for Students with Autism Spectrum Disorders

CATALOG DESCRIPTION: This is a comprehensive course covering effective instructional practices for teaching social, communication, academic, and functional skills to students with autism spectrum disorders (ASD).

PREREQUISITE: Nature and Characteristics of ASD or Introduction to Special Education

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK: As a reflective decision-maker the student will make informed decisions, exhibit ethical behavior, and provide evidence of being a capable professional by demonstrating effective, ethical practices during teaching sessions, providing evidence of data based decision making in lesson plans, and reflecting on overall program outcomes for students with ASD.

MATERIALS:

REQUIRED READING: Each of the journal articles listed in the bibliography are the required readings for this course. The course schedule identifies the order in which the articles are to be read.

TECHNOLOGY: E-mail: Your FAU email address will be used.
Computer: Blackboard This course may be web assisted through FAU Blackboard site. Some handouts, forms, handbook and resources may be available on the website. Go to the website: http://blackboard.fau.edu (Do not type www). Your username is the same.
as your FAUNet ID. Your initial password for Blackboard is your PIN (for students this is 2 zeros followed by your 2 digit DAY of birth and 2 digit YEAR of birth).

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:
State of Florida Certification Standards for Varying Exceptionalities
CEC International Standards for Preparation and Certification of Special Education Teachers
State of Florida Accomplished Practices
Florida Subject Area Competencies ESOL

COURSE OBJECTIVES:

1. Describe effective ways to collaborate with family members, including families from culturally and linguistically diverse backgrounds, of a child with ASD.  
   (CEC cc10K4, cc10S3, cc10S10) (ESE 3.6) (ESOL 1.1e, 3.2h)

2. Identify evidence-based practices that are culturally responsive for teaching social, communication, academic, and functional skills to students with ASD.  
   (CEC cc4K1, dd4K1, K2, 4K3, cc5K5) (ESE 3.5, 3.8, 3.11, 5.3, 5.8, 5.9, 6.1)  
   (ESOL 3.2i, 3.3a, 3.3b, 4.2a)

3. Identify visual supports and other strategies for assisting students with ASD in functioning in a variety of environments to which they will be transitioning.  
   (CEC cc4S6) (ESE 7.4)

4. Describe and use specialized teaching strategies (e.g., discrete trial, verbal behavior, error correction, incidental teaching) to meet the needs of students with ASD.  
   (CEC dd4S1, dd5S3) (ESE 3.5)

5. Identify instructional strategies for acquisition, generalization, and maintenance of skills.  
   (CEC c4S4) (ESE 3.3, 6.2)

6. Identify assistive technology, augmentative, and alternative communication systems available for students with ASD.  
   (CEC dd5S3, cc6K4, cc6S1, dd6S1) (ESE 5.4)

7. Select relevant general education and alternate standards and curricula appropriate for a student’s age, instructional needs, and functional performance across settings.  
   (CEC dd1K2, dd5S5) (ESE 3.4)

CONTENT OUTLINE:

- Teacher and Parent Collaboration
- Communication, Social, and Academic Deficits In ASD
- Different Methods of Communication
- Evidence-Based Educational Practices
  - Teaching Strategies for Communication Skills
  - Teaching Strategies for Social Skills
  - Teaching Strategies for Academic Skills
  - Teaching Functional Daily Living Skills
  - Transitioning Skills During School
- Role of Motivation In Learning
- Inclusion and Students with ASD

EEX 6298 Master Syllabus September 2010
COURSE REQUIREMENTS:

1. COLLABORATION REFLECTION PAPER
Students will write a paper describing the significance of teacher-parent collaboration based on assigned readings and their own perspectives. Students will describe advantages of collaborating and possible challenges which may be encountered. The paper should be double spaced with 1 inch margins (all around) and range between 4-5 pages (including cover page).

2. TEACHING ACTIVITIES
Students will have an opportunity to demonstrate the teaching of two specific skills. The target skills will be selected by the instructor following a review of the specific skill. Students will be paired and take turns playing the role of teacher and student. The instructor will provide a checklist of every step in the teaching sequence to be demonstrated by the student. The checklist will be used for grading each teaching activity (Checklists to be distributed in class).

3. COMPETENCY ASSESSMENT: LESSON PLANNING
Students will select one of the following domains: social, academic, communication, or functional daily living skills and prepare five lesson plans to teach a skill in that domain. Each lesson must reflect at least one of the following: discrete trial training techniques, errorless teaching strategies, verbal behavior, pivotal response, and cultural/linguistic diversity strategies.

Competency Assessment and Florida Educator Accomplished Practices

The Florida Department of Education has identified a set of Accomplished Practices that must be mastered in order to continue in the ESE Master's Degree Program. For this course, the Educator Accomplished Practices (EAP 10.1, 10.2) will be measured by the Lesson Planning assignment, which is the Competency Assignment. Please read carefully the ESE departmental policy on Critical Assignments.

ESE Departmental Policy on CRITICAL ASSIGNMENT(S):
Assessment criteria:
A student must earn a minimum grade of 83% of the points allotted for the Critical Assignment to receive a passing grade in this course. In other words, a student cannot pass the course without successfully completing the critical assignment.

Remediation policy:
- If a student is passing the course, but has failed to pass the Critical Assignment with a minimum of 83% of the possible points for the assignment, the student will receive an “I” in the course until the Critical Assignment is successfully redone (only one attempt allowed). The conditions and time frame for the resubmission of the assignment will be determined by the instructor. However, the second attempt must be completed within one semester. Upon successful completion of the resubmitted assignment, the “I” will be changed to a grade for the course and the student may
continue in the ESE sequence of courses. The original points earned for the initial attempt at the Critical Assignment will be used to calculate the final grade in the course. **If the resubmitted Critical Assignment is not successfully passed**, the grade for the course will be B- or below regardless of the total points earned in the course.

- **If a student is not passing the course**, and has failed to pass the Critical Assignment with a minimum of 83% of the possible points, the student will not be allowed to resubmit the Critical Assignment. The student will need to repeat the course and the Critical Assignment.

4. EXAMS
The first exam will cover course content from the first half of the course. The second exam will cover content from the second half of the course. The exams may include multiple choice, true/false, fill-in-the-blank, matching, short answer and/or essay questions taken from the readings, lectures, videos viewed in class and class activities. There will be an emphasis placed on practical application of concepts.

PROFESSIONAL ETHICS / POLICIES AND EXPECTATIONS
Students, as reflective decision-makers, choose to practice ethical behavior during class, in the university community, and while participating in field experiences. ESE students are expected to demonstrate a professional demeanor in their FAU courses including attendance, participation and responsible attention to requirements and deadlines necessary for the successful completion of the ESE program. ESE students are also expected to demonstrate a professional demeanor in field experience settings through their dress, actions, and sensitivity to the students, teachers and administrators at the host schools.

TEACHING METHODOLOGIES:
Methods of instruction include lectures, discussions, modeling, guided practice, group activities, cooperative learning presentations, and media presentations. Participants will acquire knowledge and skills related to teaching students with autism spectrum disorder.

**ASSESSMENT PROCEDURES:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>% of Course Grade</th>
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<tbody>
<tr>
<td>Teaching Activities (2 @ 10 pts. each)</td>
<td>20</td>
<td>10%</td>
</tr>
<tr>
<td>Collaboration Reflection Paper</td>
<td>30</td>
<td>15%</td>
</tr>
<tr>
<td>Competency Assessment-Lesson Planning</td>
<td>50</td>
<td>25%</td>
</tr>
<tr>
<td>Exams (2 @ 50 points each)</td>
<td>100</td>
<td>50%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>200</strong></td>
<td><strong>100%</strong></td>
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</table>
GRADING (FAU GRADING SCALE):
Activity scores are cumulative and the grade scale represents percentage of total points earned.

A = 93-100  A- = 90-92  B+ = 87-89  B = 83-86
B- = 80-82  C+ = 77-79  C = 73-76  C- = 70-72
D+ = 67-69  D = 63-66  D- = 60-62  F = Below 60

POLICIES AND PROCEDURES

To avoid learner confusion or disappointment, the following are assumptions and expectations for this course:

*University Attendance Policy:* Students are expected to attend all of their scheduled classes and to satisfy all academic objectives outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student’s responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student’s final course grade as a direct result of such absence.

*Students With Disabilities:* In Compliance with the Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca – SU 133 (561-297-3880), in Davie – MOD I (954-236-1222), or in Jupiter – SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office “is to provide reasonable accommodations to students with disabilities.” Students who require assistance should notify the professor immediately by submitting a letter from the Disabilities Office to your instructor requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

*Honor Code:* Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high
value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf.

BIBLIOGRAPHY


APPENDIX A

GUIDELINES USED IN THE DEVELOPMENT OF THIS COURSE.

The instructor has included the guidelines of knowledge and skills related to the goal and objectives of this course for beginning special education teachers. The intent is to help the student understand the direction of the course and the relevancy of the material to be learned.

COUNCIL FOR EXCEPTIONAL CHILDREN STANDARDS for EEX 6298


1. Foundations

   DD1K2 Continuum of placement and services available for individuals with developmental disabilities

4. Instructional Strategies

   CC4K1 Evidence-based practices validated for specific characteristics of learners and settings.

   DD4K2 Evidence-based practices for teaching individuals with pervasive developmental disabilities, autism, and autism spectrum disorders

   DD4K3 Specialized curriculum specifically designed to meet the needs of individuals with pervasive developmental disabilities, autism, and autism spectrum disorders

   CC4S4 Use strategies to facilitate maintenance and generalization of skills across learning environments

   CC4S6 Use strategies that promote successful transitions for individuals with exceptional learning needs

EEX 6298 Master Syllabus September 2010
dd4S1  Use specialized teaching strategies matched to the need of the learner

5. Learning Environments/Social Interactions

cc5K5  Social skills need for educational and other environments
dd5S3  Use and maintain assistive technologies
dd5S5  Plan instruction for individuals with developmental disabilities in a variety of settings

6. Language

cc6K4  Augmentative and assistive communication strategies
cc6S1  Use strategies to support and enhance communication skills of individuals with exceptional learning needs
dd6S1  Plan instruction on the use of alternative and augmentative communication systems

10. Collaboration

cc10K4  Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members
cc10S3  Foster respectful and beneficial relationships between families and professionals
cc10S10 Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds

STATE OF FLORIDA CERTIFICATION STANDARDS
FOR EXCEPTIONAL STUDENT EDUCATION

3.3 Identify instructional strategies for acquisition, generalization, and maintenance of skills (e.g., functional and applied academic skills, workplace and career skills, independent living skills) across school, home, work, and community settings.

3.4 Select relevant general education and alternate standards and curricula appropriate for a student’s age, instructional needs, and functional performance across settings.

3.5 Identify methods for differentiating, accommodating, and modifying assessment, instruction, and materials in order to meet individual student needs (e.g., related to age, gender, cultural and linguistic background, preferred communication mode).

3.6 Identify effective methods of communication, consultation, and collaboration with students, families, parents, guardians, administrators, general education teachers, paraprofessionals, and other professionals, including students, families, and team members from culturally and linguistically diverse backgrounds, as equal members of the educational team.
3.8 Identify effective instructional methods (e.g., explicit and systematic instruction, scaffolding, modeling) for integrating reading, writing, speaking, listening, viewing, researching, and presenting across the curricula.

3.11 Identify effective instructional methods and supports (e.g., direct instruction, visual supports, manipulatives) for teaching mathematics and integrating mathematics across the curricula.

5.3 Select strategies for integrating communication instruction to meet individual student needs across educational settings.

5.4 Select appropriate assistive technology and alternative communication systems to facilitate communication.

5.8 Identify characteristics of reading difficulties.

5.9 Identify and select prevention and intervention methods for addressing reading difficulties.

6.1 Select appropriate instructional procedures for teaching adaptive life skills based on observations, ecological assessments, family interviews, and other student information.

6.2 Identify methods for evaluating and documenting student progress in acquiring, generalizing, and maintaining skills related to interpersonal interactions and participation in activities across settings (e.g., at school, at home, in the community).

7.4 Identify resources and strategies for assisting students in functioning in a variety of environments to which they will be transitioning.

**FLORIDA EDUCATOR ACCOMPLISHED PRACTICES (EAP)**

10.1 Plans activities with identified performance and learning outcomes

10.2 Plans activities that help participant develop knowledge through a variety of strategies

**FLORIDA SUBJECT MATTER COMPETENCIES ESOL (ESOL)**

1.1e Understand and apply knowledge about concepts related to the interrelationship between language and culture for students from diverse backgrounds and at varying English proficiency levels.

3.3a Use culturally responsive/sensitive, age-appropriate and linguistically accessible materials for ELLs of diverse backgrounds and varying English proficiency levels.

3.2i Use appropriate listening, speaking, reading, and writing activities in teaching ELLs from diverse backgrounds and at varying English proficiency levels.

EEX 6298 Master Syllabus September 2010
3.3b Use a variety of materials and other resources, including L1 resources for ELLs to develop language and content-area skills.

4.2a Select and adapt culturally responsive/sensitive, age-appropriate and linguistically accessible materials.
# COURSE SCHEDULE FOR SEMESTER

<table>
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<th>SESSION</th>
<th>DATE</th>
<th>TOPICS</th>
<th>ASSIGNED READINGS</th>
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<tr>
<td>1</td>
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<td>Introduction to Course/Teacher and Parent Collaboration</td>
<td>Ruble &amp; Dalrymple&lt;br&gt;Stoner &amp; Angel</td>
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<tr>
<td>2</td>
<td></td>
<td>Communication, Social, and Academic Deficits in ASD</td>
<td>Dunlap, et al.; Preis</td>
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<td>3</td>
<td></td>
<td>Modes of Communication: Sign language, PECS, Assistive Technology/</td>
<td>Mirenda; Sulzer-Azaroff, et al;&lt;br&gt;Tincani</td>
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<td></td>
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<td>Augmentative Devices</td>
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<td>4</td>
<td></td>
<td>Evidenced-based Practices (ABA teaching approaches, discrete trial,</td>
<td>Fabrizio; Iovannone et al.;&lt;br&gt;Kimball; Simpson (2001 &amp; 2005)&lt;br&gt;Wilder et al.&lt;br&gt;Collaboration Reflection Paper</td>
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<td>verbal behavior, pivotal response training, structured teaching,</td>
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<td>precision teaching)</td>
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<td>5</td>
<td></td>
<td>Specific Instructional Teaching Strategies: Prompting/Fading, Errorless</td>
<td>Green&lt;br&gt;Heflin &amp; Alberto</td>
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<td>Learning, Stimulus Control, and Incidental teaching</td>
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<td>6</td>
<td></td>
<td>Motivation and Learning</td>
<td>Carbone, et al.; Mechling</td>
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<td>7</td>
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<td>Chaining Procedures and Total Task Presentation</td>
<td>Bosch, S. &amp; Fuqua&lt;br&gt;Bouxsein et al.&lt;br&gt;Tarbox et al.&lt;br&gt;West</td>
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<td>8</td>
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<td>Teaching Communication, Social and Play Skills</td>
<td>Cafiero; McCathren&lt;br&gt;Ogletree &amp; Oren&lt;br&gt;EXAM #1</td>
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<td>9</td>
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<td>Teaching Communication, Social and Play Skills (continued)</td>
<td>Chan &amp; O'Reilly; Strain &amp; Shwartz; Owen-DeSchryver et al.; Smith; Terpstra</td>
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<td>Teaching Academic Skills (Reading)</td>
<td>Chiang &amp; Lin (2007a)&lt;br&gt;Collins et al.; Cohen et al.&lt;br&gt;Coleman-Martin et al.&lt;br&gt;Fabrizio; Flores &amp; Ganz</td>
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<td>11</td>
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<td>Teaching Academic Skills (Math)</td>
<td>Berry; Cihak &amp; Foust&lt;br&gt;Chiang &amp; Lin (2007b)</td>
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<td>Teaching Academic Skills (Writing)</td>
<td>Delano&lt;br&gt;Myles, et al.</td>
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<td>13</td>
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<td>Teaching Functional Daily Living Skills</td>
<td>LeBlanc et al.; Pierce &amp; Schreibman; Summers &amp; Szatmari&lt;br&gt;Teaching Competency-Check&lt;br&gt;Activity</td>
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<td>14</td>
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<td>Teaching Transitioning During School Activities: Activity Schedules,</td>
<td>Dettmer et al.&lt;br&gt;Stromer et al.&lt;br&gt;CA: Lesson Plans</td>
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<td></td>
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<td>and Visual Supports</td>
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<td>Inclusive Classroom Practices and Structures: Teaching Transitioning,</td>
<td>Harrower &amp; Dunlap</td>
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<td>Activity Schedules, and Visual Supports</td>
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<tr>
<td>16</td>
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<td>FINAL EXAM</td>
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**Rubric**

Name: _______________________________ Date: _______ Overall Rating / Points Earned: ___/_____

Results of this Competency Assessment: ___ Exceeds Expectations ___ Meets Expectation ___ Does not Meet Expectations

**Course Name:** EEX 6298 Intervention... **Title:** Lesson Planning

**Florida Educator Accomplished Practice:** Standard10 **Indicator:** 10.1 & 10.2

**Description of Competency Assessment:** Student will select one of the following domains: social, academic, communication, or functional daily living skills and prepare five lesson plans to teach a skill in that domain. Lesson must reflect at least three of the following: discrete trial training techniques, errorless teaching strategies, verbal behavior techniques, pivotal response techniques, assistive technology, PECS, cultural/linguistic diversity.

<table>
<thead>
<tr>
<th>Components of Assignment</th>
<th>Exceeds Expectations 92-100%</th>
<th>Meets Expectations 91-84%</th>
<th>Does Not Meet Expectations &lt;83%</th>
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</thead>
</table>
| **Content of lesson plans** | The domain (social academic, communication or functional daily living skill) of the lesson plans is evident. Lessons reflect more than three of the following:  
  - discrete trial training technique  
  - errorless teaching strategies  
  - verbal behavior techniques  
  - pivotal response technique  
  - assistive technology  
  - cultural/linguistic diversity | The domain (social academic, communication or functional daily living skill) of the lesson plans is evident. Lessons reflect at least three of the following:  
  - discrete trial training technique  
  - errorless teaching strategies  
  - verbal behavior techniques  
  - pivotal response technique  
  - assistive technology  
  - cultural/linguistic diversity | Parts of the lesson plan are missing and/or lessons do not reflect at least three of the following:  
  - discrete trial training technique  
  - errorless teaching strategies  
  - verbal behavior techniques  
  - pivotal response technique  
  - assistive technology  
  - cultural/linguistic diversity |
| **Value = 80%** | | | |

<table>
<thead>
<tr>
<th><strong>Mechanics</strong></th>
<th>Text is clearly written with no errors in grammar, capitalization, punctuation, and spelling.</th>
<th>Text is clearly written with little or no editing required for grammar, capitalization, punctuation, and spelling.</th>
<th>Errors in grammar, capitalization, punctuation, and spelling repeatedly distract the reader and major editing and revision is required.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Value = 15%</strong></td>
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