Rehabilitation Psychology & Special Education
RPSE 402: Methods in Teaching Functional Skills (1 cr.)
Spring 2017
Online Course
Date: February 6, 2017 – May 8, 2017

Instructor: Abdalmajeed Alrabiah
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   Office: Education Building, 4th floor, office #439
   Office Hour: By appointment

Course Description and Objectives
This course is designed as an introductory course to prepare future special educators to plan and provide instruction to students with moderate and severe disabilities. The course will focus on interventions designed to improve the functional skills of students with moderate and severe disabilities. This course content will include scientifically based research studies and best practices relative to functional life skills. At the end of this course, it is expected that you will be able to:

- Understand what functional skills are and articulate knowledge of the functional skills.
- Select and carry out appropriate research-based instructional strategies to improve the functional skills of K-12 students, based on knowledge of a wide range of pedagogies.

Course Expectations
This online course is different from the traditional face-to-face courses you have taken in the past. Because this online learning is student centered, you are in charge. It is up to you to get the information you need, test your knowledge, and find new ways to apply it. The course is made up of 5 modules. You can work on the course when it is convenient to you, rather than being bound to a specific day and time on-campus.

Anything new and different feels uncomfortable at first, and an online course will be no exception. You may feel too much is left up to you. Often students taking their first online course feel some dissonance, discomfort and frustration. The learning curve for the first course is a little steep, but if you hang in there, you will be successful, learn a tremendous amount, and the next online courses you take will be much easier. You will also probably begin to enjoy this way of learning. At the beginning of this course, it is expected that you will be able to:

- Check the course homepage, assignment, and your email.
- **Access the lectures at Learn @ UW Canvas site anytime**
- Keep up with your reading assignments discussions and responses.
- Let the instructor know about any problems you are having right away so we can resolve them quickly.
Course Readings
All required and recommended readings and course materials are available electronically through the Learn @ UW Canvas course site. Download them from the Learn @ UW Canvas.

Course Requirements
There are three assignments for this course. In addition to these assignments, together, we will create a website that can be helpful for future teachers, teachers, and/ or parents of students with severe disabilities. The final project you choose will be uploaded to the website we will create. In the website, you can add and modify anything after consulting with me and your classmate through the discussion board, named, “the website.”

1- Learner Plan: (25 points: Initial 10 points / Final 15 points)

The purpose of this activity is to ensure that you having a plan to keep you focused on what you want to learn. This activity should not be intense or overwhelming, you can do it in any way that make sense to you. The first step and final part should be submitted electronically to the designated drobox.

The activity has three parts:

The first part: After reading the first module, you will create a plan for yourself in this course. The plan should include two learning goals in relation to the course content and should be measurable in which you can evaluate your achievement of these goals. The plan should include your strategy and steps in order to evaluate your progress and achieve these goals. Submit it to the drop box titled “learner plan” located within the first module.

The second part: After finishing the third module, you need to monitor your progress and evaluate and adjust your plan as necessary. You do not need to submit this part.

The final part: When you finish the final module and project, you should be able to assess the achievement of your goals and self-evaluate what you gained from this course. You can evaluate yourself by answering the following questions but you are not limited to these:
- Did you accomplish your goals and why or why not?
- What could you have done to increase the likelihood or accomplishing your goals?
- Self-evaluate the knowledge you gained by describing what you learned about the content and what you learned about yourself during this process. Submit it to the drop box title “final learner plan” located within the module five.

2- Reading Journal: (15 points for each module: 5 modules x 15 points= 75 points total)

The purpose of this activity is for yourself to have a journal reflection of what you have learned so far and what you feel you did not gain from the required readings and the module. You have to include in the journal your reflection about the readings and the videos, what you learned, link it to your experiences, and so on. For each module, you will write 1 to 2 double-
spaced pages for each journal entry for each module. The journal entry should be submitted in drobox title “Reading Journal x” for each module before the due dates.

<table>
<thead>
<tr>
<th>To receive the full 10 points, you should include the following for each journal entry</th>
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<tbody>
<tr>
<td>• One of the important aspect you learned from the module</td>
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<td>• Cite one of the module’s assigned reading</td>
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<tr>
<td>• Mention one of the video of the module</td>
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<td>• Link it to your own experience</td>
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<td>• Between one to two pages</td>
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3- **Final Project for PRSE 402: (100 points):** This assignment should be submitted to the drop box title “Final Project” located within module five. Due date is May 8, 2017 by 11:59 PM.

There are three options for this assignment. You can choose one of the following options as your final project.

A. **Case Study Assignment.**

   The purpose of this assignment is to get you to apply what you have learned about functional skills to practice. You will first write a brief case study based on a real or fictional student. Based on the case study, you will identify domains, sub-environments, activities, and skills for instruction. Justifying your decisions, you will create an instructional plan to teach one skill. The final paper will be no more than 10 double-spaced pages. Refer to Case Study Assignment description for more detail.

B. **Person-Centered Planning.**

   For this project, you will find a student with disabilities of any age. You will complete a person-centered plan for that student following one of the provided manuals. After you complete this process, you should be able to write a 2 to 4 page, double-spaced reflection on your experience with this process in addition the person-centered planning. You may also share it with the parents or the teacher so they may use it in their planning.

C. **Research Paper.**

   You will write a research paper about one of the topics discussed in this course. You will review research articles and then disseminate your research findings in a 6-8 page research paper. **You are required to send your theses statement for you research paper to the instructor prior to working on your project.** After receiving the instructor approval, you can start writing your paper. Refer to the Research Paper Guideline and Rubric.
Summary of Grading Criteria

Learner Plan 25 points
Reading Journal 75 points
Final Project 100 points
Extra Credit +10 points

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TOTAL: 200 points

Your final grade will be determined by the number of points earned out of 200 possible points.

*Please note that meeting the basic requirements of an assignment does not equal or guarantee an A. Please refer to UW-Madison’s grading system that defines letter grades for students as following: A (excellent); AB (intermediate grade) B (good); BC (intermediate grade); C (fair); D (poor); F (failure).*

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Point Distribution</th>
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<tbody>
<tr>
<td>A (excellent)</td>
<td>186-200 points</td>
</tr>
<tr>
<td>AB</td>
<td>176-185 points</td>
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<tr>
<td>B (good)</td>
<td>166-175 points</td>
</tr>
<tr>
<td>BC</td>
<td>156-165 points</td>
</tr>
<tr>
<td>C (fair)</td>
<td>140-155 points</td>
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*Incompletes:* The instructor is not obliged to give students an incomplete (I), and the following criteria have to be met: (a) quality of work in class until near end of semester is ≥C and student has been prevented from completing some portion of the coursework due to illness or some other documented reason beyond his or her control; (b) in the absence of documentation of such difficulty, the grade will be F. Even with proof, if the instructor is not convinced by the student’s work that the student can pass, the grade will be an F; and (c) The deadline for completion of an incomplete is by the end of the fourth week of the following semester.

Class Policies

*Students with Special Needs.* The Department of Rehabilitation Psychology and Special Education is committed to a quality education for all students. This requires that we provide reasonable accommodation to students with disability. Federal law is clear on this matter and applies to all students with disabilities. Students with disabilities or special circumstances who require accommodations (e.g. special seating, interpreter, note-taker, etc.) should inform the instructor as soon as possible so that we can work together to ensure your success in this course. Please schedule a meeting with the instructor and provide a copy of your VISA from the UW-Madison McBurney Disability Resource Center no later than the second week of class. Students with disabilities or circumstances requiring special accommodation should register with the UW-Madison McBurney Disability Resource Center to document need for accommodations and obtain necessary support services. The McBurney Disability Resource Center is located at 702 West Johnson, Suite 2104 and can also be reached by telephone or email (608-263-2741, 608-265-2998, fax; voice; 711 Relay; or 608-225-7956, text; email mcburney@wisc.studentlife.edu).
See the McBurney Disability Resource Center website below for more information:
www.mcburney.wisc.edu.

**Plagiarism and Academic Honesty.** While I certainly do not anticipate encountering plagiarism in this class, I would like to draw attention to the issue in order to prevent unintentional instances from taking place. In general, plagiarism means presenting someone else’s words or ideas as if they are your own. Specifically, copying text from an Internet site … or simply paraphrasing without proper credit … are examples of plagiarism. If you are at any time unsure of whether or not a particular piece of your own work might be considered plagiarism, please check with the instructors for guidance. Also, the following website provides information that might be helpful: http://www.wisc.edu/writing/Handbook/QPA_plagiarism.html

**Use of Canvas at Learn UW.** This seminar uses Learn @ UW Canvas to distribute course materials, and to communicate and collaborate online. Students will be responsible for checking the Learn @ UW Canvas course site regularly for class assignments, materials, and announcements. Support is provided by the UW-Madison Do-It Help Center at 608-264-4357 or http://www.doit.wisc.edu/students. As with all computer systems, there are occasional disruptions to Learn @ UW Canvas. Scheduled downtimes are not an excuse for late work. OR go to this website to help you navigate Canvas site https://community.canvaslms.com/docs/DOC-4121#jive_content_id_Assignments

**Directions:**

1. Go to Learn @ UW Canvas OR go to https://canvas.wisc.edu/ you will be greeted with the familiar UW-Madison log-in and NetID authentication.

2. After logging in, click on “courses” and then choose “Teaching Functional Skills”. This home page is where we will post messages to the class as necessary.

**Class Attendance and Participation:** You must participate in the online courses. There is no need to provide documentation or a description of the illness or emergency, but do let the course instructor know by email of your inability to complete online module class, as soon as possible. Discussion boards will lock at the end of the response period. If you miss more than one online lecture, you should make an appointment with the course instructor to discuss the effects of absences on your grade.

**Religious observances:** Students who miss course activities due to participation in religious activities will be allowed to make up missed work, provided that they inform the instructor of such obligations via email during the first two weeks of the course.

**Late Assignments:** Late assignments will not be accepted due to the short time frame of this course.

**Extra Credit:** There is an available 10 points extra credit related to functional skills that will be posted on the website we will create. You will locate informative or useful materials that can be used by parents, teachers, or future teachers. The chosen material is up to you. It can be a lesson plan you liked, a research paper, an assessment, toolkit for functional skills, or anything else.
You will then write a short summary about it explaining why you think it is informative (at least 150 words). This is due by 5/1 at 11:59 pm.

**Course Evaluations:** You will be asked for your feedback throughout the course and using online surveys at the end of semester. On the course site, there is a discussion board where you can post anonymously any constructive feedback for the instructor. For final evaluations, the instructor is not to be present during the evaluation and evaluations are confidential until after course grades have been submitted. Student responses remain anonymous with instructor receiving a summary of the feedback provided by students. Instructor will take feedback into consideration when planning future instruction, so please be thoughtful in your responses.
Alignment of Course Objectives to UW-Madison Teacher Education Standards

Performance
1.3. Reflect on and meaningfully justify decisions relating to the learner and the learning environment.
2.1. Select and/or create and sequence individually supportive and challenging learning experiences that reflect knowledge of individual learners, curriculum, pedagogies, and resources.
   - Learning experiences (1) are appropriate for curriculum goals and content standards and (2) make the discipline accessible and relevant to learners.
   - Choose and sequence appropriate instructional strategies, accommodations, technologies and other informational resources, and materials to differentiate instruction providing multiple ways for learners to access instruction and demonstrate knowledge, skill, and mastery of content standards.
2.4. Reflect on and meaningfully justify planning decisions and base justifications in knowledge of learners, development, curriculum, pedagogies, and resources.
3.1. Use a variety of teaching strategies, and evidence-based technologies and information resources to engage learners in meaningful learning activities that lead to content knowledge, critical thinking, creativity, innovation, self-evaluation, and self-directed learning.
   - Learning activities address learning objectives and content standards.
3.5. Support learners’ to develop and apply different perspectives of authentic (real-world) issues.

Alignment of Course Objectives to CEC Standards

Standard 1: Learner Development and Individual Learning Differences
- Educational implications of characteristics of various exceptionalities
- Family systems and the role of families in supporting development
- Cultural perspectives influencing the relationships among families, schools and communities as related to instruction
- Effects an exceptional condition(s) can have on an individual’s life
- Impact of learner’s academic and social abilities, attitudes, interests and values on instruction and career development
- Adaptive behavior needs of individuals with D.D. & A.S.D.
- Characteristics and effects of the cultural and environmental milieu of the individual with exceptionalities and the family

Standard 2: Learning Environments
- Demands of learning environments
- Effective management of teaching and learning
- Teacher attitude and behaviors that influence behavior of individuals with exceptionalities
- Social skills needed for educational and other environments

Standard 3: Curricular Content Knowledge
- Theories and research that form the basis for curriculum development and instructional practice
- Scope and sequence of general and special education curriculum
• Evidence-based career/vocational transition programs for individuals with D.D. & A.S.D.

**Standard 4: Assessment**

• Specialized terminology used in the assessment of individuals with D.D. & A.S.D.
• Components of assessment for the core areas for individuals with D.D. & A.S.D.
• Individual strengths, skills and learning styles
• Assessments of environmental conditions that promote maximum performance of individuals with D.D. & A.S.D.

**Standard 5: Instructional Planning & Strategies**

• Specialized curriculum to meet the needs of individuals with D.D. & A.S.D.
• Evidence-based practices validated for specific characteristics of learners and settings
• Evidence-based career/vocational transition for individuals with D.D. & A.S.D.

**Standard 6: Professional Learning & Ethical Practice**

• Continuum of placement and services available for individuals with D.D. & A.S.D.
• Models, theories, philosophies and research methods that form the basis for special education practice
• Historical foundations and classic studies of individuals with D.D. & A.S.D.
• Trends and practices in the field of D.D. & A.S.D.
• Perspective held by individuals with D.D. & A.S.D.
• Concepts of self determination, self-advocacy, community and family support and impact in the lives of individuals with D.D. & A.S.D.
• Principles of reinforcement theory in serving individuals with E.B.D. & M.H.D.
• Principles of least restrictive environment for individuals with E.B.D. & M.H.D.

**Standard 7: Collaboration**

• Roles of individuals with exceptionalities, families and school and community personnel in planning of an individualized program
• Concerns of families of individuals with exceptionalities and strategies to help address these concerns
• Services, networks and organizations for individuals, professionals and families with D.D. & A.S.D.
<table>
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<tr>
<th>Module</th>
<th>Topic</th>
<th>Required Reading</th>
<th>Assignments Due</th>
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**Assignments Due:**
- 1- Create Learner Plan
- 2-Reading Journal
- 3-Reading Journal
- 3-Reading Journal
- 4-Reading Journal
<table>
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<tr>
<th>Assignment</th>
<th>Topic</th>
<th>References</th>
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Due 4/18  
1-Reading Journal  
Due 4/19  
1- Final learner plan  
Due 5/1  
1- Extra credit |

Teaching Self-determination | and Full Participation for Individuals with Severe Disabilities. Baltimore, MD: Brookes.  

Final Project Due May 8 at 11:59 PM.