SED 536 – Educational Strategies for Students with Severe Disabilities

Fall 2018

Blackboard Course Website: https://bb.courses.maine.edu/
IT Help Center: https://umaine.edu/it/

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Email: sarah.howorth@maine.edu
Phone: 207-581-2448
Administrative assistant: Gail Agrell 581-2492

Primary Delivery Format: Blackboard Modules, Zoom & PowerPoint
Class Location: Online (Blackboard/ Zoom)
Office hours: By appointment, schedule via email

Preferred method of communication with instructor: Students are encouraged to first contact their instructor via email. Emails will be responded to within 24 hours on weekdays and 48 hours on weekends and university holidays. Students may also request to meet by appointment in person, via phone or Zoom. You are encouraged to contact me with your questions or concerns by e-mail, telephone, or regular mail.

Office hours: Students may request to meet with the instructor by appointment, in person or by telephone or Zoom.

Assignments: All assignments should be submitted to our First Class Course Conference Assignment Dropbox by the due date and required time.
Course Information

Course Description

This course examines instructional strategies that have been effective in the education of students with severe disabilities. Emphasis on models of inclusive education; nonverbal communication strategies; and behavioral supports. 3 credit hours. Prerequisites: SED 401

Course Delivery Method

Teaching Methods

Course content will be delivered through a variety of channels including assigned readings, online course modules, videos, case studies, and group discussions, among others. Assignments will be designed to provide direct experiences with course content and to extend learning about concepts and issues addressed in this course. Students will be encouraged to reflect on the course content and to relate to their own experiences throughout.

Mode of Instruction

This is an asynchronous online course. Group discussion, small group activities, group projects, case studies, panel discussions, and videotapes, as well as lecture may be employed in this online class. Assignments will be designed to provide direct experiences with course content and to extend learning about concepts and issues addressed in this course.

Time Options

This is a mostly asynchronous online course. However, we will meet synchronously 2-3 times via Zoom for introductions/syllabus review, mid-semester check in, and end of the semester wrap up. That being said, you should plan to spend at least 3 hours a week reviewing the presentation, and an additional 3 hours reading and reviewing course materials in addition to 3-6 hours of work on assignments each week. Therefore, allot at least 12 hours per week in your planner for course related activities.

Digital Services Required

- Learning Management System: Blackboard https://bb.courses.maine.edu/
- Web Conferencing Service: Zoom (as needed)
- Video recording/sharing service: Kaltura
- Collaboration and Communication: All assignments should be submitted to the appropriate assignment folder on Blackboard and shall be in Word (not PDF) form to allow for instructor comments via track changes.

Students will need to sign up for Zoom meetings on the following dates:

- 9/6, 9/7 OR 9/8 between 3 pm-7pm
- 10/15, 10/16 OR 10/17 between 3pm-7pm
- 12/10/18 - 12/14/18 (CHOOSE ONE) between 3pm-7pm

- Library and eReserve Service: https://library.umaine.edu/
- Computer requirements: Access to a computer with high speed internet
- Other:
  - Adobe Flash
  - Adobe Acrobat Reader or compatible program (ex. Preview on a Mac computer)
Microsoft Office for completing assignments or compatible software; this can be downloaded for free from the University of Maine Information Technology Software website (Note: You must be able to export the file to a Word document or PDF, per the instructor’s directions—Pages files cannot be accesses)

- APA Style website or APA manual (6th edition)
- Access to UMaine email: https://gmail.maine.edu (Note: All communication and Blackboard announcements are sent to your maine.edu email address; if you do not plan to use it, please have it forwarded to a different email account.)
- Other materials (ex. webcam, microphone, Microsoft Word)

**Technical Assistance**

If you are unfamiliar with the Blackboard Platform, you are encouraged to take the self-guided tutorial, Blackboard Essentials for Students, available at www.courses.maine.edu

If you need assistance with technology, please contact the UMaine IT Help Desk: https://umaine.edu/it/, 581-2506, or help.center@umit.maine.edu

**Instructional Materials and Resources**

**Required Texts**


**Course Goals and Objectives**

**Course Goals**

The purpose of this course is to better understand the variety of ways that students with severe disabilities learn, so that you may develop educational strategies to meet their unique needs. You will learn how to provide instruction within the context of the general education classroom and community-based settings. We will also explore some of the controversial issues related to the education of students with severe disabilities. A major focus of this course is on the competencies related to professional development. Students are expected to link prior and current coursework to their practice as well. Approaches discussed during the course are based on recommended practices in the special education field.

**Instructional Objectives**

Upon completion of this course, students will demonstrate the ability to:

1. Candidates will integrate the information from evidence based instructional resources to create individualized lessons for students with low incidence disabilities.
2. Candidates will develop assessments of student learning needs for students with a moderate to a severe disability.
Student Learning Outcomes

As a result of active participation and successful completion of course requirements, students will:

- Develop lesson plans that identify appropriate instructional strategies and materials to enable students with different learning needs to meet lesson goals and objectives.

- Candidates develop research-based instructional plans that include strategies for evaluating the effectiveness of their instruction in improving student learning and/or behavior.

Taskstream (TK20) and Candidate Proficiencies

Taskstream/TK20 Online Data Management System

Submission Requirement: The Key Assessment Task for this course is the Instructional Plan that includes all three plans required in this course. Upload as one single document. Additional guidelines for this task are presented in the Assignments section of the syllabus. Failure to upload assignments to Tk20 could result in an incomplete or an unsatisfactory grade that will have the student removed from the program. Additional information will be provided in classes that have assessments as well on the TK20 link on the College of Education and Human Development website.

Candidate Proficiencies

This course will focus on the companies listed below: (links: CEC, InTASC)

- **CEC 1-3**: Candidates will understand learner development and individual learning differences, the demands of different learning environments, and evidence based career and vocational transition programs for individuals with developmental disabilities and autism spectrum disorders.

- **InTASC 6, CEC 4**: Candidates will use multiple methods of assessment and data sources in making educational decisions.

- **InTASC 7, CEC 3**: Candidates will plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities, content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

- **InTASC 8, CEC 5**: Candidates will understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. Candidates will select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

Grading and Course Expectations

Expectations for Student Engagement
This is a graduate level course that builds upon the foundation of previous knowledge and experience in the special education field and/or graduate course work. Each student will get from the course what he or she put into the course. Attitudes distinguish and characterize each student. Individuals, who approach the course with a genuine desire to learn and a willingness to work hard to do so, will achieve that end. Each student is expected to demonstrate self-discipline as they budget and use their time effectively. They are expected to take the initiative to be aware of and prepared for upcoming events.

Attendance and Participation

Attendance in required Zoom meetings, weekly participation in class discussion boards, and completion of learning activities embedded in PowerPoints is expected of all students. Active participation means coming to required Zoom meetings prepared to discuss the material and respond to question(s) from the instructor and fellow students. Students should be very familiar with the syllabus and information provided on the First Class course conference folders. Students are responsible for obtaining any information disseminated in a class they miss. Students cannot miss more than three class meetings due to the amount of information covered in each class.

Course Readings

Students will be assigned readings from the required text. Additionally, students will read relevant research articles or supplemental materials, which will be posted to the Blackboard course site.

Course Assignments: Total Points Possible = 200

1. Develop instructional plans for learning environments covered in this course including community, vocational, and academic (15pts. each x 3=45 pts)
2. Knowledge checks/ quizzes (10pts. each x 6=60 pts)
3. Weekly assignments and class participation (5 pts. X 15 weeks =75 pts.)
4. Discussion Questions (20 pts.)

CAREFULLY READ THE DESCRIPTION to ensure each component of an assignment is addressed. Rubrics and additional information about each assignment will be posted on the Blackboard site. Make use of this information and ask questions if you need further clarification. Assignments may be submitted before the due date but will not be graded and returned until after the due date.

General Guidelines:

- All assignments should reflect professionalism in writing.
- Headings and page numbers should be used to organize the assignments.
- Follow all assignment-specific guidelines (e.g., specific headers, requirements)
- Include your name, project title, and date at the top of your assignment. Assignments without this information will be returned and will not be assessed.
- All assignments requiring references are to be cited and referenced in American Psychological Association (APA) style.
- Assignments should be your original work and not plagiarized. You may not work with another classmate on an assignment unless otherwise noted.
• Assignments should be submitted as a pdf or Word .doc or .docx unless otherwise noted or by permission of the instructor. Pages documents will not be accepted.
• Retain a personal copy of all assignments.

Course Assignments

Weekly Work
Each week, you will complete a variety of activities that are designed to develop knowledge, understanding and application of strategies for students with severe disabilities concepts, terms, and procedures related to strategies for students with severe disabilities. These activities will include reading, viewing (PowerPoint, videos), participation in online discussions, and written responses, although not all activities may be required every week. Written work must be submitted on time to receive full credit. Any late work will receive a 1/10 point deduction per day late to not exceed 5 days; work submitted beyond 5 days late will result in a 0. Engagement and collaboration with classmates is required to create meaningful knowledge for how to effectively teach and sincerely understand students with diverse needs. Weekly activities might include journal responses, small group activities, curriculum extensions, and peer feedback. Some of these activities may not be assigned every week. Students will be graded according the rubric below:

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-5</td>
<td>Student made an effort to go beyond the minimum number of required response posts and/or went above and beyond basic expectations for weekly responses to engage in high quality and thoughtful discussions and reflections. The student made clear connections to previous or current content and/or to real-life situations. Responses were respectful, well written, and were posted on time. It was evident the student completed the required weekly readings and lecture posts.</td>
</tr>
<tr>
<td>3-4</td>
<td>Student made the minimum number of response posts as indicated on the syllabus and all posts were on time. Most posts and responses were high quality, thoughtful responses with clear connections to content and experiences. Responses were respectful, and most responses were free of grammatical and stylistic errors. It was evident the student completed the required weekly readings and lecture posts.</td>
</tr>
<tr>
<td>2-3</td>
<td>Student was missing one or two responses and/or was missing one or two posts. All posts were respectful and of acceptable quality in terms of content, grammar, and style with some evidence the student completed the required readings and lecture posts.</td>
</tr>
<tr>
<td>1-2</td>
<td>Student was missing more than half of the weekly responses. Posts were lacking in content, grammar, and/or style with little evidence of completing the required readings and lecture posts.</td>
</tr>
<tr>
<td>0-1</td>
<td>Student failed to submit a post or submitted an inadequate response.</td>
</tr>
</tbody>
</table>

NOTE: The instructor may add subtract points from your weekly participation for poor professionalism in class (e.g., "text-lish" instead of English posts/emailing, poor attitude, etc.).
**Instructional Plans**

Students will develop 3 instructional plans for specific learning environments covered in this course, including (a) community, (b) vocational, and (c) academic. Choose a student with whom you are familiar. Instructional plans should be comprehensive and incorporate strategies and evidence-based practices discussed in class and/or assigned readings. Students will be graded according the rubric below:

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>A brief description of the student including (a) abilities, (b) strengths, (c) needs, (d) age, and (e) history.</td>
</tr>
<tr>
<td>5</td>
<td>Identification of instructional goals and objectives for (a) acquisition, (b) generalization, and (c) maintenance.</td>
</tr>
<tr>
<td>5</td>
<td>Description of evaluation and measurement of progress monitoring strategies.</td>
</tr>
</tbody>
</table>

**Use the format provided in this link for writing and organizing the instructional plans.**

**Knowledge Checks / Quizzes**

Knowledge checks will consist primarily of objective and short answer questions related to material covered in class or in readings. These checks are intended to evaluate your understanding of the basic information, and application of content. By checking into our Blackboard class a **minimum of twice each week**, participating in discussions, and by reading the assigned materials, students will successfully complete the knowledge checks.

**Discussion Questions**

You will be required answer the weekly discussion question and respond to two of your classmates’ posts each week.

**Evaluation**

Each of the aforementioned components will be weighted as follows to determine the final grade in the course.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Assignments &amp; Participation (5 pts. X 15)</td>
<td>75</td>
</tr>
<tr>
<td>Knowledge Checks (10pts. each X 6)</td>
<td>60</td>
</tr>
<tr>
<td>Instructional Plan (15pts. each X 3)</td>
<td>45</td>
</tr>
<tr>
<td>Discussion Board Questions (2 pts. X 10)</td>
<td>20</td>
</tr>
</tbody>
</table>

**Total Points:** 200

**Grading Scale:**

- A = 95 – 100%
- B+ = 86 – 89%
- C+ = 76 – 79%
- D+ = 66 – 69%
- F = Below 59%
- A- = 90 – 94%
- B = 83 – 85%
- C = 73 – 75%
- D = 63 – 65%
- B- = 80 – 82%
- C- = 70 – 72%
- D- = 60 – 62%

**Course Policies**

This is an online course. As graduate students, you are expected to have one (or two) computer back up plans. Please plan accordingly as technology failures can and do occur.
Unless otherwise noted, assignments are due on Sunday (Midnight EST). Online Modules will be released every Sunday no later than 4:15pm and you will have until the following Sunday before midnight to complete all activities.

Please note: rubrics are used to score all assignments. Checking the rubrics prior to submission of any works is strongly recommended. Correct spelling and grammar are expected for all assignments.

You must submit electronic copies of your work, by sending work to the digital drop box for the specific assignment. All electronic files MUST be labeled in the following format: Lastname_Firstname_AssignmentName_SED598

Resubmissions to Meet Competency
It is recommended that each student attempt to demonstrate competency in all course areas by achieving a grade of "B" (80%) or better on each assignment, as well as the overall course grade. Students who do not reach this criterion have the option of resubmitting assignments with corrections or additions made according to the instructor’s recommendations. The original paper with the instructor’s comments must accompany papers rewritten for a second submission. Resubmission of assignment must be turned in by the subsequent class meeting.

Additional Information about Evaluation

Course Evaluation
Student perception and evaluation of the course is valued by the instructor, the department, and the university. Methods for obtaining student perception and evaluation of the course will be requested. These evaluation procedures are both formative and summative.

Individual Conferences
Students are encouraged to meet with the instructor periodically to discuss specific topics or for an informal chat.

Student Rating of Courses
Students are asked to complete the university approved course evaluation at the end of the Semester. These evaluations are not given to the instructor until after final grades have been given to the registrar's office.

College of Education and Human Development policy on in Completes in Graduate Classes
A grade of I (Incomplete) is assigned if a student has been doing work of acceptable quality but, for reasons satisfactory to the instructor, has not completed all of the work required to earn credit by the end of the semester or session. The work must be completed and submitted to the instructor by the date agreed to with the instructor, but not later than one year (i.e., 12 months) from the end of the semester or session in which the incomplete was granted. An I remains on the transcript permanently if not resolved or if a written request for an extension is not approved within the time period for removing the incomplete. A request for an exception to regulation to extend an incomplete beyond one year must be approved by the instructor, the student’s advisor (for degree students), Graduate Program Coordinator, and Dean. The request should note the
circumstances necessitating the extension, the work that remains unfinished, and a specific deadline for completion. An extension will be granted only under unusual circumstances. For grades of I, it is the student’s responsibility to reach and maintain an understanding with the instructor concerning the timely completion of the work.

Conceptual Framework for College of Education and Human Development

- Research, Innovation, Collaboration, and Engagement are four themes that guide the work of the faculty in the College of Education and Human Development at the University of Maine.
- Research is important because decisions should be made based on systematic collection and analysis of evidence. This can take many forms, including quantitative studies, qualitative studies, and action research projects. Without evidence, educators may slide into making decisions based on unexamined assumptions, pre-conceived ideas, and even stereotypes of learners.
- Innovation is important because we live in a world characterized by both continuities and changes. We need to recognize what is of value based on past experience, while at the same time being attune to changes in such areas as technology, the economy, the natural world, and human populations.
- Collaboration is critical because people with different experiences and perspectives, and from different backgrounds, have much to offer to an understanding of educational issues in relation to the larger society in which educational institutions and practices are embedded. Prek-12 educators, educators in higher education institutions, parents, members of community organizations, and other community leaders all have important perspectives on learners and learning.
- Engagement is essential to both teaching and learning. In order to be successful, learners must motivated to pursue knowledge and understanding, recognizing that learning is relevant and meaningful to their lives in both present and future. Educators likewise must be engaged in discovering what educational practices are most likely to motivate students. Both must become intrinsic, lifelong learners.
- Cutting across these themes is the belief that leadership in addressing contemporary and future issues and needs is a reflective process that requires thoughtful and evaluative analysis of the many forces and factors that affect teaching, learning, and schooling. The ultimate outcome of reflective practice and leadership is to be proactive in implementing educational practices that are equitable, meaningful, and relevant for student and societal welfare. Developing your capacity for reflective thought and action is a core outcome of this course.

Diversity

Ours is a diverse nation founded upon the protection of rights and liberties of all. Over time, we as a nation have come to realize that every individual is unique and of value, regardless of their race, ethnicity, social economic status, gender, sexual orientation, religion, language, disabilities, and geography. Schooling, especially public schooling, has and continues to have a central role in educating our nation’s citizens for life in this diverse and pluralistic society. Choosing to teach in public schools means accepting the moral and ethical responsibilities inherent in building a strong democratic society. In this course, you will have many opportunities to examine your beliefs regarding diversity and the challenges of providing equitable and fair educational opportunities for all.
Campus Policies

Academic Honesty Statement
Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University.

*Simply giving a citation after text, without writing it in your own words, is considered plagiarism.*

Students with disabilities statement
If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, 581.2319, as early as possible in the term. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with Dr. Howorth privately as soon as possible.

Course Schedule Disclaimer (Disruption Clause)
In the event of an extended disruption of normal classroom activities, the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.

Observance of Religious Holidays/Events
The University of Maine recognizes that when students are observing significant religious holidays, some may be unable to attend classes or labs, study, take tests, or work on other assignments. If they provide adequate notice (at least one week and longer if at all possible), these students are allowed to make up course requirements as long as this effort does not create an unreasonable burden upon the instructor, department or University. At the discretion of the instructor, such coursework could be due before or after the examination or assignment. No adverse or prejudicial effects shall result to a student’s grade for the examination, study, or course requirement on the day of religious observance. The student shall not be marked absent from the class due to observing a significant religious holiday. In the case of an internship or clinical, students should refer to the applicable policy in place by the employer or site.

Sexual Violence Policy
The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination involving members of the campus, your teacher is required to report this information to the campus Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity.

*If you want to talk in confidence* to someone about an experience of sexual discrimination, please contact these resources:
For confidential resources on campus: **Counseling Center: 207-581-1392 or Cutler Health Center: at 207-581-4000.**
For confidential resources off campus: **Rape Response Services: 1-800-310-0000 or Spruce Run: 1-800-863-9909.**

**Other resources:** The resources listed below can offer support but may have to report the incident to others who can help: For support services on campus: Office of Sexual Assault & Violence Prevention: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911. Or see the OSAVP website for a complete list of services at [http://www.umaine.edu/osavp/](http://www.umaine.edu/osavp/)
Tentative Course Schedule

Additional readings are posted on Blackboard and may be assigned throughout the semester. Schedule is subject to change.

<table>
<thead>
<tr>
<th>Week/Dates</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment Due</th>
</tr>
</thead>
</table>
| Week 1 9/4/18 – 9/9/18 Tuesday-Sunday | Course Overview; Understanding Intellectual Disability & Foundational Concepts | ✓ Garguilo & Bouck (2018), Ch. 1 & 2  
✓ Sign Up to have an Introductory Zoom meeting with Dr. Howorth on 9/6, 9/7 or 9/8 between 3 pm-7pm © | ✓ Review Questions 1-7 on p. 27 & 1-3 on p. 47 |
| Week 2 9/10/18 - 9/16/18 Monday-Sunday | Educational Issues | ✓ Garguilo & Bouck (2018), Ch. 3  
✓ Discussion Questions:  
1. How might teacher knowledge of key special education legislation—or lack thereof—affect the education of students with disabilities and their families?  
2. Choose one of the provided professional development resources from the article, and discuss how it could benefit your personal development of legal literacy. |
| Week 3 9/17/18 – 9/23/18 Monday-Sunday | Assessing and Evaluating Students with Intellectual Disability | ✓ Garguilo & Bouck (2018), Ch. 4  
✓ Downing (2010), pp. 43-66 | ✓ Knowledge Check 1 Due  
✓ Discussion Questions |
| Week 4 9/24/18 – 9/30/18 Monday-Sunday | Behavioral Interventions for Students with Intellectual Disability | ✓ Garguilo & Bouck (2018), Ch. 5  
✓ Downing (2010), pp. 123-147 | ✓ Review Questions 1-5 on p. 141  
✓ Discussion Questions |
| Week 5 10/1/18 – 10/7/18 Monday-Sunday | Assistive Technology for Students with Intellectual Disability | ✓ Garguilo & Bouck (2018), Ch. 6 | ✓ Knowledge Check 2 Due  
✓ Discussion Questions |
| Week 6 10/9/18 – 10/14/18 Tuesday -Sunday | Teaching Academic Skills to Preschool Students with Intellectual Disabilities | ✓ Garguilo & Bouck (2018), Ch. 7 | ✓ Review Questions 1-8 on p. 202  
✓ Discussion Questions |
| Week 7 10/15/18 – 10/21/18 Monday-Sunday | Teaching Life Skills to Preschool Students with Intellectual Disability | ✓ Garguilo & Bouck (2018), Ch. 8  
✓ Downing (2010), pp. 17-42  
✓ Sign up for a mid-semester Zoom meeting with Dr. Howorth on 10/15, 10/16 or 10/17 between 3pm-7pm © | ✓ Review Questions 1-4 on p. 227  
✓ Create a task analysis for a self-care skill to be used in your Instructional Plan #1  
✓ Knowledge Check 3 Due  
✓ Discussion Questions |
| Week 8 10/22/18 – 10/28/18 Monday-Sunday | Teaching Academic Skills to Elementary Age Students with Intellectual Disability | ✓ Garguilo & Bouck (2018), Ch. 9  
✓ Downing (2010), pp. 67-97 | ✓ Instructional Plan 1: Self-Care Skills Due  
✓ Review Questions 1-5 on p.p. 264-265  
✓ Discussion Questions |
<table>
<thead>
<tr>
<th>Week 9</th>
<th>10/29/18 – 11/4/18 Monday-Sunday</th>
<th>Life Skills for Elementary Age Students with Intellectual Disability</th>
<th>✓ Garguilo &amp; Bouck (2018), Ch. 10</th>
<th>✓ Knowledge Check 4 Due ✓ Discussion Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 12</td>
<td>11/19/18 – 11/20/18 Monday &amp; Tuesday</td>
<td>Thanksgiving Break starts Wednesday</td>
<td>Happy Thanksgiving!</td>
<td>✓ Instructional Plan 2: Community, Recreation, Vocational or Domestic Skills Due Monday by 5pm</td>
</tr>
<tr>
<td>Week 14</td>
<td>12/3/18 – 12/9/18 Monday- Sunday</td>
<td>Teaching Core Curriculum to Students with Intellectual Disability</td>
<td>✓ Downing (2010), pp. 17-42</td>
<td>✓ Knowledge Check 6 ✓ Schedule a meeting for final Zoom Meeting with Dr. Howorth</td>
</tr>
<tr>
<td>Week 15</td>
<td>12/10/18 – 12/14/18 Monday – Friday</td>
<td>Course Wrap Up and Zoom Discussions</td>
<td>✓ Sign Up for an appointment to have an end of semester Zoom Meeting with Dr. Howorth this week ☺.</td>
<td>✓ Instructional Plan 3 DUE: Academic Skills ✓ Zoom Discussions</td>
</tr>
<tr>
<td>12/16/18 – 12/21 Final Exam Week</td>
<td></td>
<td></td>
<td>NO FINAL EXAM</td>
<td></td>
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</table>