Stephen F. Austin State University  
Perkins College of Education  
Department of Education Studies

SPED 5352.502 CRN # 19495  
Instructional Methods for Students who have Multiple Disabilities  
Including Visual Impairments  
FALL 2023

Instructor: Beverly Jackson, M. Ed. COMS  
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Other Contact Information:  
jacksonbm6@d2l.sfasu.edu

Course Time: Mondays 8:00 to 9:00 pm CST  
Course Location: Virtual via ZOOM  
Office Hours: Tues-Thurs 5:00-6:00 pm  
Credits: 3.0  
Email: Beverly.jackson@sfau.edu

A Word about Office Hours:  
My designated office hours are Tuesday through Thursday, from 5:00 to 6:00 pm, CST.  
If you need to schedule a different time, I am flexible and can work with you. Please use my d2l email: jacksonbm6@d2l.sfasu.edu to communicate with me. I will check my D2L email daily through the regular workweek (Monday-Friday) and will try to respond within 24 hours.

Prerequisites: none

I. Course Description  
Graduate Bulletin Description: This course provides needed knowledge and skills to work with people who have multiple disabilities in addition to visual impairments. Topics include a range of disabilities, including visual impairment, specific strategies for assessing and planning instructions for people with multiple impairments and working with families.

Course Justification: The course contains extensive written content that includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least six hours per week. Primary source readings are woven into the content to support key concepts or provide perspective on visual impairment related activities including assessments. This is a graduate level class which is restricted to students who are pursuing a TSVI certification, COMS certification, or Master’s degree in Special Education with a concentration in Visual Impairment or Orientation and Mobility.

Modules in D2L and other sources, from which key concepts are gathered, and are required to engage in and complete the readings in order to participate fully in each synchronous class. Additional multimedia information, including instructional videos, modeling opportunities, pictures, PowerPoint presentations, and/or question-and-answer sessions in real-time, are used to clarify and support delivery of key concepts.
**Course Delivery Model:** Instructional Methods for Students Who Have Multiple Impairments Including Visual Impairments (3 credits: fully online with synchronous meetings) spans 15 weeks. The class has 15 online/synchronous meetings across the semester that will occur 1 hour per meeting. Zoom meeting times: The class will meet weekly using the Zoom link on Mondays from 8:00 pm to 9:00 pm CST via Zoom platform. It is the responsibility of the student to ensure that the instructor is aware their presence to be counted as present for the week’s class.

**PCOE Diversity Statement:**
The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect and shared responsibility, faculty, staff and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion and spiritual values in order to enhance the quality of life in a diverse, global community.

**II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):**

This course directly supports the mission and values of the SFASU College of Education - It is the mission of the Stephen F. Austin College of Education "to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.” This statement essentially sums up the intent of this course and our program as a whole. We make every effort to ensure that this course (and all other vision courses) is solidly grounded in the realities of practice. It is intended to be a pragmatic, practical course with maximum emphasis being placed on equipping you to be effective and efficient facilitators of learning for individuals with visual impairments, their families, teachers, as well as caseworkers, and other stakeholders who strive to meet their unique needs.

The Core Values of the Perkins College of Education are:
- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior, and
- Service that enriches the community.

This course emphasizes these values in its content, philosophy, and in its assessment of outcomes. We, as instructors, strive to reflect these principles in the teaching of this course and we also have the highest expectations that you, our students, will also demonstrate these values as you develop as leaders in the field of visual impairment. These values are analogous with ethical standards that have developed by the Association for the Education and Rehabilitation of the Blind and Visually Impaired (AERBVI), and one intention of this course is to provide you the skills to lead others to embrace these principles.
Program Learning Outcomes:
The following is a list of desired Program Learning Outcomes (PLOs) in which data will be collected for Nuventive Improve throughout the program.
An asterisk (*) denotes the PLO will be addressed during SPED 5352:

Program Outcome #1: The student will demonstrate applied knowledge of the most common conditions causing visual dysfunction in the population of students with visual impairments.

Program Outcome #2: The student will demonstrate understanding and applied knowledge of formal and informal assessments designed to address and measure the unique needs of students with visual impairments.

Program Outcome #3: The student will model and demonstrate applied knowledge of strategies that improve access to curriculum and promote the development of learners with visual impairments.

Program Outcome #4: The student will document, and express knowledge, ideals, skills, and standards associated with professional practice in the field of visual impairment.

*Program Outcome #5: The Master’s candidate will demonstrate advanced knowledge and understanding in the field of visual impairment.

Program Outcome #6: The student will demonstrate proficiency in Unified English Braille production and interpretation using both the literary and the Nemeth code.

*Program Outcome #7: The student should be able to demonstrate cultural awareness and professional behavior in all settings related to the provision of services to students with visual impairments.

This course supports the Council for Exceptional Children (CEC) – Initial Special Education Teachers of Individuals who are Blind/Visually Impaired Specialty Set. In order to successfully complete the TSVI program offered by the VIP Program, students must demonstrate mastery of the following standards, which are essential for an entry level TSVI. These standards are essentially the guiding and foundational objectives for our TSVI program. These criteria were developed and approved by the Council of Exceptional Children and are the guiding curricular principles of our program.

• Initial Preparation Standard 1: Learner Development and Individual Learning Differences
• Initial Preparation Standard 2: Learning Environments
• Initial Preparation Standard 3: Curricular Content Knowledge
• Initial Preparation Standard 4: Assessment
• Initial Preparation Standard 5: Instructional Planning and Strategies
• Initial Preparation Standard 6: Professional Learning and Ethical Practice
• Initial Preparation Standard 7: Collaboration

This course supports the development for professional educators in Visual Impairment, by the Texas Education Agency (TEA), specifically:

Standard 1: The teacher of students with visual impairments understands and applies knowledge of the characteristics and needs of students with visual impairments, including those with additional disabilities.
Standard II: The teacher of students with visual impairments, including those with additional disabilities, understands and applies the knowledge of formal and informal assessments and evaluations and know how to use resulting data and other information to make service and programming recommendations and to participate in the development of the students’ Individual Educational Programs (IEPs) and Individualized Family Service Plans (IFSPs).

Standard III: The teacher of students with visual impairments, including those with additional disabilities, understands and applies the knowledge of strategies for planning instruction in the school, home, and community environments to facilitate student achievement.

Standard IV: The teacher of students with visual impairments, including those with additional disabilities, knows how to promote students’ development of concepts and skills for academic achievement, social interaction, and independent living.

Standard V: The teacher of students with visual impairments, including those with additional disabilities, knows how to communicate and collaborate effectively in a variety of professional settings.

Standard VI: The teacher of students with visual impairments, including those with additional disabilities, understands and applies the knowledge of the foundations of the profession, including legal requirements and ethical considerations relating to students’ education, and actively seeks to expand professional knowledge and skills.

The O&M program is designed to meet the standards or two separate bodies; ACVREP which establishes the standards that candidates must be able to demonstrate through national examination, and the AER University Review Committee with establishes curricular standards for the program.

This course supports the Association for the Education and Rehabilitation of the Blind and Visually Impaired (AER) Curricular Standards for Orientation and Mobility Specialists –

I. Medical Aspects of Blindness and Visual Impairment
II. Sensory Motor Functioning
III. Psycho-Social Aspects of Blindness and Visual Impairments
IV. Human Growth and Development over the Lifespan
V. Concept Development
VI. Multiple Disabilities
VII. Systems of Orientation and Mobility
VIII. Orientation and Mobility Skills and Techniques
IX. Instructional Methods, Strategies and Assessment
X. History and Philosophy of Orientation and Mobility
XI. Professional Information
XII. Development, Administration, and Supervision of O&M Program
XIII. Clinical Practice Competencies

This course specifically addresses the following AER Standards through practice and didactic instruction: I-b,c,f II-b,f, III-c,d,f, V-a,c,d,e,f, VI-a,c,d,e, IX-o,p,q,r,s,t,u, XI-a,b,c,g,h.

This course supports the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP) guidelines for certification.

ACVREP states that to be eligible to sit for the certifying examination, applicants must provide:
- Proof of a minimum of a Bachelor's degree from an accredited university or college in any field of study and proof of completion of an Orientation and Mobility certification preparation program from an accredited university or college that meets the following 13 core domain areas
  - Domain 1. Know Professional Information
  - Domain 2. Understanding Relevant Medical Information
  - Domain 3. Understand and Apply Learning Theories to O&M
  - Domain 4. Plan and Conduct O&M Assessment
  - Domain 5. Plan O&M Programs
  - Domain 6. Teach O&M Related Concepts
  - Domain 7. Teach Orientation Skills and Strategies
  - Domain 8. Teach Mobility Skills
  - Domain 9. Teach Use of Senses
  - Domain 10. Teach Consumers who have Additional Disabilities
  - Domain 11. Teach Diverse Consumers
  - Domain 12. Analyze and Modify Environment
  - Domain 13. Know the Psychosocial Implications of Blindness and Visual Impairment

This course specifically addresses the following ACVREP Domains through practice and didactic instruction: 1, 2, 4, 9, 10, and 11

III. Course Assignments, Activities, Instructional Strategies, Use of Technology:

- Attendance and Excused Absences:
  Regular and punctual attendance is expected at all classes and other activities for which a student is registered. For those classes where attendance is a factor in the course grade, the instructor shall make the class policy known in writing at the beginning of each term and shall maintain an accurate record of attendance. Regardless of attendance, every student is responsible for course content and assignments. It is University policy to excuse students from attendance for certain reasons. Among these are absences related to health, family emergencies, and student participation in certain University-sponsored events. Students are responsible for providing documentation satisfactory to the instructor for each class missed. Students with acceptable excuses will be permitted to make up work for
excused absences, due the following class day. **For this class,** students are expected to attend every class. Attendance will be taken each class day and, paired with participation, counts towards **10 points per class.** Points are awarded for attendance and participation at each class, and cannot be made up, although recordings of each class will be made available, through D2L.

- **Class Participation:**
  This class is designed to be highly interactive between the students and the instructor. The instructor will be asking questions and calling on every student. **Up to 5 points will be awarded per class, based on the level of class participation, when a student is in attendance.** These 5 points count as attendance and participation together. Please note that these points are not assigned on the basis of correct responses, but on the willingness of the student to respond and work through the problem. The students will be evaluated on the following criteria:
  - Appropriateness of participation in class discussions
  - Willingness to answer questions
  - Evidence of critical thinking during class activities
  - Demonstration of good “consulting skills” (politeness, manners, diplomacy, etc.)
  - Display of a positive attitude toward the subject material, class activities, etc.

- **Class preparation:**
  Because this is a very rigorous class that requires keeping up at all times with all assignments, students are expected to come to each class prepared for presentations, discussions, and activities.

  a) **Individual/Group Assignments:** The assignments will cover subject matter which includes, but is not limited to, the following:

  i. Determining the appropriate Student Planning Category for a student with visual and multiple impairments. (BVI.4.S1, BVI.4.K2)
  ii. Gathering needed student information in order to prepare for evaluation. (ISCI.7.S2, ISCI.4.S1)
  iii. Completing a Functional Vision Evaluation/Learning Media Assessment and Expanded Core Curriculum Assessment for a student with MDVI. For candidates in the COMS program, an Orientation and Mobility Assessment and Expanded Core Curriculum Evaluation will be completed. (BVI.4.K2, B&VI4S1, B&VI4S2).
  iv. Completing an exercise on writing IEP Goals and Objectives and Routine Planning. (BV.I3.K1, ISCI.5.S8, B&VI5S1)
  v. Choosing an appropriate assessment battery for a student with MDVI. (ISCI.4.S4, BVI.4.S3)
  vi. Completing a strategic plan for working with a student with MDVI which may include, infants and preschoolers, a student with deaf-blindness, or a student with cortical visual impairment who also has MDVI and their families. (ISCI.6.K10, ISCI.1.K3, BVI.1.S1, BVI.6.S2, BVI.5.S3, BVI.1.K2)
b) **Discussions:** Each module will contain a discussion question or activity called Shorts, and instructions to start a new thread posting and to respond to at least one other classmates’ post in the thread. Each student must start a thread before they can read and reply to other threads. The discussion posts are worth **50 points.** Please refer to the grading rubric in the assignment module to understand the requirement and grading criteria.

c) **Functional Vision Evaluation/O&M Evaluation-Interviews** The student is required to gather needed student information in order to prepare for evaluation. This assignment will be worth **100 points.**

d) **Functional Vision Evaluation/O&M Evaluation-Observation Documents and Photo of Materials** The student is required to document the necessary evaluation procedures and provide a photo of appropriate assessment materials used during the evaluation. This assignment will be worth **100 points.**

e) **Learning Media Observation Documents (O&M Observation Documents) and Expanded Core Curriculum Protocols** Each TSVI candidate will determine the literacy media of a student with multiple impairments and visual impairments. Each COMS candidate will determine the primary sensory channel the students uses to gain information about the environment. The assignment also requires assessment of the subject's Expanded Core Curriculum strengths and needs. This assignment will be worth **100 points.**

f) **Functional Vision Evaluation/Learning Media Assessment, Expanded Core Curriculum (for TSVI’s) or O&M/ECC (for COMS) Final Written Report:** Each student will be made aware of this assignment at the very beginning of the semester. It is an assignment that will be worked on semester-long and submitted prior to the last class meeting. It involves writing an extensive report on the information gained from previous assignments related to assessment and contain appropriate educational and recommendations based on the needs of the student as documented in the report. This assignment is required to be submitted in LiveText/Watermark and will be worth **200 points.**

g) **Strategic Plan for Activity Based Routine** Completing a strategic plan for working with a student with neurological visual impairment or deaf-blindness and writing IEP Goals and Objectives and Routine Planning. This assignment is required to be submitted in LiveText/Watermark and will be worth **100 points.**

h) **Quizzes and Final Exam:**

   **Quizzes:** A weekly quiz will be posted for Modules 1-7. Each quiz will be worth **100 points.**
**Midterm Exam:** A midterm exam will be given the week before Spring Break and will cover Modules 1-3, including ALL readings, presentations, and links in D2L. This exam is not open book/open notes. It will be worth **200 points.**

**Final Exam:** The final exam will cover information from Modules 4-7 including ALL course readings, presentations, and links included in Modules 4-7. The final exam is not open book/open notes. It will be worth **200 points.**

**Field Based Experiences (FBE) hours and activities:** In order to be eligible for AER certification, Stephen F. Austin State University is required to ensure that each of its TVI students completes a total of **350 clock hours of practicum experience.** These hours are typically composed of a wide diversity of “hands on” activities such as observation of students, interviews, visits to resource organizations, etc. Two problems are consistently presented by the requirement of such a large number of hours. First, it is very difficult for some students to complete 350 practicum hours in a single semester, because they are not serving as full time employees in the vision field during the semester in which they take the practicum class (SPED 5158). In addition, the activities which are included in the practicum are more practical during the time that the student takes relevant class work, rather than waiting for such experiences to occur at the end of their training. Therefore, in order to ensure that this requirement is met, each class taught by SFA faculty will include a practicum component that will be included in the final total of practicum hours.

i) **This class will require the documentation of a minimum of 40 Field Based Experience hours** to be selected according to the guidelines presented by the instructor. Specific SPED 5352 ‘reflection’ forms for documenting these activities for this course are provided by the instructor and are to be uploaded and hours maintained. Further specific instructions will be given in class. These 40 hours will ultimately serve as part of the 350 total hours of practicum, and cannot be counted in any other class, and vice versa. If the student is not able to fulfill the 40-hour requirement for this course within this semester, they must carry over the unmet hours into other courses’ requirements until met. The FBE documentation will be submitted through D2L. The student will use LiveText/FEM to log the met hours in the course, and the instructor will verify them, upon review of the documentation.

### IV. Evaluation and Assessments (Grading):

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<thead>
<tr>
<th>Grades</th>
<th>Points</th>
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<tbody>
<tr>
<td>Assignments</td>
<td>400</td>
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<tr>
<td>Discussion Posts- Shorts</td>
<td>350</td>
</tr>
<tr>
<td>FVE/LMA/ECC Report or O&amp;M/ECC Evaluation</td>
<td>200</td>
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<tr>
<td>Quizzes</td>
<td>700</td>
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<tr>
<td>Midterm Exam</td>
<td>200</td>
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<tr>
<td>Final Exam</td>
<td>200</td>
</tr>
<tr>
<td>Attendance &amp; Participation</td>
<td>150</td>
</tr>
<tr>
<td><strong>Total Possible Points</strong></td>
<td><strong>2200</strong></td>
</tr>
</tbody>
</table>
V. Tentative Course Outline/Calendar:
Please refer to the Appendix for a detailed Course Schedule, which includes synchronous class dates, readings, assignments, quizzes, tests, exams, and due dates.

VI. Readings (Texts): All students are personally responsible for obtaining their own required textbooks and should have them in hand by the start of the course.

Required Texts:


Optional:


Provided by Instructor:


QClassroom Statement: This course uses the QClassroom data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Support emails will come from qclassroom@sfasu.edu.

VII. Course Evaluations: Near the conclusion of the semester, before finals are given, students in the Perkins College of Education electronically evaluate courses taken within the PCOE, by means of MySFA. Although all ratings and comments are confidential and anonymous, and not available to the instructor until after final grades are posted, the instructor does receive a list of students who have and have not submitted an evaluation. **100% participation** is needed in the evaluation process. This online evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation,
2. Instruction evaluation purposes, and
3. Making decisions on faculty tenure, promotion, pay, and retention.
As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical! Friendly completion reminders will be sent through D2L.

You are encouraged to visit with the instructor during office hours, through email or phone, or to schedule an appointment in order to discuss opinions on the quality of the course or ways to improve it. The instructor is dedicated to providing students with a high-quality learning experience which is supportive as well as instructive. Please do not wait until the evaluation is due, but let the instructor know immediately if assistance or clarification is needed on anything, or if there are any concerns, so that resolution can be worked on together.

VIII. Student Ethics and Policy

Important course related policies:

Course Grades (Including WH), Policy 5.5

Final Course Grade Appeals by Students, Policy 6.3

Academic Accommodation for Students with Disabilities, Policy 6.1

Appeal Procedure Relating to the Provision of accommodations for students with Disabilities, Policy 6.6

Class Attendance, Policy 6.7

Code of Student Conduct and Academic Integrity, Policy 10.4

***Other other SFA Policy Information

IX. Resources

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services • www.sfasu.edu/counselingservices
Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401

SFASU Human Services Counseling Clinic • www.sfasu.edu/humanservices/139.asp
Human Services Room 202 • 936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

X. Additional Information:

Code of Ethics for the Texas Educator: The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


The information below is specific to new teachers in TEXAS and may or may not apply to your current situation. Nevertheless, it is a required part of this syllabus.

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public-school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person’s potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
• You are planning to take a certification exam for initial educator certification, and
• You have reason to believe that you may be ineligible for educator certification
due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not
have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for
certification. Participation in the evaluation does not preclude you from submitting to
a national criminal history review at the time you apply for your educator
certification. Your criminal history will be reviewed, and you may be subject to an
investigation based on that criminal history, including any information you failed to
submit for evaluation.

Additional information can be found at:
https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History
_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver's license,
state or providence ID cards, a national ID card, or military ID card to take the
TExES exams (additional information available at
legal documentation to be allowed to take these mandated examinations that are
related to certification/licensing requirements in Texas. If you do not have legal
documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have
a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or
edprep@sfasu.edu

IX. Other Relevant Course Information:
1. Caveat: The schedule and procedures contained in this syllabus, pertaining to
this course, are subject to change due to various circumstances throughout the
semester.

2. Use of Technology:
SFASU D2L: https://d2l.sfasu.edu
This class is very dependent on the Internet. Each student must be able to use
the Internet and the D2L site in order to obtain instructions on completing
assignments, do research on assigned topics, submit assignments, take and
submit exams, to participate in class, and to complete class and other activities as
assigned. It is, therefore, essential that each student have ready access to the
Internet AND be comfortable in using it. In order for the student to be able to
participate in the class, they will need a dependable headphones & speaker set.
Unfortunately, neither SFA nor the instructor are responsible for teaching the use of the internet, nor for solving technical problems which are not a product of the instructor’s error. If a student is not comfortable with using the internet, or if they need assistance with technical problems, they will need to contact the persons responsible for Internet instruction in school district. If there is a problem with accessing the material, either e-mail or call the instructor, as the information is needed in order for the problem to be remedied. All handout material will be provided to the student via the internet and thus the responsibility of the student to download and print it. If accessibility due to an impairment is an issue, the student needs to notify the SFASU Office of Disability Services or D2L Support.
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<thead>
<tr>
<th>Class</th>
<th>Module</th>
<th>Readings</th>
<th>Assignments</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>Week 1 Aug 28</td>
<td>Introduction &amp; Module 1 Overview of students with MDVI Bio Behavioral States and Planning Categories</td>
<td>Keys to Ed. Success Ch. 1 and 2 Essential Tools pp 131-163 Child Guided Strategies pgs. 1-26</td>
<td>Millie Smith Video &amp; Fill in Blank Assignment Module 1 Shorts</td>
<td>Sept 4</td>
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<tr>
<td>Week 2 Sept 4 Holiday</td>
<td>Module 1 Continued Watch recording on your own!</td>
<td>ALL Module 1 Content</td>
<td>Module 1 Quiz FVE/O&amp;M Evaluation–Identify your Student</td>
<td>Sept 11</td>
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<td>Week 3 Sept 11</td>
<td>Module 2-Assessment FVE LMA ECC O&amp;M</td>
<td>Keys to Educational Success Ch. 3 Essential Tools of the Trade pp 51-130, pp 217-248, pp 281-311 Child Guided Strategies pgs. 26-60</td>
<td>Module 2 Shorts FVE Interviews</td>
<td>Sept 18</td>
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<td>Week 4 Sept 18</td>
<td>Module 2 Continued</td>
<td>All Module 2 Content</td>
<td>Module 2 Quiz Observations/Photo of Materials</td>
<td>Sept 25</td>
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<tr>
<td>Week 5 Sept 25</td>
<td>Module 3 Communication, Deafblindness, Calendars, Routines</td>
<td>Keys to Educational Success Ch. 7 Essential Tools of the Trade pp 315-334 Calendars pp 9-50, Appendix pp 114-147, Ch1-4</td>
<td>Module 3 Shorts LMA Observations</td>
<td>Oct 2</td>
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<tr>
<td>Week 6 Oct 2</td>
<td>Module 3 Continued</td>
<td>All Module 3 Content</td>
<td>Module 3 Quiz ECC Screening</td>
<td>Oct 9</td>
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<tr>
<td>Week 7 Oct 9 MIDTERM</td>
<td>Module 4 Functional Literacy, Independent Living Skills Review: Midterm Modules 1-3</td>
<td>Keys to Educational Success Ch. 8 &amp; 11 Essential Tools of the Trade pp 315-333</td>
<td>Module 4 Shorts Midterm Modules 1-3-due Mar 4</td>
<td>Oct 16</td>
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<tr>
<td>Week 8</td>
<td>Module 4 Continued</td>
<td>All Module 4 Content</td>
<td>Module 4 Quiz Evaluation Report – FVE/LMA/ECC or O&amp;M/ECC</td>
<td>Oct 23</td>
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<tr>
<td>Week 9</td>
<td>Module 5 Social, Competence, Behavioral, Intervention, Assistive Technology</td>
<td>Keys to Educational Success Ch. 10, 12, &amp; 13</td>
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<td>Oct 23</td>
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<td>Module 5 Shorts</td>
<td>Oct 30</td>
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<td>Week 10</td>
<td>Module 5 Continued</td>
<td>All Module 5 Content</td>
<td>Module 5 Quiz</td>
<td>Nov 6</td>
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<td>Oct 30</td>
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<td>Week 11</td>
<td>Module 6 IEP’s, Instructional Designs, Active Learning</td>
<td>Keys to Educational Success Ch. 4-6</td>
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<td>Nov 6</td>
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