

Student Teaching Requirements

REQUIREMENTS:

Students seeking MSD certification will have an additional 5 days of student teaching (75 days total). Student will spend approximately 25 days in each of their three placements (Elementary, LBD, and MSD).

Students being certified in the area of Learning and Behavioral Disorders will be required to complete one instructional program AND one behavioral intervention program during their special education student teaching experience.

Students being certified in the area of Moderate to Severe Disabilities will be required to complete the above mention requirements. Additionally, students will be required to complete one systematic instructional program in the area of vocational skills instruction with small or whole groups of students with moderate to severe disabilities.

Name:

Semester:

Objectives and Procedures overview:

1. To develop and implement instructional programs with small and whole groups of students with learning and behavioral disorders
2. To develop and implement instructional programs across curricular areas for students with learning and behavioral disorders.
3. To develop and implement instructional programs using a variety of teaching methods with students with learning and behavioral disorders.
4. In consultation with the supervising teacher and professor select appropriate students and groups of students for developing each of the instructional programs.
5. In consultation with the supervising teacher and professor and based on the guidelines described in the syllabus, select appropriate curriculum areas for instructional programs.
6. Develop and write instructional program.

CURRICULUM AREA AND TITLE OF SKILL

1. Curriculum Area:
2. Skill/Behavior (MUST include the appropriate Kentucky Academic Standard):

STUDENT DESCRIPTION

1. Name (initials are fine):
2. Age:
3. Present level of performance (results of assessment):
 - a. Overview of student's strengths:

- b. Overview of student's needs/goals (especially related to the curriculum area and targeted skill/behavior):

PROGRAM DESCRIPTION

1. Behavior Objective(s) (write as a paragraph, scripted, and include the behavior/skill, condition, and criterion):
2. Discrete skill or chained task (if discrete, attach a picture of the skill, if chained, attach a task analysis):
3. Describe the rationale for the behavior/skill being taught:
 - a. Why is the objective an important one for the students to acquire?
 - b. What are the implications if the behavior is not acquired?
4. List prerequisite skills - these should include motor, sensory, attending, cognitive/language skills etc. the students' needs for participating in the instructional program:
5. Describe how any pretesting will be/was conducted (this includes assessment and baseline):

INTERVENTION PLAN

1. List the materials and equipment needed for the program - include teaching and student reinforcement materials if applicable
 - a. Materials:
 - b. Equipment:
 - c. Reinforcer(s):
2. Describe the instructional setting and arrangement - individual or group instruction, size of group, where intervention occurs, where teacher is in relation to the students (may include diagram), control for distracters.
3. Describe how procedures for conducting baseline sessions.
4. Describe the teaching procedure used if using a systematic instructional procedure include 2-7 (write as a scripted list and using the procedural flow chart, include the attentional cue and response, task direction, specific prompts used (e.g. delay interval), procedure for reinforcing correct responses, procedure for errors, and consequence for inappropriate response)

DATA COLLECTION

1. Describe how baseline data will be collected for each objective:
2. Describe how data will be collected during intervention:
3. Include a data collection sheet:

GENERALIZATION/MAINTENANCE

1. Describe procedures for facilitating generalization of skill across different persons, materials, and settings:
2. Describe procedures for facilitating maintenance of skill across time:

RESULTS

1. Use a graph to display baseline data, intervention data, and, if appropriate, maintenance and generalization data (**MUST** accompany this template)

2. Describe your results - did the behavior change? how did it change? etc.:
3. Describe any modifications you made in your program plan and discuss:
 - a. Why these changes were made?
 - b. What the results of these changes were?