



**COURSE: EDSP 400/602 Section 0101 WEDNESDAY**  
**TITLE: Functional Assessment and Instruction in Special Education**  
**PROFESSOR: Dr. Frances Kohl**  
**TIME: Wednesday, 4:15-7:00 PM**  
**PLACE: 1121 Benjamin Building**  
**SEMESTER: FALL, 2014**

**DESCRIPTION:** Characteristics, methods, and materials are presented for the instruction and inclusion of students traditionally labeled moderately, severely, and profoundly mentally retarded or intellectually disabled, severely emotionally disturbed, autistic, and multiply impaired. The course focuses upon task analysis; data-based instruction; alternate assessments; instructional procedures and methodologies; and functional task instruction in the following areas: motor, communication, self-help/grooming, social, housekeeping/home management, recreation, and community functioning. Course activities include readings and class discussions, evaluating existing assessment instruments and curricula, practicing state-of-the-art instructional procedures, writing and implementing lesson plans, and promoting parental support.

**OFFICE HOURS:** Tuesday and Wednesday 1:00 - 3:00 PM **Other times by appointment.**  
**E-MAIL:** [fkohl@umd.edu](mailto:fkohl@umd.edu)  
**OFFICE PHONE:** 301.405.6490 **OFFICE FAX:** 301.314.9158

**Accommodations for Students with Disabilities:** If you have a documented disability from DSS with accommodations, please contact Dr. Kohl immediately about the accommodations and hand in the documentation by the second night of class. For information on accommodations, visit [www.counseling.umd.edu/DSS](http://www.counseling.umd.edu/DSS).

**Attendance:** As future educators, you are held to a high standard of professional behavior. This course is important to your future and the future of the many students you will teach. Attendance and in-class participation are ongoing requirements. Therefore, attendance will be recorded for each class and included in evaluation. University policy excuses the absences of students for illness (self or dependent), religious observances (where the nature of the observance prevents the student from being present during the placement or class period), participation in University activities at the request of University authorities, and compelling circumstances beyond the student's control. Students must request the excuse in writing and supply appropriate documentation. Notify Dr. Kohl as soon as possible regarding any absence and, in the case of religious observances, please provide a written notification of the projected absence within two weeks of the start of the semester. More information on attendance can be found at: <http://www.faculty.umd.edu/teach/attendance.html>

**Technology Use Policy:** While UMD recognizes students' need for educational technological devices, the use of cellular phones during class time is not permissible. *All phones* must be turned off and put away in purses, backpacks, etc. during class. Laptop computers are allowed in class, **but for professional reasons only** including taking notes, use of Canvas, or investigating professional websites. *Absolutely no text messaging or unprofessional use of a laptop (checking emails) during class will be tolerated. You will be asked to leave the class.*

**EDSP 400/602 Course Outline FALL 2014 SECTION 0101 – Wednesday**

<u>Date</u>	<u>Session</u>	<u>Topic</u>	<u>Requirements</u>
09/03	1	Course Requirements; Definitions of and History of Services for Students with Severe Disabilities <b>PP#1 [Part I]</b>	Readings
09/10	2	Overview of Current Services <b>PP#1 [Part II]</b>	Readings
09/17	3	Behavior Objectives <b>PP#2</b> Task Analysis; Baseline Types	Readings
09/24	4	Ecological Inventories <b>PP#2</b>	Readings
10/01	5	Principles of Conditioning; Reinforcement; Increasing Behaviors <b>PP#3</b>	Readings; <b>Take Home I Distributed</b>
10/08	6	Instructional Prompts & Error Correction Procedures <b>PP#4</b>	Readings; <b>Take Home I Due</b>
10/15	7	Systematic Instructional Procedures Least to Most & Most to Least Prompt Hierarchies; Simultaneous Prompting Procedures <b>PP#5</b>	Readings
10/22	8	Shaping & Chaining Procedures <b>PP#6</b>	Readings
10/29	9	Time Delay Procedures Gradual Guidance Procedures <b>PP#7</b>	Readings; <b>Take Home II Distributed</b>
11/05	10	Data Collection; Data Based Decision Making <b>PP#8</b>	Readings; <b>Take Home II Due</b>
11/12	11	Graphing <b>PP#9</b>	Readings
11/19	12	<b>In-Class Video Critique</b>	<b>EXAMINATION III</b>
11/26		Thanksgiving (no class)	<b>Total Task LP due</b>
12/03	13	Meaningful Assessment/Portfolios <b>PP#10</b> ALT-MSA <b>PP#11</b> MSDE College and Career-Ready Standards	Readings
12/10	14	Down Syndrome	Readings; <b>Time Delay LP Due</b>

## **Teacher Candidate Learning Outcomes\* for EDSP 400/602**

1. **Characteristics/Definitions:** To know the characteristics and definitions related to the identification and instruction of individuals with severe/low incidence disabilities (InTASC 1; *CF Learners & Advocacy*; *CEC Standard 1- Learner Development and Individual Learning Differences*)
2. **Assessment:** To know and implement meaningful assessment procedures (e.g., ecological inventory, discrepancy analysis, MAPS) to accommodate and modify instruction for individuals with severe/low incidence disabilities (InTASC 6 & 7; *CF Goals and Assessment*; *CEC Standard 4-Assessment*)
3. **Instructional Planning:** To construct and implement functional lesson plans for students with severe/low incidence disabilities (InTASC 7; *CF Curriculum and Innovation/Creativity*; *CEC Standard 5-Instructional Planning and Strategies*)
4. **Curriculum:** To analyze and apply functional curriculum which encourages independence with students having severe/low incidence disabilities (InTASC 5; *CF Curriculum & Subject Matter*; *CEC 3 - Curricular Content Knowledge*)
5. **Instructional Strategies:** To know and apply types of instructional prompts (e.g., verbal, model, gesture, physical) and systematic instructional strategies (e.g., prompt hierarchies, time delay, chaining, gradual guidance) for students with severe/low incidence disabilities (InTASC 8; *CF Pedagogy & Technology*; *CEC Standard 5 - Instructional Planning and Strategies*)
6. **Data Based Decision Making:** To collect student data and make instructional decisions based on student outcomes (InTASC 5 & 9; *CF Goals and Assessment & Technology*; *CEC Standard 4 - Assessment*)
7. **Inclusion Practices:** To know and apply strategies to facilitate inclusion of students with disabilities (e.g., planning matrices, differentiated instruction) (InTASC 3; *CF Social and Cultural Contexts & Advocacy*; *CEC Standard 7-Collaboration*)
8. **Professional Responsibilities:** To know and use information on Maryland ALT-MSA procedures (InTASC 9; *CF Responsible and Ethical Action & Specialist Competence*; *CEC Standard 6 -Professional Learning and Ethical Practice*)

\*InTASC = Interstate New Teacher Assessment and Support Consortium Core Standards (2011)

\*CF = UM College of Education Conceptual Framework

\*CEC = Council for Exceptional Children Initial Professional Content Standards (2012)

## Course Requirements

All written assignments are to be **typed and double spaced** (unless otherwise noted). Attention will be given to writing style, organization, and grammar; points may be subtracted depending upon the ease of readability. **Never use real names of students, teachers, schools, districts, etc. Use S for student & T for teacher.** All assignments must be sent electronically in MS Word (doc or docx) file in 12 point font to Canvas.

Electronic assignments must be titled as follows: **LastNameFirstName.AssignmentName.Date**  
**If the assignment is not titled as presented above, it will be returned for correction.**

All assignments are due on the dates specified in the Course Outline. Points will be subtracted on all late assignments except when prior arrangements have been approved by the instructor.

1. Readings, Attendance, and Class Involvement. It is expected that teacher candidates will have read the required readings for each class prior to lecture, attend class, and participate in discussions and activities. Attendance and in-class participation are ongoing requirements and an integral part of the work of this course. Therefore, attendance will be recorded and included in evaluation as well as being punctual and **paying attention and being engaged in learning**. [No cell phone or noninstructional computer use; see **Technology Use Policy**.]
2. Take Home Examinations I and II. Both examinations are applied and based on readings, handouts, and lecture materials. **Late take home examinations will NOT be accepted.**
3. Video Critique and Data Collection Examination. Teacher candidates will critique a video of the implementation of a **least-to-most prompt hierarchy/total task chaining** procedure. The video critique will be done in class as a small group assignment and the data collection section will be done individually. Additional evaluation information is found in Appendix A.
4. Two Lesson Plans. Each teacher candidate is required to write two comprehensive lesson plans: (a) one using total task chaining and least-to-most prompt hierarchy procedure and (b) one using a time delay procedure with a student having severe disabilities. All lesson plans must conform to the UM/EDSP Lesson Plan Format for EDSP 400/602 found on CANVAS. Information and grading rubrics are found in Appendix B.

## Grading

Each requirement will count the following points:

- |   |    |
|---|----|
| 1. Class Attendance/Discussion/Participation/Engaged Learning | 5  |
| 2. Take Home Examination I                                    | 20 |
| 3. Take Home Examination II                                   | 20 |
| 4. Lesson Plans:  |    |
| Total Task Chaining/Least to Most Hierarchy                   | 20 |
| Time Delay  | 20 |
| 5. Examination #3: Video Teaching Critique                    | 15 |
| <b>Total: 100</b>   |    |

A+	100 – 98	B+	89 – 87	C+	79 – 77
A	97 – 93	B	86 – 83	C	76 – 73
A-	92 – 90	B-	82 – 80	C-	72 – 70
				D	Below 70

## **Required Textbook**

Snell, M.E., & Brown, F. (2010). Instruction of students with severe disabilities (7<sup>th</sup> ed.). Columbus, Ohio: Charles E. Merrill.

**Reminder:** If any teacher candidate is interested in an internship placement with students having severe disabilities, please contact Dr. Kohl for additional information.

## **READING ASSIGNMENTS**

### **Bring pertinent handouts to class each week!!**

**Sessions 1 and 2:** Definitions; Student Characteristics; Overview of Historical and Current Services for Students with Severe Disabilities

### **Required Readings**

1. Snell: Chapter 1

### **Recommended Historical Readings on Students with Severe Disabilities**

- Baumgart, D., Brown, L., Pumpian, I., Nisbet, J., Ford, A., Sweet, M., Messina, R., & Schroeder, J. (1982). Principle of partial participation and individualized adaptations in education programs for severely handicapped students. *JASH*, 7, 17-27. **(Canvas)**
- Blatt, B., & Kaplan, F. (1966). *Christmas in Purgatory: A photographic essay on Mental Retardation*. Boston: Allyn & Bacon.
- Brown, L., , M. B., Hamre-Nietupski, S., Johnson, F., Wilcox, B., & Gruenwald, L.(1979). A rationale for comprehensive interactions between severely handicapped students and nonhandicapped students and other citizens. *AAESPH Review*, 4 (1), 3-14. **(Canvas)**
- Brown, L., Nietupski, J., & Hamre-Nietupski, S. (1976). The criterion of ultimate functioning and public school services for severely handicapped students. In M. A. Thomas (Ed.), *Hey, don't forget about me!* Reston, VA: Council for Exceptional Children, 2-15. **(Canvas)**
- Burke, P., & York, R. (1973). Considerations for serving the severely handicapped in public schools. *Education and Training of the Mentally Retarded*, 8 (2), 20-26.
- Collins, S., & Salzberg, C. (2005). Scientifically based research and students with severe disabilities: Where do educators find evidence-based practices? *Rural Special Education Quarterly*, 24 (1), 60-63. **(Canvas)**
- Ferguson, D.L., & Baumgart, D. (1991). Partial participation revisited. *JASH*, 16, 218-227. **(Canvas)**
- Sontag, E., & Haring, N. (1996). The professionalization of teaching and learning for children with severe disabilities: The creation of TASH. *Journal of the Association for Persons with Severe Disabilities*, 21, 39-45.
- Wolfensberger, W. (1972). Normalization: *The principle of normalization in human services*. Toronto, Canada: National Institute on Mental Retardation.

**Session 3 and 4:** Behavior Objectives; Task Analysis;  
Baseline Data Collection Measures/Types; Ecological Inventories

Required Readings

1. Snell: Chapter 3: p. 91- 102
2. Brown, L., Branston, M.B., Hamre-Nietupski, S., Pumpian, I., Certo, N., & Gruenewald, L. (1979). A strategy for developing chronological age appropriate and functional curricular content for severely handicapped adolescents and young adults. *Journal of Special Education, 13*, 81-90. (Canvas)

**Sessions 5, 6, 7, 8, and 9:** **Instructional Interventions:** Reinforcement; Instructional Prompts; Error Correction Procedures; Fading Procedures; Least to Most Prompting; Most to Least Prompting; Simultaneous Prompting; Graduated Guidance; Progressive and Constant Time Delay Procedures

Required Readings

1. Snell: Chapters 4
2. Snell, M.E., & Gast, D.L. (1981). Applying time delay procedures to the instruction of the severely handicapped, *JASH, 6*, 3-14. (Canvas)

**Sessions 10, 11, and 12:** Data Collection, Data Based Decision Making, & Graphing Procedures

Required Readings

1. Snell: Chapter 5

**Session 13:** Meaningful Assessment; Alternate Assessments; ALT-MSA Procedures; MSDE College and Career-Ready Standards

Required Readings:

1. Snell: Chapter 3
2. MSDE Alternate MSA (ALT-MSA) Test Administration Manual 2014

**Session 14:** Down Syndrome

Required Readings:

1. Batshaw: Chapter 18 (Down Syndrome)

**Appendix A**  
**IN CLASS Video Critique of Least to Most Prompt Hierarchy: 15 Points**

A video of the implementation of a Least to Most Prompt Hierarchy will be shown in class and each teacher candidate is required to:

(1) (Assigned Group Activity) Critique the use of the least-to-most prompt hierarchy instructional procedures. The following teaching dimensions must be evaluated by stating strengths, flaws, and/or needs on the following topics using these headings:

- a) use of prompt hierarchy procedures;
- b) use of total task chaining procedure;
- c) delivery of reinforcement (frequency, type, tone);
- d) pace of instruction;
- e) use of natural supports/modifications/assistive technology;
- f) tone/affect of instruction;
- g) ability to handle behavior problems/interruptions;
- h) closure of instruction; and/or
- i) other (please explain).

(2) (Individual Activity) Collect data on the instructional outcomes on each step of the task analysis using the data sheet provided. Teacher candidates are to watch the video and collect data using the instructional key (+, G, VC, or P) and tabulate the number and percentage of independent steps of the task analysis.

**Rubric: IN CLASS Video Critique**

	Points	Points Earned	Comments:
1 a. Critique use of appropriate prompt hierarchy (clear, systematic, has realistic latency)	2		
b. Critique use of total task chaining/task analysis procedure (logical, orderly, materials, etc.)	2		
c. Critique delivery of reinforcement (frequency, type, tone/inflection, sincerity)	2		
d. Critique overall use of instructor's affect, pace, tone, volume, etc.	2		
e. Critique closure of instruction	1		
f. Miscellaneous (e.g., need to revise TA, change reinforcement, handling of behavior problems/interruptions)	1		
2. Data collection is accurate and represents skill acquisition of student. Correct notations are used.	5		
<b>Total Maximum Points:</b>		<b>15</b>	<b>Total Points:</b>



**Appendix B**  
**Lesson Plan Requirements and Evaluation Rubrics**  
**LESSON PLANS DO NOT NEED TO BE DOUBLED SPACED**

**1. Lesson Plan: Total Task Chaining Task Analysis with Prompt Hierarchy (20 points)**

Each teacher candidate is to write a total task chaining lesson (20 points) for a student with severe disabilities. Different student descriptions must be used with each required lesson plan.

- (a) The behavior objective must be a **functional life management task** selected from the following:

• making a bed	• making popcorn in microwave oven
• putting on make-up	• using a washing machine
• using a vending machine	• operating an iPad
• making a sandwich	• making a bowl of cereal

- (b) The task must be taught using a **least-to-most prompt hierarchy procedure** unless the use of a most to least prompt hierarchy procedure is approved by Dr. Kohl;  
 (c) The task must include at least one step which aligns to a reading or math standard from the MD College and Career-Ready (CCR) Standards;  
 (d) The task analysis must have a minimum of 15 steps; and  
 (e) The lesson plan must conform to the UM/EDSP 400/602 Lesson Plan Format (on Canvas).

**Total Task Chaining Lesson Plan is DUE: Wednesday, November 26, 2014 via Canvas.**  
**LastNameFirstName.TotalTaskLessonPlan.Date**

**2. Lesson Plan: Progressive Time Delay Procedure (20 pts)**

Each teacher candidate is to write a time delay lesson plan for a student with severe disabilities. Different student descriptions must be used with each required lesson plan.

- (a) The behavior objective must be an **academic or communication task** for a student with severe disabilities and aligned to a reading or math standard from the MD CCR Standards;  
 (b) The objective must be selected from the following:

• learning colors or shapes	• learning sight words
• learning graphic symbol representations for com aid	• learning numbers/math skills*

\*not money/coins

- (c) The task must be taught using a **progressive time delay procedure**; and  
 (d) The lesson plan must conform to the UM/EDSP 400/602 Lesson Plan Format (see ELMS).

**Progressive Time Delay Lesson Plan is DUE: Wednesday, December 10, 2014 to Canvas.**  
**LastNameFirstName.TimeDelayLessonPlan.Date**

**Scoring Key (0-2)/Evaluation Criteria for Total Task Chaining**





## **& Prompt Hierarchy and Time Delay Lesson Plans**

- (2) EXEMPLARY/EXCEEDS STANDARD:** Section is outstanding. Information is well synthesized and writing is succinct and free from grammatical errors. The section is vigorous, well written, creative, and/or practical. Descriptions are comprehensive, insightful, and markedly reveal the context of the standard. Performance competencies of the standard have been met with distinction that irrefutably supports teaching competence and effective application.
- (1) ACCEPTABLE/MEETS STANDARD:** Section is satisfactory. Information is reasonable, complete, and presented effectively; writing is clear with minimal mistakes; information is comprehensible. Descriptions show some critical thinking and reveal the context of the standard. Performance competencies of the standard have been met.
- (0) UNACCEPTABLE/BELOW STANDARD:** Section is not satisfactory. Information is not available, incomplete, vague, and/or poorly written with obvious mistakes; information is inaccurate and/or difficult to comprehend. Performance competencies of the standard have not been met.

Evaluation Sheet: **Total Task Chaining Task Analysis with Prompt Hierarchy Lesson Plan (20 points)**

CEC Standard	<u>Total Task Chaining Task Analysis with Prompt Hierarchy Components</u>	Points Earned	Comments
#1 Learner Development & Individual Learning Differences	1. Focus Learner Description: Comprehensive and detailed with a minimum of 10 detailed sentences	/2	
#3: Curricular Content Knowledge	2. Learning Target, Individualized Behavior Objective, Accommodations	/2	
#3: Curricular Content Knowledge	3. Task Analysis with Reading or Math Content Aligned to a MSDE CCRS/MMSR Standard (Attach copy of & highlight MD CCRS/MMSR Standard)	/2	
#4 Assessment	4. Data Collection: Procedures, Electronic Data Sheet, and Key	/2	
#4 Assessment	5. Prior Learning & Multiple Opportunity Baseline Procedures: Task Demand, Latency, Baseline Response Procedures, Number of Sessions per day	/2	
#5 Instructional Planning and Strategies	6. Total Task Chaining Procedure Description and Prompt Hierarchy Procedures: Prompts, Latency, and Instructional Response Procedures	/2	
#5 Instructional Planning and Strategies	7. Type and Schedule of Reinforcement	/2	
#5 Instructional Planning and Strategies	8. Instructional Materials/AT/UDL and Learning Environment/Instructional Sessions, Times, Days, and Location	/2	
#4 Assessment	9. Electronic Graph to include Baseline and Instruction Conditions	/2	
#6 Professional Learning and Ethical Practice	10. Writing, Grammar, Attention to Detail; Ethical Practice; Resources	/2	
<b>TOTAL POINTS:</b>		_____ /20	

Evaluation Sheet: **Time Delay Lesson Plan** (20 points)

CEC Standard	<b><u>Time Delay Lesson Plan</u></b> Components	Points Earned	Comments
#1 Learner Development & Individual Learning Differences	1. Focus Learner Description: Comprehensive and detailed/must have a minimum of 10 detailed sentences	/2	
#3: Curricular Content Knowledge	2. Learning Target, Individualized Behavior Objective Aligned to a MSDE CCRS/MMSR Standard (Attach copy of & highlight MSDE CCRS/MMSR Standard), Accommodations	/2	
#4 Assessment	3. Baseline Procedures: Latency, Conditions, Number of Requests; Number of Trials & Sessions Description, and Materials	/2	
#5 Instructional Planning and Strategies	4. Task Demand, Response Prompt; Latency; Back-up Prompt Time Delay Schedule and Criterion for Moving on to Next Delay Level (Training Criterion)	/2	
#5 Instructional Planning and Strategies	5. Learning Environment, Number of Trials & Sessions, Location of Instruction, and Instructional Materials	/2	
#5 Instructional Planning and Strategies	6. Explanation of 0-sec Delay Procedures and All Response Outcomes (N =3); Explanation of 2-sec Delay Procedures and All Response Outcomes (N=5)	/2	
#5 Instructional Planning and Strategies	7. Type and Schedule of Reinforcement	/2	
#4 Assessment	8. Data Collection Procedures: Electronic Data Sheet for Baseline and Electronic Data Sheet for Instruction	/2	
#4 Assessment	9. Electronic Graph to include Baseline and Instruction Conditions	/2	
#6 Professional Learning and Ethical Practice	10. Writing, Grammar, Attention to Detail; Ethical Practice; Resources	/2	
<b>TOTAL Points:</b>			_____/20 Points

## University of Maryland, College of Education, and EDSP Policies/Information

**Academic Integrity:** The University of Maryland has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student, you are responsible for upholding these standards for this course. It is important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. Students who are uncertain as to what constitutes academic dishonesty should consult the publication Academic Dishonesty found at: <http://www.testudo.umd.edu/soc/dishonesty.html> or the Student Honor Council, visit [www.shc.umd.edu](http://www.shc.umd.edu) which defines ACADEMIC DISHONESTY as any of the following acts:

- (a) CHEATING: intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- (b) FABRICATION: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- (c) FACILITATING ACADEMIC DISHONESTY: intentionally or knowingly helping or attempting to help another to violate any provision of this *Code*.
- (d) PLAGIARISM: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

Academic dishonesty may take many forms. Examples of academic dishonesty include, but are not limited to, the following:

- buying, selling, or trading papers, projects, or other assignments;
- using or attempting to use any unauthorized book, notes, or assistance from any person during a quiz or examination;
- plagiarizing and/or submitting the work of another as your own;
- fabricating information, references, or citations;
- facilitating dishonest acts of others pertaining to academic work;
- possessing unauthorized examinations;
- submitting, without instructor permission, work previously used;
- tampering with the academic work of another person;
- ghosting-taking a quiz or exam in place of a student or having any person take a quiz or exam in your place;
- any attempt to falsify an assigned grade or an examination, quiz, report, or program or in a grade book, document, or other record;
- any attempt, or actual, collusion willfully giving or receiving unauthorized or unacknowledged assistance on any assignment (both parties to the collusion are considered responsible); and
- forging a faculty member's or administrator's signature on any card, form, or document.

**Honor Pledge:** The University of Maryland Honor Pledge reads: *I pledge on my honor that I have not given or received any unauthorized assistance on this assignment or examination.*

Unless you are specifically advised to the contrary, the pledge statement should be handwritten and signed on the front cover of all papers, projects, or other academic assignments submitted for evaluation in this course. Students who fail to write and sign the Pledge will be asked to confer with instructor.

**Foundational Competencies:** The College of Education Foundational Competencies Policy was adopted in November 2010 and specifies the professional criteria expected of all teacher candidates in the College. Performance that meets the Foundational Competencies is expected across all professional settings, including university-based coursework and field placements. If concerns arise in any professional setting, a referral will be made to the Teacher Candidate's advisor. Each Teacher Candidate and Supervisor will complete the Foundational Competencies evaluation at the end of each field placement experience. Additional Foundational Competencies evaluation forms may be completed if concerns arise during a field placement or in any professional setting. **These evaluations will be reviewed along with candidates' performance across all program requirements and coursework. Continuation in the Special Education teacher certification program depends on both satisfactory completion of all coursework and satisfactory ratings on the Foundational Competencies.**

**Learning Assistance Services:** Assistance in study skills, time management, and writing is available at the Learning Assistance Service (LAS) located in the UMD Counseling Center. More information can be found at the following website: <http://www.inform.umd.edu/LASRV>. Additionally, if you are encountering personal problems that hamper your academic performance, contact the Counseling Center 301-314-7651 for resources or referrals.

**Physical Restraint and Seclusion:** Teacher Candidates are **not** permitted to implement physical restraint and seclusion procedures or to participate in school system training on the use of physical restraint and seclusion procedures. We urge teacher candidates to become thoroughly familiar with the ethical and practical responsibilities involved in dealing with these issues. Please refer to the Council for Exceptional Children's Policy on Physical Restraint and Seclusion Procedures in School Settings (adopted September 2009) which is located at the following link:  
<http://www.cec.sped.org/~media/Files/Policy/CEC%20Professional%20Policies%20and%20Positions/restraint%20and%20seclusion.pdf>

**Personal Care Procedures:** If toileting/personal care procedures are implemented at your placement site, please review the protocols with your university supervisor as soon as possible after the start of the placement.