**Campbellsville University**

**School of Education**

**SED 780**

**MSD Graduate Practicum**

Professor: Ms. Norma R. Wheat

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Chat Time: Monday 8-9:15 p.m.

**Office Hours:** Professor can be reached anytime by e-mail or by phone (text or leave a message if no answer). Email to schedule a time for a face-to-face, telephone or online conference. I will be online

15 - 30 minutes before class and available to stay after class online to answer any questions or concerns.

Virtual Office Hours:

The professor can be reached anytime by phone or e-mail.

Campus Office Hours:

*The professor can be reached anytime Monday – Friday; 8:00 a.m. – 5:00 p.m.*

**School of Education Conceptual Framework**

**“Empowerment for Learning”**



**Text**

None - Totally field based experience.

Readings as assigned by the professor.

**Course Description** (3 Semester Hours) Practicum experience is a real-world opportunity to put the knowledge, skills, and dispositions, learned throughout the program, into practice with students with moderate to severe disabilities.

This course provides an opportunity for candidates to apply best instructional practice in a field base setting. This will provide opportunity to translate theory learned into practice by submitting several projects directly related to students with moderate to severe disabilities and autism spectrum disorder. Thirty (30) hours field experience is required for this course.

**Course Objectives**

 Discuss features, appropriate uses, and application of appropriate assessment instruments and strategies, with emphasis on alternate assessment measures and strategies, curriculum-based assessment, ecological assessment, and ongoing assessment of pupil performance

 Discuss features, effectiveness, and use of appropriate curricula, materials, strategies, and resources in pertinent instructional areas, including both specialized curriculum areas and access to general curriculum areas

 Demonstrate knowledge of aspects of research-based and “most promising practice” in services for students with significant cognitive disability, including use of community settings, functional skills, trans-disciplinary teaming, inclusion, collaborative instruction, systematic direct instruction

 Select appropriate instructional strategies for teaching various learning objectives based on the student(s) and the desired learning outcome of the objective.

 Plan, implement, and evaluate a variety of (a) antecedent teaching strategies (e.g., observational learning, milieu approach, system of least intrusive prompts, simultaneous prompting, time delay, graduated guidance, backward and whole task chaining) and consequent teaching strategies (e.g., shaping, error correction, consequential strategies, and interspersed review).

 Write and implement an instructional plan that specifies a sequence of instructional objectives leading to a goal, uses a task analysis (for multiple step skills) or a skill sequence (for discrete skills), incorporates antecedent and consequence teaching strategies aimed at a specific stage of learning, and specifies a plan for collecting and analyzing student performance data on an ongoing basis.

 Understand general education teaching practices that promote inclusion of students with severe disabilities in the general education curriculum (e.g., curriculum and instructional adaptation, group instruction, self- management, schedule following, cooperative learning, peer tutoring).

*\*\* The objectives are not all inclusive.*

**School of Education Vision and Mission.** “Whoever wants to be a leader among you must be your servant. “Matthew 20:26

The School of Education envisions a global society in which individuals are empowered to learn and attain their goals, thereby enabling them to positively impact others through Christian servant leadership. To realize this vision, the School of Education’s mission is to prepare teachers for their respective fields by providing an academic infrastructure based on scholarship, service and Christian leadership. The primary goal of the program is to advance scholars who are competent, caring and qualified, who can positively impact student learning, and who are committed to life-long learning in a global society. The performance based teacher preparation program strives to achieve this mission by:

 preparing teachers who demonstrate the knowledge, skills and dispositions to plan, implement and evaluate instruction to assure that all students learn and perform at high levels;

 honoring, understanding, and respecting diverse voices and communities in society;

 establishing partnerships and collaborating with the professional community;

 supporting and enhancing Christian characteristics of servant leadership.

Since research has demonstrated that the teacher is the most important factor impacting student learning (Darling-Hammond, 2000), the teacher education program is committed to preparing candidates who are empowered and effective servant leaders in the classrooms, schools, communities and throughout the world.

**Alignment with Curricular Guidelines and National Standards:**

**Diversity Proficiencies**

2.2 Uses contextual data to design instruction relevant to students.

3.3 Values and supports student diversity and addresses individual needs.

4.2 Implements instruction based on diverse student needs and assessment data.

5.4 Describes, analyzes, and evaluates student performance data.

8.1 Identifies students where learning could be enhanced by collaboration.

**Council of Exceptional Children Standards**

This course meets the guidelines designated under the CEC standards for common core of knowledge and skills.

**Standard #1: Foundations:** ICC1K4, ICC1K5, DD1K1, DD1K2, DD1K5

**Standard #2: Development of Characteristics of Leaders:** ICC2K2, ICC2K3, ICC2K6, DD2K2

**Standard #3: Individual Learning Differences:** ICC3K1, ICC3K5

**Standard #4: Instructional Strategies:** DD4K1, ICC4S1, ICC4S5, ICC4S6

**Standard #5: Learning Environment/Social Interactions:**ICC5K1, ICC5K5, ICC5S1, ICC5S2, ICC5S3, ICC5S4, ICC5S7, DD5S2, DD5S3, DD5S5

**Standard #6: Language:** ICC6K4, ICC6S1

**Standard #7: Instructional Planning:** DD7K1, ICC7S4, ICC7S9, DD7S3

**Standard #8: Assessment:**ICC8K1, ICC8K2, ICC8K3, ICC8S1

Standard #9: Professional and Ethical Practice:DD9K1, ICC9S1, ICC9S2, ICC9S5

Standard #10: Collaboration: ICC10K2, ICC10K3, ICC10K4, DD10K1, ICC10S2, ICC10S3, ICC10S10, DD10S1

**Interstate Teacher Assessment and Support Consortium (*InTASC*)**

InTASC 1 Learner Development

InTASC 2 Learner Differences

InTASC 3 Learning Environments

InTASC 4 Content Knowledge

InTASC 5 Application of Content

InTASC 6 Assessment

InTASC 7 Planning for Instruction

InTASK 8 Instructional Strategies

InTASC 9 Professional Learning and Ethical Practice

InTASC 10 Leadership and Collaboration

**Council for Accreditation of Educator Programs (*CAEP*)**

Standard 1 Content and Pedagogical Knowledge

Standard 2 Clinical Partnerships and Practice

Standard 3 Candidate Quality, Recruitment, and Selectivity

Standard 5 Provider Quality Assurance and Continuous Improvement

**Kentucky Common Core Standards and College Readiness Standards**

Students will use the Kentucky Academic Standards in designing learning goals/objectives and assessments.

**Modes of Instruction:**

 The instructional methods will include:

online learning lessons

individual consultation with instructor

online discussion groups

demonstration

teamwork

cooperative learning activities

site visitation and classroom observation

**Assignments and Assessments**

 **Course Delivery Method**

The online course delivery method for this course is **synchronous.** Synchronous is a communication system that allows sending and receiving information in real-time such as chat, videoconferencing and instant messaging with no time delay thus allowing participants to respond demonstrating understanding of course concepts. Further, this will allow the instructor to pay close attention to students’ assignments and provide assistance as needed. For this course you will need a headset with a microphone. In addition, you will need high-speed internet connection; dial- up does not work with Adobe Connect. During the nine (9) weeks course chat, discussion boards, project presentations are examples of modes of interaction between the instructor and student in discussing content and expected response.

 **Class Participation 50Points (KTS 6, 7, 8, 9, 10)**

Class attendance is expected and will be checked. Two unexcused absences (at instructors discretion) results in an automatic “F” for the course. Students are to log in to class on the date and time indicated on the course syllabus. Students need to be sure that their headset and internet service is working prior to the start time for class. It is recommended that students check the connectivity of their equipment at least fifteen (15) minutes prior to the start of class.

 **Chats 50 Points**

Attendance will be taking during the class time at the discretion of the instructor. Instructor will post a pin for students to enter via written form. Active and consistent participation in this course is important and expected. Students must contribute to class chats/discussions in a meaningful and educationally relevant manner at a minimum of five times per class. Students will be graded on their ability to ask pertinent questions, critically discuss issues related to the learning activities of the class (small and large group online discussions, study questions and reflective writing assignments). Students will refrain from side bar chats during class time. See the **Chat Rubric** for grading details.

 **Design, Plan and Implement Instruction 150 Points (KTS 2,3,4,5,6,7)**

Students will design three lessons and teach two. The lessons taught will focus on language and social skills using task analysis (for multiple step skills) or a skill sequence (for discrete skills) for students with moderate to severe disabilities. Course instructor will observe one of the lesson taught. Instructional strategies embedded in the plan will be based on the needs of the students in the public school setting. In collaboration with the special education and general education classroom teachers, candidate will determine the appropriate modifications and accommodations based on assessment data. Identify issues that may impede the acceptance and success of the student in general education classrooms. Suggest ways that teachers (both general and special education) can alleviate these issues and promote success (both academic and social) in inclusion. Source of Evidence documents required for this activity are: SoE 2 Lesson Plan, and Lesson Analysis and Reflection, and can be found on the School of Education web page. Feedback from the classroom teacher along with lesson analysis of the lessons taught will provide the course instructor with information on the effectiveness of the teacher.

 **Article Reviews 50 Points (KTS 6, 7)**

Complete two of the three article reviews listed below according to the article review guidelines and rubric posted on the course page.

o Identify three to five peer-reviewed journal articles on different social strategies for individuals with moderate to severe disabilities. Discuss and present your findings in a two- to three-page paper.

o Identify three to five peer-reviewed journal articles on one of the core academic areas (e.g., reading, writing, math). Discuss effective strategies for teaching these core academics to students with moderate to severe disabilities in a two- to three-page paper.

o Identify three to five peer-reviewed journal articles on communication system options for individuals with moderate to severe disabilities: speech only, sign language, voice output communication devices, and symbol systems such as PECS. Discuss the pros and cons of the system including which would be better for varying individuals with moderate to severe disabilities given particular characteristics.

 **Research Activity 100 Points (KTS 6, 7)**

Review three to five peer-reviewed journal articles on person-centered planning for students with moderate to severe disabilities. Discuss and present your findings in a two – three page paper. Complete an Internet search for resources available for families of individuals with moderate to severe disabilities in the state and your residential community in the areas of employment, housing, post- secondary education, and social relationships. Additionally, investigate adult service agencies, group homes, employment settings, etc. Create a list of 15 – 20 resources with a short description of what each has to offer individuals with moderate to severe disabilities.

 **PowerPoint Presentation 50 Points (KTS 6)**

Create a PowerPoint to present your findings on alternate assessments for students with moderate and severe disabilities.

 **Discussion Forums 100 Points (KTS/InTASC 6, 7, 8, 9) CEC 1, 2, 3, 7)**

A weekly discussion prompt will be posted in the course. Your **initial post** should be made prior to **date set by the professor.** Discussion forums afford the instructor the opportunity to challenge the learners’ thinking and active participation in their learning. To be effective, the instructor will be offering constructive comments to the posts. To encourage critical thinking, students will post responses to fellow classmates’ posts.

Students will be required to post an educationally relevant and thoughtful reflection to each of the prompts. Your responses/reflection should be supported with research based evidence and professional experiences. Additionally, respond to 2 other classmates’ posts. See the **Discussion Forum Rubric** for grading of discussion forums.

 **Chat and Discussion Netiquette**

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| Courtesy is expected. Everyone should be professional of their peers and instructor. All input should be directed toward the class material. You are encouraged to email each other and the instructor for other information or for personal discussions. Students will refrain from side bar chats during class time. *Core Rules of Netiquette* from the book ***Netiquette*** by Virginia Shea:http://www.albion.com/netiquette/corerules.html |
| **Rule 1: Golden Rule – would you say the same thing in a face-to-face situation?**  **Rule 2: Be ethical – would you behave the same way in real life?**  **Rule 3: Eliminate gossip – why start rumors that may create unintended damage?**  **Rule 4: you are only one of many – why require an instant response to your question or assume that everyone will agree with you?**  **Rule 5: Be knowledgeable – why make up information that misleads and invalidates your presence online?**  **Rule 6: Share knowledge - know what you are talking about from an objective perspective.**  **Rule 7: Control emotions – why add fuel to the fire of another’s antagonism?**  **Rule 8: Privacy – don’t’ snoop!**  **Rule 9: Be forgiving – we are all human.** |

**Clinical/Field Experience 100 Points (KTS/InTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10) (CEC 1,2,3,4,5,6,7)**All clinical/field experiences can be completed in the candidates’ classroom/school.

Candidates seeking **certification only** will participate in thirty (30) hours of field experience. All other candidates taking this course will participate in **13** clinical/field hours. Candidates will observe students with moderate to severe disabilities including students with autism in various settings; including but not limited to classroom, community-based setting, dining/cafeteria. Course instructor will be responsible for assigning/scheduling the field experiences for this course. The instructor will provide details for the observation hours. Substitute a pseudonym (mock) for real names when you write about learners and teachers to keep confidentially. Field experience summary form must be kept of the field experience. The original and the reflection must be sent to the Special Education Program office. A copy of the form and the reflection/analysis of the observations need to be sent to the professor (highly important). The form must be completed in order to receive credit. In addition, during the teaching of the lessons, the School of Education *Classroom Observation* instrument, based on the ten (10) Kentucky Teacher Standards, will be used for evaluative purposes.

**Clinical/Field experiences**: All clinical/field experiences can be completed in the candidates’ classroom/school.

o Shadow a teacher for students with MSD and ASD at each level; elementary, middle and high. Observe the instructional practices, classroom management techniques, IEP progress monitoring. Write a comparison/contrast reflection. (8-certification only candidates) (3-all other candidates)

o In consultation with the parent, discuss the possible post-secondary transitional needs for the student. Present the needs at the ARC team meeting. (4-all candidates taking the course)

o Shadow a speech language pathologist/therapist and discuss language needs of students with moderate and severe disabilities and students with autism. (3-certification only)

o Develop three lesson plans and teach two focusing on language and social skills. Use Source of Evidence documents. Documents located on the School of Education webpage. (5-all candidates)

o Interview a general education teacher discussing (1) their role in the ARC team meetings for students with moderate to severe disabilities and ASD, (2) their instructional practices, accommodations and modifications for students with moderate and severe disabilities and ASD. (3-certification only)

o In a collaborative/co-teaching setting, observe for social interactions between all students in the classroom. Discuss observational data with the two teachers. Write a reflection. (4-all candidates)

o Interview an evaluator (i.e., school psychologist) and discuss assessment practices, IEP development, and eligibility determination. Write a reflection. (3-certification only)

**Grading System**

**Assignments Points**

Participation/Chat 100

Discussion Forums 60

Reading Assignments/reflections 100

Article Reviews 50

PowerPoint Presentation 50

Research Activity 100

Lesson Plans (3); Teach two 150

Field Experience/Reflection 100

**Total: 750**

**Course Grading Scale**

**100 POINT SCALE 50 POINT SCALE**

93 - 100% = A 46-50 =3

85 - 92% = B 43 -45 =2

7 - 84% = C 39-42 =1

71 - 76% = D

Below 70 = F

**Incomplete Policy**

*In accordance with Special Education Program policies at Campbellsville University, candidates failing to complete requirements within the timeframe of a course, with* ***justifiable cause****, may make application for an Incomplete from the professor by submitting an Application for an Incomplete form.  This form can be obtained by contacting the Special Education Program Office or by accessing the University web page (*[*www.campbellsville.edu/mase*](http://www.campbellsville.edu/mase)*). It is the candidate’s responsibility to apply two (2) days prior to the last class meeting and make arrangements with the professor in order to receive an “I”.*

*If approved by the professor, coursework and other requirements to change the “I” grade must be completed by the designated time and no longer than 8 weeks following the date the form is signed by the instructor. If by the end of the designated time, the requirements have not been met, the professor will change the “I” to an “F”.*

**Copy of this form (*Request for Incomplete*) with the professor’s signature must be on file in the Special Education Programs Office at Campbellsville University.**

**Plagiarism Statement**

Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (2015-17 Bulletin Catalog)

Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own.

If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice-President for Academic Affairs will be notified of either consequence.

**Instructor’s Expectations for Appropriate Behavior in the Online Learning Environment**

* Dishonesty: Learners may not intentionally provide false information, copy, alter, or falsify documents of others. Learners may not represent the academic work of others as their own.
* Disrespect: Learners must refrain from behavior that may be perceived as inappropriate, offensive and unfair and must treat all other learners with respect at all times.
* Theft: Learners may not post, transmit, promote, and /or distribute content that violates copyright laws.

**Disability Statement**

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions.  If you have a documented disability or condition of this nature, you may be eligible for disability services.  Documentation must be from a licensed professional and current in terms of assessment.  Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

**\*\*\* School of Education Attendance Policy:\*\*\***

Regular attendance in professional education courses is expected of all students. It is a professional responsibility that is a part of the disposition assessment of teacher candidates. No more than six (6) absences for Monday/Wednesday/Friday courses and No more than four (4) absences for Tuesday/Thursday courses. Absences in excess of these numbers of days will result in an **F** for the course. Tardy is defined as missing 10 minutes or less of class time due to late arrival or early departure.  An accumulation of two tardy instances will equate to one day of absence to be applied to the course attendance policy.  Anything more than 10 minutes and less than 30 minutes of missed class time will result in a half day absence.  More than 30 minutes of missed class time will be considered a full day. Your arrival and departure time are as important as your presence regularly.  This is essential for a smooth classroom experience for you and your classmates now as well as the expectation you will face as a classroom teacher when employed later. *Note: students will not be penalized for absences excused by Campbellsville University; however, it is the student’s responsibility to notify the professor in advance of the excused absence.* It is also the student’s responsibility to insure that all assignments are submitted on due dates, regardless of date(s) of absences.

**Campbellsville University’s Online Attendance Policy**

Bi-term and 8 week terms:  Online students must participate weekly as defined by the professor in the syllabus. After 1 week (12.5%, 1/8th of the scheduled classes) without contact the student will be issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact the student would fail the course and a WA would be recorded.

**Title IX Statement**

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.

Title IX Coordinator: Terry VanMeter; 1 University Drive; UPO Box 944; Administration Office 8A; Phone – 270-789-5016; Email – [twvanmeter@campbellsville.edu](mailto:twvanmeter@campbellsville.edu)

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: [www.campbellsville.edu/titleIX](http://www.campbellsville.edu/titleIX)

**Student Academic Progress (SAP)**

Department of Education federal regulations require Campbellsville University to monitor its student's academic progress to ensure that they maintain a minimum standard GPA and make steady progress toward degree completion. Students who do not meet the SAP requirements may lose their financial aid eligibility.  All students that were enrolled during the current school year and those who have submitted a FAFSA for the upcoming year will be evaluated for SAP at the end of each term including summer. See your Student Handbook for specific details and/or discuss with your advisor.

**Communication Requirement**

Students are expected to activate and regularly use the university provided email domain studentname@stu.campbellsville.edu) for all email communication for this class.

**Disposition Assessment**

Dispositions in teacher education preparation refer to behaviors and attributes while interacting on campus, online, and in clinical experiences with students, families, colleagues, communities, and faculty. Such dispositions are necessary to the empowerment for learning process stemming from the unit mission, conceptual framework, state codes of ethics, and national standards. Campbellsville University’s educator preparation program strives to lead candidates in the self-efficacy process of recognizing when their own dispositions shall be developed in the Pre-Professional Growth Plan (PPGP).

Candidates (CU students) will be introduced to the education program’s conceptual framework, which includes disposition expectations in the introductory courses and will also become familiar with and commit to the *Codes of Ethics for Professional Educators* which delineates behaviors for teachers related to students, parents and colleagues. In addition, candidates must adhere to the CU Computer Resource Acceptable Use Policy that includes posting information, videos, pictures, etc.,that infringe on copyright laws or is deemed inappropriate by the mission of CU and the School of Education (p 50, ST Handbook). This includes both on campus and off campus activities. Although the unit has adopted a “Disposition Recommendation” form for general use, it is understood that dispositions are also evaluated during instructional opportunities through field and clinical experiences and regular course opportunities. All disposition data are collected and filed in the student’s School of Education binder.

CU Philosophy of Behavior was founded with the goal of providing a quality education along with Christian values. Learning takes place guided by Christ-like concern and behavior on campus and online. A student whose conduct violates stated behavioral expectations faces specific disciplinary sanctions.

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