

Analysis Summary

Due: June 21, 2020 @ 11:59 pm EST

Submit your analysis summary (below) to the appropriate dropbox (linked on CourseDen). Each group only need to submit one copy. Make sure each member of the team has access to this document, as it will need to be submitted as part of the overarching packet to Tk20.

Purpose: Identify the probable causes for a performance gap, create instructional goals to address those gaps, and discern important characteristics of the instructional context and learners.

Deliverables:

- Performance Assessment
- Instructional Goals
- Instructional Context
- Targeted Audience Profiles

Team Members:

Elizabeth King
Tyler Ridgeway
James Mitchell

Background: **This module aims to increase executive functioning skills in planning and prioritization for special education high school students with Severe Emotional/Behavioral Disorders (SEBD). The students are served through the Georgia Network of Educational Therapeutic Services (GNETS), which are separate restrictive environment settings. The online module will provide interactive and multimedia instruction and activities in skills such as time management and task prioritization, with extensive scaffolding, reasonable accommodations, and opportunities to practice. Upon module completion, students will be asked to demonstrate their knowledge by developing their own plan and applying it to a different project (either academic or authentic).**

1. Performance Assessment

<i>Actual Performance</i>	<i>Desired Performance</i>	<i>Primary (Hypothesized) Cause</i>	<i>% of Performance Discrepancy</i>
<p>The Behavior Assessment for Children - Third Ed - Teacher Rating Scale (BASC-3-TRS) evaluates a variety of behaviors and personality traits, and includes a predictive measure with an Overall Executive Functioning Index (EFI). For the 19 students, 26% scored as Extremely Elevated (significant problems); 53% scored as Elevated (moderate problems); and 21% scored as Not Elevated (no problems). For the sub-set of the Problem Solving Index (PSI), 21% scored as Extremely Elevated, 37% scored as Elevated, and 42% scored as Not Elevated, indicating that over half of the students demonstrated some a difficulty with problem solving skills, as compared to their non-special education age-equivalent peers.</p>	<p>A realistic desired performance outcome for the PSI would be a breakdown of 11% Extremely Elevated, 21% Elevated, and 68% Not Elevated. However, due to skill loss during COVID, this may not be feasible.</p>	<p>Students with severe EBD frequently spend excessive amounts of time outside of the classroom, either as punishment or emotional crises, resulting in academic and functional skill deficits. The BASC-3-TRS includes 4 sub-indices for EFI -- the PSI, Attentional Index (AI), Behavioral Index (BI) and Emotional Index (EI), thus is can differentiate between skill loss due to issues beyond academic control (AI, BI, and EI) and academic skill loss (PSI).</p>	<p>For the PSI: EE -- 10% E -- 16% NE -- 26%</p>

Purpose Statement:

The purpose of this module is to provide a self-paced program for increasing the time management and task completion skills for SEBD high school students.

2. Instructional Goals

After completing the module and all practice activities, the student will independently develop and apply a plan for carrying out a project-based, multiple step task.

3. Targeted Instructional Context

Instructional Context

<i>Physical Layout</i>	<p>Students will be spread out between three different classrooms.</p> <p>Classroom A: Students may choose to sit at one rectangular table or nine student desks.</p> <p>Classroom B: Students may choose between two kidney tables or three rectangular tables.</p> <p>Classroom C; Students may choose between 9 student desks or one rectangular table. One student desk is located in the back of the room near the paraprofessional's desk.</p> <p>Additional seating options (OT stools, pedal desk, standing desks, etc.) available as needed.</p> <p>The classrooms are large enough to accommodate students and staff while still maintaining social distancing guidelines.</p>
<i>Personnel</i>	<p>All three classrooms are staffed with at least one certified teacher and one paraprofessional. Additional support staff are available if needed for crises.</p>
<i>Technology Available</i>	<p>Each student is assigned a touchscreen Chromebook and earbuds. WiFi coverage is occasionally spotty.</p>
<i>Time Constraints</i>	<p>Classes are 90 minutes long; however, students will complete this module during their Social Skills class, which is split into 30 minutes in the morning, and 60 minutes in the afternoon. Alternate sessions will be necessary for 4 students who leave mid-day and will thus have less time to complete the modules.</p>
<i>Other Resources Available</i>	<p>N/A</p>
<i>Other Important Characteristics</i>	<p>Few students will have the ability to access the module at home due to limited connectivity, lack of technology, or restrictions on technology use in foster homes.</p> <p>All data will be strictly de-identified to comply with federal privacy laws.</p>

4. Targeted Audience Profiles

Targeted Audience Profiles

<p><i>Group Identification</i></p>	<p>This cohort consists of high school aged special education students being served in a restrictive setting (GNETS)</p>
<p><i>General Characteristics</i></p>	<p>A total of 19 students will be eligible to complete the module, with a breakdown as follows: 4 females, 15 males 4 African-Americans, 15 Caucasian 18 students are eligible for free/reduced lunches 15 have a primary disability of Emotional/Behavioral Disorder (EBD) and 4 have a primary disability of Autism. 5 have a secondary disability of Speech Impairment, 1 has a secondary of Visual Impairment, and 1 has a secondary of Other Health Impairment. There are 4 freshmen, 8 sophomores, 5 juniors, and 2 seniors. 3 students split their day between the GNETS program and their gen ed home schools. 1 student may transition to the Georgia Alternative Assessment pathway and thus will not complete the module.</p>
<p><i>Numbers of Learners</i></p>	<p>19</p>
<p><i>Levels of Relevant Experience</i></p>	<p>Relevant experience varies widely among students. As stated before, the PSI for the BASC-3-TRS is a purely academic measure of skills, but if students have very elevated scores for the other indices, they may not be able to complete the module for non-academic reasons. The PSI includes questions such as:</p> <ul style="list-style-type: none"> ● Finds ways to solve problems. ● Plans well. ● Plans ahead. ● Takes a step-by-step approach to work. ● Breaks large problems into smaller steps. ● Analyzes the nature of a problem before starting to solve it.

<i>Attitude of Learners</i>	The attitudes of the learners also vary widely among students. Several students exhibit extreme learned-helplessness and thus their attitude towards learning does not actually match their ability. However, almost all students have exhibited a strong interest in getting to use their Chromebooks and complete on-line work, and they respond well to instruction that is highly personalized to their direct interests, and thus may respond better to a module that can be customized to their interests instead of being completely content-driven.
<i>Skills of Learners that Influence the Success of the Instruction</i>	Students with executive functioning skill-deficits struggle with multi-step tasks, including difficulties with predicting the time necessary to complete the project, chunking the material into do-able segments, and prioritizing which steps should be completed first. Students may also have difficulties with transferring acquired knowledge from one area to another, such as being able to prioritize tasks for a history project but not for a science project.

Detailed Design Document

Due: June 28, 2020 @ 11:59 pm EST

Submit your Detailed Design Document (below) to CourseDen. Each group only need to submit one copy. Make sure each member of the team has access to this document, as it will need to be submitted as part of the overarching packet to Tk20.

Purpose: Plan your instructional program, including the objectives, activities, assessment, content, and pacing.

Deliverables:

- Program Overview
- Instructional Alignment Table
- Sequencing and Pacing (Module Overview)
- Instructional Resources

Client Information Ms. Kandi Evans, SPED teacher/Lead Therapist

Team Members: Elizabeth King
Tyler Ridgeway
James Mitchell

Rationale This program seeks to address the Problem Solving skills gap as part of an overall deficiency in Executive Functioning skills for high school students in the GNETS program. These modules bypass academic knowledge gaps (which are too complex and varied to address in a short-term program) and instead focus on academic skills that will be transferable to any academic project.

1. Program Overview

This program aims to remedy executive functioning weaknesses in the areas of planning and prioritization by taking students step-by-step through the process of planning how to tackle a complex, multi-step project. Students served under the Emotional/Behavioral Disability category frequently exhibit deficits in academic knowledge and academic skills. Innumerable remediation programs exist to address knowledge deficits, but less common are those that attack skill deficits. At the completion of this program, students will have observed and practiced four academic skills necessary for project completion: reading directions, breaking down a large task into smaller sub-tasks (an Action Plan), estimating time needed, and creating a schedule for completion. While the instructor will be available to assist with technology issues, the material will be presented 100% online and can be completed asynchronously using Canvas as the LMS.

2. Instructional Alignment Table

Instructional Goal (from Analysis)	Instructional Objectives	Learning Activities and Instructional Strategies (where necessary)	Assessment Descriptions
<p>After completing the module and all practice activities, the student will independently develop and apply a plan for carrying out a project-based, multiple step task.</p>	<p>After completing the introductory module, the student will navigate and identify key components of the LMS with 85% accuracy.</p>	<ul style="list-style-type: none"> -Logging in to the course content - Reading the syllabus - Using various media to navigate around the site - Watch a video introducing the subject material - Complete a scavenger hunt to locate important parts of the LMS 	<p>Participation (logging in, opening material, watching the video)</p> <p>Completion/Accuracy of scavenger hunt Google Doc</p>
	<p>After completing this lesson and given a sample project, the student will demonstrate understanding of project requirements by answering questions related to project directions with 70% accuracy.</p>	<ul style="list-style-type: none"> -Watch video/HaikuDeck presentation modeling the skill/steps of reading directions -Read directions of sample project and write down questions -Answer general questions via Google Form -Ask peers questions via Padlet -Ask instructor questions via LMS email 	<p>Participation</p> <p>Completion/Accuracy of answers on Google Form</p> <p>Completion of asking questions of peers and instructor</p>
	<p>After completing this lesson and given a sample project and graphic organizers, the student will create a plan of action for completing the project with 70% completion.</p>	<ul style="list-style-type: none"> -Watch video/HaikuDeck presentation modeling the skill/steps of breaking a task into sub-tasks - Use graphic organizer to practice on a simple task -Use graphic organizer to break 	<p>Participation</p> <p>Completion of simple task graphic organizer</p> <p>Completion/Accuracy of project task breakdown for Action Plan</p>

		down sample project tasks into subtasks	
	After completing this lesson and given a sample project and graphic organizers, the student will estimate and set a time frame needed for each part of the project with 70% completion.	<ul style="list-style-type: none"> -Watch video/HaikuDeck presentation modeling the skill/steps of estimating time needed -Estimate time needed for simple tasks, complete, and compare their estimates to actual time needed. -Use a graphic organizer to record time estimates for each of the steps in their Action Plan. 	<p>Participation</p> <p>Completion of simple tasks estimated time/actual time activities</p> <p>Completion/Accuracy of estimated time for Action Plan steps</p>
	After completing this lesson and given a sample project and graphic organizers, the student will create a timeline for task completion order with 70% completion.	<ul style="list-style-type: none"> -Watch video/HaikuDeck presentation modeling the skill/steps of estimating time needed - Share opinions on the best way to organize steps (hardest first, easiest first, etc.) - Develop a time schedule for completion of Action Plan steps, complete with mini-reward breaks. 	<p>Participation</p> <p>Completion/Justification of task order performance</p> <p>Completion/Accuracy of time schedule</p>

3. Sequencing and Pacing (Module Overview)

This unit has 1 pre-instructional module and 4 instructional modules. The pre-instructional module introduces students to the features of the LMS. The following 4 modules were sequenced following a task analysis of how to plan and complete a complex academic project. The first four

steps covered in this unit are: reading the directions, creating an action plan, estimating time completion, and creating a schedule for completion.

Preinstructional activity

Objective:

After completing the introductory module, the student will navigate and identify key components of the LMS with 85% accuracy.

Content:

This mini-lesson will acclimate students to the different components of the Learning Management System, Canvas, such as how to access course content, contact the instructor, and what they should expect during the overall course.

Learning Activities:

The students will be able to read the syllabus outlining the overall goals and grading system, watch screen-recorded walk-throughs of Canvas course navigation, and have a mini-scavenger hunt to locate key parts of the LMS.

Assessment:

Participation in activities
Completion of scavenger hunt.

Time:

1-2 class periods

Module 1 -- Reading Directions

Objective:

After completing this lesson and given a sample project, the student will demonstrate understanding of project requirements by answering questions related to project directions with 70% accuracy.

Content:

Students will be introduced to a sample project that they will use to develop a study plan on how to complete it, but they will not be required to actually complete the project itself. This module focuses on reading directions closely, following the protocol of reading the directions twice, writing down any questions that they have, asking peers for assistance in answering the questions, and then asking the teacher if they are not able to find the answers themselves or from peers.

Learning Activities:

The students will watch a video of the instructor modeling the steps, and then have their own sample project to read. They will use Padlet to ask questions of peers, and the LMS email to ask questions of the instructor. If the students feel they have no questions, they will still practice the steps.

Assessment:

Participation in activities
A Google form of general questions about the directions
Paddlet participation
Email to instructor

Time:

2 class periods

Module 2 -- Action Plan**Objective:**

After completing this lesson and given a sample project and graphic organizers, the student will create a plan of action for completing the project with 70% completion.

Content:

Students will continue to work with the same sample project and practice breaking it up into specific, manageable tasks in order to create their own action plan for completion.

Learning Activities:

Students will watch a video of the instructor modeling the skill, and will have several examples to view. Students will practice by first breaking down a very simple task of their choice (such as making a sandwich) and will receive formative feedback. Students will use a graphic organizer to list the materials, steps, and description of what the final project should look like. If questioned, students will have to justify their steps to peers/instructor.

Assessment:

Participation in activities
Completed Action Plan

Time:

2 -3 class periods

Module 3 -- Time management**Objective:**

After completing this lesson and given a sample project and graphic organizers, the student will estimate and set a time frame needed for each part of the project with 70% completion.

Content:

Using the project steps/tasks for their Action Plan, the students will create realistic time estimates for each of the steps.

Learning Activities:

The students will watch a video of the instructor modeling the steps. To see how well they estimate, students will be given a short list of simple academic tasks. They will have to estimate how long they think it will take them to complete the tasks, and then record how long it actually

took them in a graphic organizer. Then the students will come up with time estimates for each of the steps in their sample project Action Plan. If questioned, students will have to justify their estimates to peers/instructor.

Assessment:

Participation in activities

Completion of reasonable time estimates for Action Plan steps

Time:

1-2 class periods

Module 4 -- Action Plan Initiation

Objective:

After completing this lesson and given a sample project and graphic organizers, the student will create a timeline for task completion order with 70% completion.

Content:

Using their sample Action Plan with time estimates, students will decide the order they will complete the steps, justify their choice, and develop a schedule for completion.

Learning Activities:

The students will watch a video of the instructor modeling the steps and will have examples and graphics related to developing a schedule. Students will review the pros and cons of starting with the most difficult or the easiest step first and decide which works best for them. They will share their opinion with their peers. When developing their schedule, students will also have to brainstorm reasonable rewards/mini-breaks for task completion. If questioned, students will have to justify their schedule to peers/instructor.

Assessment:

Participation in activities

Completion of reasonable schedule for Action Plan completion

Time:

1-2 class periods

4. Instructional Resources

Students will always have access to screen-reader and dictation software.

Preinstructional

- Syllabus -- instructor created (IC)
- Canvas tutorial -- both IC and pre-existing (PE)
- Video introducing the study skills -- IC
- Google Doc for scavenger hunt -- IC

Module 1

- HaikuDeck presentation for instructor modeling -- IC
- YouTube videos -- PE
- Graphic organizers -- both IC and PE
- Padlet -- IC
- Google form -- IC

Module 2

- HaikuDeck presentation for instructor modeling -- IC
- YouTube videos -- PE
- Graphic organizers -- both IC and PE
- Graphics -- both IC and PE
- Infographic -- IC

Module 3

- HaikuDeck presentation for instructor modeling -- IC
- YouTube videos -- PE
- Graphic organizers -- both IC and PE
- Google doc of simple tasks -- IC
- [Online stop-watch](#) -- PE

Module 4

- HaikuDeck presentation for instructor modeling -- IC
- YouTube videos -- PE
- Graphic organizers -- both IC and PE
- Graphics -- both IC and PE
- Padlet to share opinion -- IC

Developed Instruction

Link to Study Skills course <https://k12.instructure.com/enroll/8CE6WA>