

NORFOLK STATE UNIVERSITY

**Department of Special Education
Course Syllabus**

Spring 2007

SPE 538 Nature of and Strategies for Teaching Individuals with Severe Disabilities

Three Credit Hours

Class Meetings: Tuesdays 7:00-10:00 Bozeman Education Building Room 234

Instructor: Dr. Judith Connell, Assistant Professor, Department of Special Education

Office Hours: Mondays 2:00-7:00; Tuesdays 5:00-7:00; Wednesdays 3:00-4:00;

Other hours by appointment

Instructor Contact Information: Bozeman Education Building Suite 107, Room 109

757-823-8262 Instructor's office

757-823-8714 Special Education Office

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Prerequisites: None

Co-requisites: None

Course Description: This course is designed to provide students with the means to assist individuals with severe disabilities to function more effectively in school and in the community. Areas of study include terminology and etiology, historical perspective, legal parameters, assessment, influence of cultural variables, current issues, and effective methods of instruction. A twenty-hour practicum is a requirement for this course.

Course Rationale: This course is a requirement for students who are pursuing graduate degrees and/or teacher licensure in special education with emphasis in Learning Disabilities and Emotional Disturbance, Learning Disabilities and Mental Retardation, or Master of Arts, Severe Disabilities. It is also expected that successful completion of the course will provide students with the critical skills needed to be contributing members of IEP, Functional Behavior Assessment/Positive Behavioral Intervention Plan, and transdisciplinary teams. It will enhance the professional's ability to participate meaningfully on child study, eligibility, and IEP committees.

Course Goals and Measurable Intended Student Learning Outcomes:

Upon successful completion of this course, the student will:

1. Cite the current educational terminology and definitions of individuals who would benefit most from an independence curriculum. This will include the identification criteria and labeling controversies. Students will utilize professionally accepted classification systems and discuss current incidence and prevalence figures. **(IC:1.K1;VASD:1)**
2. Explain the evolution and major perspectives from medicine, psychology, behavior, and education on the definitions and etiologies of individuals with

- severe disabilities that provide for a continuum of placement and services available for individuals with severe disabilities. **(IC:1.K2,K4;VASD:1)**
3. Identify the historic foundations, classic studies, major contributors, and major legislation that ground the growth and improvement of knowledge and practice in the field of education of individuals with severe disabilities. Current laws, regulations, and policies and procedures that relate to provision of health care in the educational setting will also be discussed. **(IC:1.K3,K5;VASD:1)**
 4. Articulate opposing views of current issues and trends in the education of individuals with severe disabilities and delineate the principles of “normalization” versus the concept of “least restrictive environment” in designing educational programs for individuals with severe disabilities. **(IC:1.S1,S2;VASD:1,2d)**
 5. Cite the aspects of physical development, physical disabilities, sensory disabilities, and health impairments as they relate to the development and behavior of individuals who would benefit from a functional independence and self-actualizing curriculum. **(IC:2.K2,K3;VASD:1)**
 6. Demonstrate knowledge of the emotional, social, neurological, and linguistic needs and characteristics of individuals with severe disabilities. Cite the various etiologies and medical aspects of conditions that affect these individuals. **(IC:2.S1;VASD:1)**
 7. Describe and define general development, academic, social, career, and functional characteristics of individuals who would benefit from an independence curriculum as they relate to levels of support needed. **(IC:2.S1;VASD:1)**
 8. Name the specialized terminology used in the assessment of individuals who would benefit from a functional independence and self-actualizing curriculum as it relates to levels of support needed. **(IC:3.K1;VASD:2)**
 9. Demonstrate the implementation of procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with disabilities by adapting and modifying existing assessment tools and methods to accommodate the unique abilities and needs of individuals who would benefit from a functional independence and self-actualizing curriculum. **(CC:4.S1;IC:3.S1,S3;VASD:2a,2b,2c,3a)**
 10. Cite the sources of specialized materials, equipment, and assistive technology for individuals with severe disabilities that will facilitate independent living. Cite the impact of social skills on the lives of individuals with severe disabilities. **(IC:4.K1,K4;VASD:2f,2g;VAT:1e)**

11. Facilitate the use of prevention and intervention strategies in educational settings to adapt lessons that minimize any inappropriate physical exertion of individuals with specialized health care. **(IC:4.S1,S19;VASD:2d)**
12. Demonstrate the use of student-initiated learning experiences and their integration into on-going instruction to teach culturally responsive life skills. **(IC:4.S4,S8;VASD:2a)**
13. Utilize appropriate methods and instructional strategies aligned to the characteristics of the learner to design and implement sensory stimulation programs and to integrate related services into the instructional settings of the learner. **(IC:4.S6,S7,S11;VASD:2b,2d)**
14. Demonstrate how community referenced and community based instruction could be incorporated into programs for individuals with severe disabilities. **(IC:S12;VASD:2a)**
15. Select and use media, materials, and assistive technology resources required with learners whose disabilities interfere with communication. Interpret sensory, mobility, reflex, and perceptual information to create appropriate learning and behavior support plans. **(IC:4.S16,S17;VASD:2a,2c,3c)**
16. Demonstrate the design and implementation of assessment and instructional programs by using appropriate adaptations and assistive technology that address functional independence and self-actualizing skills, e.g., self-care, independent living, leisure/recreation, school and community access, functional academics, and vocational planning skills while emphasizing positive self-concepts and realistic goals. **(IC:4.S18,S20;VASD:2a,2d,2f,3f)**
17. List and explain the model career, vocational and transitional programs for individuals with severe disabilities who are progressing in a functional independence/self-actualizing curriculum. **(IC:5.K1;VASD:2a,3b)**
18. Articulate the issues, resources, and techniques used to integrate and include students in a functional independence/self-actualizing curriculum from alternative environments including special centers, psychiatric hospitals, and residential treatment centers. **(IC:5.K2;VASD:3e)**
19. Demonstrate the teaching of individuals with severe disabilities who are in a functional independence/self-actualizing curriculum in a variety of settings. Monitor the intra-group behavior changes across subjects and activities by designing learning environments that provide positive behavior support and feedback from peers and adults/service coordinators. **(IC:5.S1,S3,S4;VASD:2a,2d,3b,3f)**

20. Structure the educational environment for maximum learning opportunities by coordinating activities of related services personnel to maximize direct instructional time for individuals with severe disabilities who are progressing in an individualized functional independence/self-actualizing curriculum. **(IC:5.S2,S7;VASD:2d)**
21. Access local, community, and state resources to assist in programming and designing learning environments that are multi-sensory and that facilitate active participation, self-advocacy, and independence of individuals with severe disabilities in a variety of group and individual learning activities. **(IC:5.S5,S6;VASD:2a,2d)**
22. Demonstrate how the design, implementation, and evaluation of instructional programs for teaching alternative behaviors and positive support plans may enhance the individual's social participation in family, school, and community activities. **(IC:6.S5;VASD:3a,3b,3c)**
23. Articulate the types and importance of information generally available from family, school officials, the legal system, and community service agencies. **(IC:7.K4;VASD:1)**
24. Demonstrate how to assist students in collaboration with parents and other professionals, including medical personnel, in planning for transition to adulthood to include employment, community, and daily life with maximum opportunities for decision making and full participation in the community. **(IC:7.K5,S1;VASD:1,2b)**
25. Utilize strategies to work with chronically ill and terminally ill individuals and their families. **(IC:7.S2;VASD:1)**
26. Cite the consumer and professional organizations, publications, and journals relevant to individuals with severe disabilities to acquire information about the types and transmission routes of infectious diseases while maintaining the rights to privacy, confidentiality, and respect for differences among persons interacting with individuals with disabilities. **(IC:8.K1,K2,K3;VASD:1)**
27. Demonstrate how to participate in activities of professional organizations relevant to individuals with severe disabilities and articulate the teacher's ethical responsibility to individuals who function similarly to individuals with disabilities (e.g., individuals at risk) **(IC:8.S1,S2;VASD:1)**
28. Demonstrate how to acquire information regarding protocols, procedural guidelines, and policies designed to assist individuals with severe disabilities as they participate in school and community-based activities while maintaining confidentiality of medical and academic records and respect for the individual's privacy. **(IC:8.S3,S4;VASD:1,2b)**

Course Content

- I Inclusion and School Restructuring**
 - A. The Community Schools Movement
 - B. Inclusion
 - C. School Unification

- II Fostering-Family/Professional Partnerships**
 - A. Individualities with Disabilities Education Act
 - B. Rights and Responsibilities
 - C. A Family systems Perspective

- III Meaningful Assessment**
 - A. The Importance of Assessment
 - B. Definitions of Assessment
 - C. Purposes of Assessment
 - D. Factors Related to Assessment
 - E. The Developmental Approach
 - F. Adaptive Behavior
 - G. Environmental Assessment Strategies
 - H. Multidimensional Framework for Conceptualizing Assessment
 - I. Ecological Inventories
 - J. Functional Assessment of Problem Behaviors
 - K. Assessment of Student Preferences and Choices
 - L. Program Quality and Quality of Life
 - M. Prioritizing Skills for Assessment Information

- IV Development and Implementation of Educational Programs**
 - A. Developing Educational Programs
 - B. Designing Supports that Foster Relationships and Promote Membership
 - C. Designing and Putting Skill Programs into Place

- V Measurement, Analysis, and Evaluation**
 - A. Measurement
 - B. Analysis
 - C. Evaluation

- VI Positive Behavior Supports**
 - A. Relevance of Positive Behavior Support
 - B. Functional Assessment
 - C. The Design of Comprehensive Behavior Support

- VII Special Health Care Procedures**
 - A. Training Opportunities
 - B. Quality Health Care and Teaching
 - C. General Health Care Procedures
 - D. Specialized health Care Procedures
 - E. Low-Incidence Health Care Procedures
 - F. Issues in Providing Special Health Care

- VIII Promoting Participation in Natural Environments by Accommodating Disabilities**
 - A. Key Issues in Motor Disabilities
 - B. Goals of Proper Physical Management
 - C. Physical Management Routines
 - D. Methods of Changing Position
 - E. Positioning
 - F. Eating and Drinking
 - G. Toileting
 - H. Dressing
 - I. Getting Help from Therapists and Other Specialists Working as a Team

- IX Teaching Basic Self-Care Skills**
 - A. A Rationale for Attaining Proficiency in Self-Care Routines
 - B. Problems with Current Research
 - C. General Principles for Developing Self-Care Instruction
 - D. Special Considerations for Toileting
 - E. Special Considerations for Eating and Drinking
 - F. Special Considerations for Dressing and Grooming

- X Peer Relationships**
 - A. Peer Relationships and Developmental Outcomes
 - B. Strategies for Intervention
 - C. Assessment and Evaluation of Peer Relationships
 - D. Typically Developing Peers and Students with Severe Disabilities: All True Benefits Are Mutual

- XI Nonsymbolic Communication**
 - A. Nonsymbolic Skills
 - B. Early Communication Development
 - C. Assessment
 - D. Intervention Methods

- XII Teaching Functional Communication Skills**
 - A. Overview of Milieu Teaching
 - B. Milieu Teaching Strategies
 - C. Implementing Milieu Teaching

XIII Teaching Functional Academics

- A. Overview of Functional Academics
- B. Teaching Strategies for Functional Academics
- C. Functional Reading and Language Arts Instruction
- D. Functional Math

XIV Home and Community

- A. Planning Instruction to Enhance Skills for the Home and Community
- B. Guideline One: Person-Centered Planning Strategies
- C. Guideline Two: Choice, Self-Prompting, Self-Management
- D. Guideline Three: Efficient Strategies, Peer Instruction, and Observational Learning
- E. Guideline Four: Transitional Planning to Focus Community-Based Instruction
- F. Resources for Planning Instructional Support

XV Vocational Preparation and Transition

- A. Defining Transition
- B. Characteristics of Effective Vocational Preparation and Transition Programs
- C. School-Based Vocational Preparation
- D. Paid Employment

XVI The Promise of Adulthood

- A. Understanding Adulthood
- B. Denying Adulthood
- C. Achieving Adulthood
- D. Dimensions of Adulthood Revisited

Course Materials/Required Text: Snell, Martha, E. (2000). *Instruction of students with severe disabilities*. (Sixth Edition). New York: Merrill/Macmillan. Additional supplementary handouts/readings to support lectures and activities will be provided to students.

Methodology: Varied delivery strategies will be used for instruction to facilitate content mastery. These will include lecture, demonstration, videos/dvds, traditional and electronic research, and distance learning. Additionally, there may be opportunities for site visits when appropriate as well as contributions from resource personnel, etc. Cooperative learning activities such as simulations and group presentations will be offered.

Course Outline/Calendar: Please see attached

Related University-Wide and Course Specific Requirements: As appropriate, certain competencies will be required for successful progression in the course. These include writing, information technology literacy, quantitative reasoning, scientific reasoning, oral communication, and critical thinking.

Evaluation/Assessment Methods: Please see attached Learning Experiences/Activities.

Grading Standards/Evaluation Criteria: Students are expected to attend each class session. **Class attendance and participation are vital and impact grades.** Accountability rests with students for the content of each class period and for the submission of all assignments. A strict point system is used for grading purposes. Late assignments may be penalized 10 percent of the possible points. **All assignments must be submitted no later than 7:00 PM either hand delivered or delivered electronically on the date on which they are due.** Late assignments may be penalized ten percent of the possible points. *The instructor reserves the right to revise grading criteria as appropriate and will make reasonable attempts to notify students.*

A = 390-400

C+ = 365-369

A- = 385-389

C = 360-364

B+ = 380-384

B = 375-379

B- = 370-374

Academic Integrity Standards: Students are expected to attend each class session and be on time for class. The work for the session will begin promptly at the time of the posted start time of class. Students are expected to participate actively in class discussions and activities. Such participation is considered as part of the final grade. Make-up assignments and examinations may be considered for acceptance at the discretion of the instructor following a conference between the student and the instructor. Students are expected to abide by the honor code of the university. Plagiarism will not be tolerated. Please refer to handout on On-line Plagiarism Resources distributed the first day of class. Substantiation of plagiarism will result in grade reduction and other penalties as noted in university policy. Students will refrain from the use of cell phones and other personal electronic communication devices during class sessions. Students will demonstrate respect for all class participants. University policy will be followed in all matters of academic integrity.

Blackboard Instructions: N/A

Americans with Disabilities Act (ADA)

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990, if you have a disability or think you have a disability,

contact Supporting Students through Disability Services (SSDS) for information regarding programs and services to enhance student success.

Location: 2nd Floor/Lyman Brooks Library Room 240

Contact Person: Marian E. Shepherd, Disability Services Coordinator

Telephone: 757-823-2014

University Assessment Statement

As part of the NSU's commitment to provide the environment and resources needed for success, students may be required to participate in a number of university-wide assessment activities. The activities may include tests, surveys, focus groups, and interviews, and portfolio reviews. The primary purpose of the assessment activities is to determine the extent to which the university's programs and services maintain a high level of quality and meet the needs of students. Students will not be identified in the analysis of the results. Unless indicated otherwise by the instructor, results from university assessment activities will not be computed in student grades.