

FLORIDA MEMORIAL UNIVERSITY SCHOOL OF EDUCATION

COURSE SYLLABUS

ESE 643 Advanced Curriculum and Instruction - Severe Disabilities

Instructor:

Office Hours:

Phone #:

Office Address:

Email Address:

CONCEPTUAL FRAMEWORK: Constructivist, Competent, Compassionate Educators for all Learners- Learners come from diverse social, economic, racial/ethnic, linguistic and ability backgrounds. Effective educators are able to transcend these issues and provide instruction in an environment that is permeated with respect, sensitivity, and dignity for all learners.

COURSE DESCRIPTION: A course focused on development, implementation, and evaluation of individualized educational plans for students with severe disabilities; special approaches to teaching functional skills; developmental programming; data based management; specialized approaches to teaching basic skills and adaptation of curriculum. The course will include reviewing, evaluating, and selecting curriculum; best instructional practices and research-based strategies; using various methods for evaluation of student progress; developing your interpersonal interactions; and addressing issues for transition from preschool to kindergarten and from school to work for students with severe disabilities.

INSTRUCTIONAL METHODS: Online instruction using Lectures, Discussion forums, Clinical, Independent, Cooperative Learning/Small Group Activities, Oral Presentations, Inquiry, and Reflection.

TEXTBOOKS & OTHER READINGS

Required Textbook:

Westling, D. L., & Fox, L. (2009). *Teaching students with severe disabilities* (4th ed.). Upper Saddle River, NJ: Pearson Education, Inc.

ELECTRONIC RESOURCES

Blackboard Learning. This class uses *Blackboard Learning* in order to enhance the online learning experience of students. Use the same user name and password you use to log on to Self-Service.

Required Websites for Downloading:

<http://www.autism.org/wereaparent2.html>.
http://www.firstsigns.org/asd_video_glossary/asdvg_about.htm
<https://iris.peabody.vanderbilt.edu/iris-resource-locator/#content>
<http://autismpdc.fpg.unc.edu/>
<https://nationaldb.org/>

RECOMMENDED PROFESSIONAL JOURNALS

- Research and Practice for Persons with Severe Disabilities (formerly Journal of the Association for Persons with Severe Handicaps)
- Focus on Autism and Other Developmental Disabilities
- Exceptional Children
- TEACHING Exceptional Children
- American Education Research Journal
- Educational Researcher
- Intervention in School and Clinic
- Topics in Early Childhood Education
- Young Children
- Journal of Special Education
- Remedial and Special Education

RECOMMENDED WEBSITES

<i>Sponsoring Organization</i>	<i>Internet Address</i>
U. S. Department of Education	http://www.ed.gov/index.jhtml
Florida Department of Education	http://www.fl DOE.org
Miami – Dade County Public Schools	http://www.dadeschools.net/
Broward County Public Schools	http://www.browardschools.com/
The Association for Persons with Severe Handicaps (TASH)	http://www.tash.org/
Helen Keller Services for the Blind	http://helenkeller.org/national/
Autism Research Institute	http://www.autism.com/ari/
Center for the Study of Autism	http://www.autism.org/contents.html#toc
Special Education Resources on the Internet	http://www.seriweb.com/

Disability Resources	http://disabilityresources.org/
Easter Seals	http://www.easterseals.com/site/PageServer
Council for Exceptional Children (CEC)	http://www.cec.sped.org
CEC – Division on Visual Impairments	http://www.ed.arizona.edu/dvi/welcome.htm
CEC – Division for Physical and Health Disabilities	http://www.cec.sped.org/dv/dphd.html
CEC – Division on Developmental Disabilities	http://www.dddcec.org/
CEC – Division for Communicative Disabilities and Deafness	http://www.gsu.edu/~wwwdhh/
CEC – Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL)	http://www.cec.sped.org/dv/ddel.html
IDEA Practices	http://www.ideapractices.org
National Council on Disability	http://www.ncd.org
National Information Center for Children and Youth with Disabilities (NICHCY)	http://www.nichcy.org

GUIDELINES USED IN DEVELOPING COURSE

I. State of Florida Certification Standards

- Competencies and Skills (Eighth Edition) for Professional Education (FCS – PE)
- Competencies and Skills (Eighth Edition) for Exceptional Student Education (FCS – ESE)
- Competencies and Skills (Eighth Edition) for English to Speakers of Other Languages (FCS – ESOL)
- Competencies and Skills (Eighth Edition) for Varying Exceptionalities (FCS – VE)

II. CEC: The Standards for the Preparation and Licensure of Special Educators

- CEC Knowledge and Skill Base for All Beginning Special Education Teachers – Common Core (CEC – CC)
- CEC Knowledge and Skill Base for All Beginning Special Education Teachers of Students in Individualized Independence Curriculums (CEC – IIC)
- CEC Knowledge and Skill Base for All Beginning Special Education Teachers of Students with Mental Retardation/Developmental Disabilities (CEC – MR/DD)
- CEC Knowledge and Skill Base for All Beginning Special Education Teachers of Students Who Are Deaf and Hard of Hearing (CEC – D/HH)

- CEC Knowledge and Skill Base for All Beginning Special Education Teachers of Students with Visual Impairment (CEC – VI)
- CEC Knowledge and Skill Base for All Beginning Special Education Teachers of Students with Physical and Health Disabilities (CEC – PHD)
- CEC Knowledge and Skill Base for All Beginning Special Education Teachers of Early Childhood Students (CEC – ECS)

III. Educator Accomplished Practices: Accomplished Competencies for Teachers of the Twenty-First Century developed by the Florida Education Standards Commission (FEAP)

IV. Florida Performance Standards for Teachers of English for Speakers of other Languages (ESOL)

COURSE GOAL

The overarching goal of this course is to familiarize students with the education and treatment of K-12 students with moderate, severe, and profound mental disabilities, syndromes of mental disabilities and other conditions associated with severe disabilities, dual diagnoses of mental retardation and mental illness, pervasive developmental disorders including Autism, and dual sensory impairments.

COURSE OBJECTIVES

After completing this course, the learner will be able to:

1. Describe an overview of terminology, laws/legislation, litigation, policies, and practices for students with autism, physical, and severe disabilities that are consistent with the Individuals with Disabilities Education Act (IDEA) and their right to receive an appropriate education in the least restrictive environment. (FCS-PE, FCS-ESE, FCS – VE, CEC-CC, CEC-IIC, CEC – MR/DD, CEC – D/HH, CEC – VI, CEC – PHD, FEAP)
2. Outline the historical background of the evolution of educational services for students with autism, physical, and severe disabilities, including the evolution of placement, curriculum content, and service delivery models. (FCS-PE, FCS-ESE, FCS – VE, CEC-CC, CEC-IIC, CEC – MR/DD, CEC – D/HH, CEC – VI, CEC – PHD)
3. Describe and engage in functional and appropriate referral, assessment, and placement of students with severe disabilities. (FCS-PE, FCS-ESE, FCS-ESOL, FCS – VE, CEC-CC, CEC-IIC, CEC – MR/DD, CEC – D/HH, CEC – VI, CEC – PHD, FEAP)
4. Respect, appreciate, and respond appropriately to the cultural and linguistic differences that add to the complexity of assessing and providing appropriate services to students with severe disabilities. (FCS-PE, FCS-ESE, FCS-ESOL, CEC-CC, CEC-IIC, CEC – MR/DD, CEC – D/HH, CEC – VI, CEC – PHD, FEAP)
5. Identify and engage in advocacy strategies for bettering the education and treatment of students with severe disabilities. (FCS – PE, CEC – CC, CEC – IIC, CEC – MR/DD, CEC – D/HH, CEC – VI, CEC – PHD, FEAP)

6. Discuss the importance of collaborative teaming principles amongst and between school personnel and families in affecting the educational performance and outcomes of students with severe disabilities in inclusive settings. (FCS-PE, FCS-ESE, FCS-ESOL, FCS – VE, CEC-CC, CEC-IIC, CEC – MR/DD, CEC – D/HH, CEC – VI, CEC – PHD, FEAP)
7. Discuss early childhood special education and the critical role early intervention plays in (a) nurturing the development of, and (b) facilitating the transitioning of young children with severe disabilities from preschool to kindergarten. (FCS-PE, FCS-ESE, CEC-CC, CEC-IIC, CEC-ECS, FEAP)
8. Understand and describe the definitions, prevalence, and causes for specific categories of exceptional educational needs: moderate, severe, and profound mental disabilities; syndromes of mental disabilities and other conditions associated with severe disabilities; dual diagnoses of mental retardation and mental illness; pervasive developmental disorders including Autism; and dual sensory impairments. (FCS-PE, FCS-ESE, FCS-ESOL, FCS – VE, CEC-CC, CEC-IIC, CEC – MR/DD, CEC – D/HH, CEC – VI, CEC – PHD, FEAP)
9. Identify and describe research-based assessment techniques (e.g., Adaptive Behavior Scales, interviewing, ecological inventories, and observation) and instructional strategies (e.g., teaching simple, discrete behaviors; continuous, ongoing behaviors; complex, chained skills; and functional routines) that improve the educational performance and outcomes of students with autism, physical, and severe disabilities. (FCS-PE, FCS-ESE, FCS-ESOL, FCS – VE, CEC-CC, CEC-IIC, CEC – MR/DD, CEC – D/HH, CEC – VI, CEC – PHD, FEAP, NCATE-Tech)
10. Identify and describe a wide range of technology devices and services (e.g., Assistive Technology) that facilitate students' writing; communication; reading, studying, and math; recreation and leisure; activities of daily living; mobility; control of the environment; positioning and seating; vision; and hearing. (FCS – PE, FCS – ESE, FCS – ESOL, CEC – CC, CEC – IIC, CEC – MR/DD, CEC – D/HH, CEC – VI, CEC – PHD, FEAP, NCATE – Tech)
11. Identify and critically evaluate via research functional curriculum for teaching communication skills, providing behavioral supports to improve challenging behavior, managing sensory and motor systems, providing support for health and medical needs, teaching personal care skills, teaching leisure and recreational skills, teaching appropriate academic skills, and teaching community and domestic skills. (FCS-PE, FCS-ESE, FCS-ESOL, FCS – VE, CEC-CC, CEC-IIC, CEC – MR/DD, CEC – D/HH, CEC – VI, CEC – PHD, FEAP, NCATE - Tech)
12. Identify and describe research-based ways to facilitate successful postschool outcomes for students with autism, physical, and severe disabilities (e.g., supported employment, supported living, community participation, recreation and leisure, postsecondary education and training, and social relationships). (FCS-ESE, FCS – VE, CEC-CC, CEC-IIC, CEC – MR/DD, CEC – D/HH, CEC – VI, CEC – PHD, FEAP, NCATE - Tech)
13. Understand and develop meaningful Individualized Education Plans (IEPs) for students with severe disabilities in inclusive settings based on current best practices. (FCS-PE, FCS-ESE, FCS – VE, CEC-CC, CEC-IIC, CEC – MR/DD, CEC – D/HH, CEC – VI, CEC – PHD)

FEAP	SLO	Critical Assignment
F1. Annually, 90% of candidates at the simulated practice level will use lesson plans to identify multiple methods and instructional techniques to teach concepts effectively for all K-12 learners.	1A1	Lesson Plan
F2. Annually, 95% of candidates at the clinical practice level will facilitate learner's use of technology as it relates to curricular activities.	1B3	Lesson Plan
F3. Annually, 95% of candidates at the clinical practice level will demonstrate an understanding that the educator has professional responsibilities to adhere to the Florida State Code of Ethics.	2A4	Case Study

COURSE REQUIREMENTS:

PARTICIPATION: Participation includes regular attendance and punctuality. Attendance and punctuality is measured in an online setting by posting in the discussion boards and submitting assignments before the deadline on blackboard. Each teacher candidate is expected to actively participate in all class activities and discussions and engage in critical thinking about his/her role in teaching students with severe disabilities. Candidates are required to read the textbook chapters and other assigned readings throughout the semester and to participate in all class activities, discussions and class assignments.

COURSE REQUIREMENTS AND ASSESSMENTS

Activity	Points
Case Study & Lesson Plan	50
ITP Reviews	30
Task Analysis Manual	30
Oral Presentation	30
Discussion forums	70
Narrative Reflections	30
Online Module Completion	60
Total	300

COURSE REQUIREMENTS:

Case Study and Lesson Plan

The objective for this assignment is to develop and implement an individualized educational program in one or more areas for one K-12 student with autism, physical, severe, or multiple disabilities.

1. Select a student meeting the above criteria and review his/her cumulative folder. After obtaining school and parental permission, note your student's strengths, weaknesses, successes, failures, and other relevant information. If possible, include copies of reports, IEPs, and other salient information.
2. Conduct observations, interviews, and informal assessments, and identify the student's strengths and weaknesses (use the **Informal Adaptive Behavior Skills Assessment**).
3. Based on your review and assessment results, submit a report.

Report this information in the following manner:

- a. Background information including demographic data (hypothetical name, age, disability, IQ, & ethnicity).
- b. Assessment report (information obtained using the Informal Behavior Skills Assessment).
- c. Based on your review and assessment results, target a specific area (or areas) for remediation. Provide a rationale for your selection and identify the student's strengths and weaknesses in relation to the behavior(s) you targeted. Also, identify appropriate reinforcers to incorporate into the instructional or management program. Indicate why you chose to focus on this content, concept, and/or strategy.
- d. Develop a lesson plan based on your findings. Formulate the instructional goals (2) and objectives (2 for each goal) based on your observation and assessments.
- e. Identify the methods, materials, techniques, and teaching strategies that will facilitate goal attainment. Include strategies for maintenance and generalization.
- f. Identify and describe procedures to document your student's progress and to evaluate the effectiveness of the remedial program.

Oral Presentation and Demonstration of Research Articles: Students will be assigned a specific instructional and management area: (a) teaching communication skills; (b) providing behavioral supports to improve challenging behavior; (c) managing sensory and motor systems; (d) providing support for health and medical needs; (e) teaching personal care skills; (f) teaching leisure and recreational skills; (g) teaching appropriate academic skills; or (h) teaching community and domestic skills. Their research articles must include students with moderate, severe, and profound mental disabilities; syndromes of mental disabilities and other conditions associated with severe disabilities; dual diagnoses of mental retardation and mental illness; pervasive developmental disorders including Autism; and/or dual sensory impairments. Furthermore, participants should represent culturally and/or linguistically diverse populations. Each student must present a minimum of three (3) **research** articles on the topic. Each presentation must include a description of each research article's specific topic, methodology, and findings. Students must also model or demonstrate at least one (1) concept, technique, or strategy from their articles. Summary statements combining all findings from the research articles will conclude each presentation.

Task Analysis Manual: Students will be required to develop Task analysis for specific skills in the domains of personal care, academic skills, community based skills, recreation skills, and vocational skills. (Rubrics and specific requirements will be posted on Black Board).

ITP Reviews: Students will be provided sample ITPs for review. They will be required to evaluate the ITPs according to the criteria provided and write recommendations for improvement (Rubrics and specific requirements will be posted on Black Board).

Discussion Forums: Students will be required to participate in online discussions on the Black Board in response to the discussion board forums.

Narrative Reflections: Each student will write a narrative reflection on one major insight gained from selected topics such as Autism, IND, Cerebral Palsy, and sensory disabilities.

Online Module: Each student will be required to complete on-line modules from the IRIS-Vanderbilt Resource center.

GRADING SCALE AND DISTRIBUTION

The course grades will be based on the following cumulative percentages:

93% - 100%	= A
92% - 90%	= A-
87% - 89%	= B+
83% - 86%	= B
80% - 82%	= B-
77% - 79%	= C+
76% - 73%	= C
72% - 70%	= C-
69% - 67%	= D+
60% - 69%	= D
< 59%	= F

ACADEMIC HONOR CODE: Florida Memorial College recognizes honesty and integrity as necessary to the academic purpose and function of the institution. The College, therefore, expects a high standard of individual honor in all academic endeavors from each student. Academic dishonesty includes cheating, plagiarism, forgery, collusion, and credential misrepresentation. Students found guilty of academic dishonesty are subject to disciplinary action including loss of credit, suspension, or immediate dismissal from the College.

Plagiarism is the act of representing the words, data, works, ideas, computer program or output, or anything not generated by the student as his or her own. Plagiarism may be inadvertent or purposeful; however, plagiarism is not a question of intent. Plagiarism is considered a serious act of academic misconduct and may result in a student receiving an F in the course.

Course Schedule:

Modules/ Weeks	Topic	Activity	Assignment
Wk 1	Introduction, course overview, syllabus overview	Introduction, course overview, syllabus overview	
Module 1	Chapter 1: Students with Severe Disabilities: Definitions, Descriptions, Characteristics, and Potential Chapter 2: Philosophies and Practices for Teaching Students with Severe Disabilities	<ul style="list-style-type: none"> • PPT lectures • Chapter readings • Video clips 	<ul style="list-style-type: none"> • Discussion forum • Narrative reflection- Severe disabilities types-
Module 2	Chapter 5: Planning Instructional Programs for Students with Severe Disabilities Chapter 6: Determining Instructional Goals for Students with Severe Disabilities	<ul style="list-style-type: none"> • PPT lectures • Chapter readings • Video clips 	<ul style="list-style-type: none"> • Discussion forum • Narrative reflection- Severe disabilities types- Autism
Module 3	Chapter 7: Teaching Students to Acquire New Skills Chapter 8: Teaching Skills for Generalization and Maintenance Chapter 9: Evaluating Student Progress	<ul style="list-style-type: none"> • PPT lectures • Chapter readings • Task Analysis Activity 	<ul style="list-style-type: none"> • Discussion forum • Task analysis Manual
Module 4	Chapter 13: Managing Sensory and Motor Systems Chapter 14: Providing Support for Health and Medical Needs	<ul style="list-style-type: none"> • PPT lectures • Chapter readings • Visual and sensory impairments Module (IRIS online module) 	<ul style="list-style-type: none"> • Discussion forum • Visual and sensory impairments Module (IRIS Vanderbilt online module)
Module 5	Chapter 16: Fostering Friendships and Recreational Involvement Chapter 15: Teaching Personal Care Skills	<ul style="list-style-type: none"> • PPT lectures • Chapter readings • Autism Module (IRIS online module) 	<ul style="list-style-type: none"> • Discussion forum • Oral Presentation • Autism Module(IRIS online module)

Module 6	Chapter 17: Teaching Academic Skills	<ul style="list-style-type: none"> • PPT lectures • Chapter readings • Functional Academics videos, and readings 	<ul style="list-style-type: none"> • Discussion forum • ITP Reviews
Module 7	Chapter 18: Teaching Community and Domestic Skills Chapter 21: Transitioning to Adulthood	<ul style="list-style-type: none"> • PPT lectures • Chapter readings • Transition Module (IRIS online module) 	<ul style="list-style-type: none"> • Discussion forum • Case Study & Lesson Plan • Transition Module (IRIS online module)