EEX-442 Strategies for K-6 Students with Significant Disabilities

Instructor: ___________________________ Office: 
Credit: 3 undergraduate hours Phone: 
Class time: ___________________________ e-mail: 
Office Hours: 
Required Texts: 
Other Required Readings: 

Course Pre-requisite: Admission to Dual Certification Teacher Education Program, EEX 340, EED 401, and a 3.0 GPA in Professional Studies.

Course Description: An overview and introduction to the literature, etiology, definitions, and characteristics, methods, and materials of and for students with severe physical, cognitive, behavioral, and multiple disabilities are presented within this course.

Course Standards and Objectives: All of the following Alabama State Department of Education standards for EEX 442 must be satisfactorily completed to receive credit for the course. To apply credit for EEX 442 to a Teacher Education Program, the candidate must earn a C or better. The following SDE standards will be evaluated in EEX 442. Candidates must demonstrate:

<table>
<thead>
<tr>
<th>Conceptual Framework Reference</th>
<th>AL Code #</th>
<th>Standard</th>
<th>How Assessed: Livetext rubrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF 1, 3, &amp; 5</td>
<td>290-3-3-.34 (2)(a)2.(ii)</td>
<td>Knowledge of resource agencies that provide personnel and services for improving and strengthening educational programs for students with exceptionalities.</td>
<td>5 resource agencies Livetext rubrics</td>
</tr>
<tr>
<td>CF 1, 3, &amp; 5</td>
<td>290-3-3-.34 (2)(a)2.(iv)</td>
<td>Knowledge of skills and services which students need as they make the transition from school to school, and school to the community, including community living, the world of work, and continuing education.</td>
<td>Livetext rubrics</td>
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<tr>
<td>CF 1 &amp; 5</td>
<td>290-3-3-.34 (2)(b)2.(i)</td>
<td>Knowledge of stages and speech and language development, characteristics of communication skills, and the impact of communication on all learning.</td>
<td>Livetext rubrics</td>
</tr>
<tr>
<td>CF 1 &amp; 5</td>
<td>290-3-3-.34 (2)(b)2.(ii)</td>
<td>Knowledge of needs of and management techniques for, students who have communicable diseases and medical diagnoses or who are considered medically fragile and the adverse effect of these conditions on learning and family functioning.</td>
<td>Livetext rubrics</td>
</tr>
<tr>
<td>CF 1 &amp; 5</td>
<td>290-3-3-.34 (2)(b)2.(iii)</td>
<td>Knowledge of medications, administration of medications and school healthcare protocols that have been determined educationally relevant.</td>
<td>Livetext rubrics</td>
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<tr>
<td>CF 2, 4, &amp; 5</td>
<td>290-3-3-.34 (2)(g)2.(iii)</td>
<td>Knowledge of assistive technology, including assessment for and use of assistive technology devices.</td>
<td>Livetext rubrics</td>
</tr>
<tr>
<td>CF 2 &amp; 5</td>
<td>290-3-3-.34 (2)(h)2.</td>
<td>Knowledge of student assessment instruments and techniques, including functional and vocational knowledge.</td>
<td>Livetext rubrics</td>
</tr>
<tr>
<td>CF 1, 3, &amp; 5</td>
<td>290-3-3-.34 (2)(j)2.(i)</td>
<td>Knowledge of roles of professionals, student and families as members of a collaborative team.</td>
<td>Livetext rubrics</td>
</tr>
<tr>
<td>CF 1, 3, 5 &amp; 6</td>
<td>290-3-3-.34 (2)(a)3.(ii)</td>
<td>Ability to plan and facilitate transition programs within and outside the school setting.</td>
<td>Livetext rubrics</td>
</tr>
</tbody>
</table>

**290-3-3-.35 General rules for Collaborative Special Education (K-6)**

| CF 1, 3, & 5 | 290-3-3-.35 (1)(d)1. | Knowledge of approaches for communicating with families | Livetext rubrics |
| CF 1, 3, & 5 | 290-3-3-.35 (1)(g)1. | Knowledge of collaborative skills, procedures, and techniques designed to facilitate coordination of instruction and service delivery (i.e., families, general education, school-to-work programs, related service providers, and agencies). | Livetext rubrics |
| CF 2, 4, & 5 | 290-3-3-.35 (1)(e)2. (iii) | Ability to assist in the evaluation and use of assistive technology | Livetext rubrics |
| CF 1, 3, 5, & 6 | 290-3-3-.35 (1)(g)2.(i) | Ability to collaborate with families and school/agency staff to coordinate instruction and service delivery. | Livetext rubrics |
| CF 1, 3, 5, & 6 | 290-3-3-.35 (1)(g)2.(ii) | Ability to assist in the implementation of appropriate school healthcare plans and specialized instructional and therapeutic techniques including physical and behavior management. | Livetext rubrics |
Course Objectives:
Upon completion of this course, the candidate will:

1. Demonstrate knowledge of the characteristics of the following significant disabilities and their impact upon learning and curriculum development: physical, sensory, communication, cognitive, and behavioral disabilities. (2)(b)2.(i)
2. Demonstrate knowledge of effective instructional strategies for adapting curriculum.
3. Demonstrate the knowledge to create an optimal learning environment by utilizing, evaluating, modifying, and adapting the classroom setting, curricula, teaching strategies, materials and equipment. (1)(g)1.; (2)(g)2.(i);(2)(h)2.
4. Demonstrate the knowledge to collaboratively utilize and evaluate the effectiveness of a variety of instructional strategies to facilitate the student’s attainment of goals and objectives.
5. Demonstrate the knowledge to assess needs, characteristics, and preferences in areas such as communication, cognition, motor, self-help/adaptive, social and emotional, functional life skills, and vocational skills in order to plan an Individualized Education Plan and or an Individualized Transition Plan. (2)(a)3. (ii); (2)(h)2.
6. Demonstrate the knowledge and ability to participate in collaborative teaming approaches for the purpose of decision-making related to instruction, curriculum, social interaction, and interagency collaboration with school and agency staff, students, and family members. (2)(j)2.(i); (2)(j)3.(i);(1)(d)1.;(1)(g)2.(i);(1)(d)1.
7. Demonstrate the knowledge and ability to assess and evaluate assistive technology devices. (2)(g)2.(iii); (1)(e)2.(iii)
8. Demonstrate knowledge of the needs and management techniques for those students who have communicable diseases and medical diagnosis that considered medically fragile and the adverse effects of the condition upon the family. (2)(b)2.(ii)
9. Demonstrate knowledge of local, state, and federal agencies that provide educational services for those with significant disabilities. (2)(a)2.(ii)
10. Demonstrate knowledge of administration procedures of medications and other healthcare procedures that have been determined relevant. (2)(b)2.(iii)
11. Demonstrate knowledge of specific characteristics that impact home and community interaction and living for those with significant disabilities. (2)(a)2.(iv)
12. Demonstrate the ability to assist in the implementation of appropriate school healthcare plans and specialized instruction and therapeutic techniques including physical and behavior management. (1)(g)2.(ii).

Course Content:

1. Definitions of those with significant disabilities
2. Developing family and professional partnerships (1)(d)1.;(1)(g)2.(i);(1)(g)1.
3. Meaningful assessment for those with significant disabilities (2)(h)2.
4. Selection of appropriate general teaching strategies
5. Positive Behavioral Supports
6. Characteristics of those with significant disabilities (2)(b)2.(i)
7. Health care plans (1)(g)2.(ii)
8. Those who are medically fragile (2)(b)2.(ii)
9. Characteristics and strategies for instruction of communication (2)(a)b2.(i)
10. Characteristics and strategies for instruction of self-help skills (2)(a)2.(iv)
11. Characteristics and strategies for instruction of academic skills
12. Characteristics and strategies for instruction of social skills
13. Adaptations and modifications for curricula needs
14. Transition and transition planning and implementation (2)(a)2. (iv);(2)(a)3.(ii)
15. Evaluation and use of assistive technologies (2)(g)2.(i)
16. Theory of Social Role Valorization
17. Construction of lesson plans and units for instruction of those with significant disabilities.
18. Local, state, and federal agencies that provide services for those with significant disabilities. (2) (a)2.(ii)
19. Collaborative teaming approaches (2)(j)2.(i);(1)(g)1.;(1)(d)1.;(1)(g)2.(i)
20. Inclusive instructional strategies

Course Requirements and Assignments.

1. Five articles are required for the class. One article must address each of the following:
   a. a major characteristic speech and language of those with significant disabilities (2)(b)2. (i)
   b. a universal strategy for those with significant disabilities
   c. a second universal strategy for those with significant disabilities
   d. Assessment of those with significant disabilities (2)(h)2.
   e. Assistive technology for those with significant disabilities (2)(g)2.(i)

Each article will be submitted via live text and may be resubmitted within two class periods if the student submitted the article critique on time on the initial due date. A short “how to critique an article” power point will be provided for students.

2. Each candidate will complete a CASE STUDY (submit in livetext)of a child with a severe disability. Each case study will include the following components with accompanying assignments.

Component 1- Assessment Component (submit in livetext)

   a. Assess an individual (in the assigned clinical) with significant disabilities using at least 3 assessment measures (communication, behavioral and developmental). (The assessment may vary greatly based upon the characteristics and abilities of the individuals, but, in general, try to assess the areas above as best as possible.)
   b. After assessment, the student will recommend at least 3 major goals and 3 possible instructional strategies based upon the assessment. (2)(b)2.(in); (2)(h)2.
c. The candidate will also list and briefly explain via live text 10 characteristics determined during the assessment. The characteristics must represent communication, behavioral and developmental aspects. (These 10 characteristics may or may not be directly reflected in the goals determined through assessment. (2)(b)2.(i)

Component 2- Instruction component

a. Design a five day (minimum) unit plan based upon the assessment in component 1. Use an appropriate theme for the unit and use the COE lesson plan template. Create an overview for the lesson plan on the first template (some areas will be blank). On the overview, include your final assessment for the unit. The assessment must be individually based. The unit plan must be approved by the professor of record as well as by the teacher within your clinical.

b. Teach the actual unit to the individual.

Component 3- Reflection

a. Include your general reflections about teaching those with severe disabilities.

b. Explain how you would teach differently and/or the same. after this experience.

c. Explain how the assessment component enabled you to plan and/or teach more effectively. (2)(h)2.

d. Include how and when you plan to present your assessment data to the parent and to other professionals. What collaborative skills will you implement to accomplish effective collaboration (2)(j)2.(i);(1)(d)1.;(1)(g)1.

3. Each student will design a Health Care Plan for a student with a medically fragile condition including all necessary forms and procedures.(you may use the student for your case study if appropriate). The following forms must be included in the health care plan: ((2)(b)2.(ii); (1)(g)2.(ii)

- A form for personal information for the student
- A form for health care procedures for prevention
- A form for documentation of medication and the administration of that medication
- A form for documentation and monitoring of food and liquid intake
- A form for documentation of elimination
- A form for specialized procedures
- A form for emergency procedures

Schools often have their own forms already in place. It is acceptable to use these forms. You may wish to “tweak” the forms and/or include forms from multiple places. You may
also create your own forms. The student must be a real one and the plan and the forms must be completed. Submit the forms in live text and complete the reflection section of the assignment.

4. Assistive technology
a) Each candidate will comprise a list of 6 assistive devices for communication skills, self-help, and motor skills. (2 devices each). Submit in livetext. (2)(g)2. (iii)

5. List in the livetext template 5 resource agencies that target the improvement of education for those with severe disabilities. You must present a mixture local, state, and federal agencies. Submit in livetext. CF 1 & 3 & 5; (2)(a)2.(ii)

6. List 5 management techniques for those who are medically fragile; the first technique must be one that is appropriate for a student with a communicable disease. Submit in live text. CF 1 & 5; (2)(b)(ii)

7. List 5 health care procedures for those who are severely disabled. The first one be one that addresses the administration of medication. CF 1 & 5; (2)(b)2.(iii); (1)(g)2.(ii)

8. Packets –Two packets are required.

   a. A packet for the parents (2)(j)2(i) is required that includes the following information:
      • Introduction to parents
      • Goals/standards of the class
      • Class schedule
      • Other schedules
      • Duties of paraprofessionals
      • Procedures for communication with parents (1)(g)2.(i)
      • Special education procedures and regulations
      • Procedures for make up for absences
      • Techniques to foster and maintain parent/professional relationships
      • Positive behavior support systems in place in class
      • List of resource agencies for parents
      • Family systems approach ((1)(d)1.

   b. A packet for the paraprofessional (1)(g)2. (i) is required that includes the following information:
      • Introduction to the class
      • Qualifications of the paraprofessional
      • Responsibilities of the paraprofessional
      • Specific and daily duties of the paraprofessional
      • Plans for ongoing training of the paraprofessional
      • Evaluation process for the paraprofessional
5. Ways to foster and maintain a positive relationship between the teacher and the paraprofessional

- Procedure to handle complaints between the teacher and the paraprofessional
- Schedule of regular meetings between the paraprofessional and the teacher
- Procedures for communicating relevant data from the paraprofessional to the teacher
- Procedure for absences of the paraprofessional
- District policies for the paraprofessional
- Procedures and regulations for SPED
- Resources for the paraprofessional

9. Transition planning. Each student will complete a transition plan for a school to school transition. Use the forms that are available in your clinical or design your own based upon research. (Citations and references required) Collaboration with teachers and parents is necessary. CF. 1, 3 & 5; (2)(a)2. (iv);(2)(a)3.(ii)

10. Clinical
(2)(a)2.(ii);(2)(a)2.(iv);(2)(b)2.(i);(2)(b)2.(ii);(2)(b)2.(iii);(2)(g)2.(ii);(2)(h)2.;(2)(j)2. (i);(2)(a)3.(ii);(1)(d)1.;(1)(g)1.;(1)(e)2.(iii);(1)(g)2.(i);(1)(g)2.(ii) A 25 hour clinical in 3 hour blocks is required for this class. The following activities must occur within the clinical:

- Case study components
- Planning and Teaching the unit
- Designing the Health Care Plan
- Designing the transition plan
- Collaboration with professionals and the parents

The following assignments may be accomplished within the clinical:

- Parent packet
- Paraprofessional packet
- List of devices
- Lists of health care procedures and management techniques

Evaluation and Grading TBA
Attendance Policy

Consistent attendance is expected and required of any professional. Chronic tardies and leaving early are not acceptable in EEX 442. Three unexcused absences will be addressed by the professor and may result in lowering of grade.

Honesty TBA