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

Course Objectives:

<table>
<thead>
<tr>
<th>Conceptual Framework Reference</th>
<th>Alabama Standard Collaborative Teacher</th>
<th>Standard</th>
<th>Assessment Rubrics for the following livetext assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF # 1 Professionalism</td>
<td>290-3-3-.34 (2)(b)2.(i)</td>
<td>Stages of speech and language development, characteristics of communication skills, and the impact upon learning</td>
<td>Non-symbolic and symbolic communication; Barriers to communication; Communication Devices</td>
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<tr>
<td>CF 5- Diversity</td>
<td>All</td>
<td>All</td>
<td>All</td>
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</tbody>
</table>
Upon completion of this course, the student will demonstrate knowledge of:
1. Federal and State Laws and regulations governing and/or impacting programs for students with severe disabilities. CF 1 & CF 5
2. Typical and atypical growth and developmental patterns, as well as delays in the mastery of the sequence of developmental skills encountered by students with severe disabilities. (2)(b)2.(i) CF 1 & CF 5
3. Typical and atypical speech and language development; characteristics of communication skills, and the impact of those characteristics upon learning. (2)(b)2.(i) CF 1 & CF 5
4. Types of disabilities, associated defects, and implications upon learning for those with severe disabilities. CF 1 & CF 5 (UNA Global Issue of Diversity)
5. Applications of technology, including assistive technologies and devices for those with severe disabilities. CF 4(2)(b)2.(i)
6. The importance and purposes of specific meaningful assessment for those with severe disabilities. CF 2
7. Specific techniques that foster the family and professional partnership that surrounds individuals with severe disabilities. CF 3
8. Characteristics of those adults with severe disabilities that impact home and community living. CF 1 & CF 4

Upon completion of this course, the student will demonstrate knowledge of:

1. Implement or assist other teachers in implementation of the IEP for a student with severe disabilities by designing instruction and curricular materials based upon the characteristics of the learner. CF 1 & CF 5
2. To determine characteristics of those with severe disabilities through the use of appropriate and meaningful assessment measures. CF 1 & 2 (2)(b)2.(i)
3. Plan and utilize effective teaching strategies based upon characteristics that are designed to promote independence and improve achievement for those with severe disabilities. CF 1 & 5
4. Select and modify appropriate methods, materials, and equipment, to meet student needs. CF 1 & CF 5(2)(b)2.(i)
5. Collaborate effectively with members of the instructional team and professionals from related fields. CF 1 & CF 3
6. Develop an appropriate Health Care Plan for an individual with severe disabilities, including physical and behavioral needs. CF 1 & CF 5
7. Meaningful assessment for an individual with severe disabilities. CF 1 & CF 2 & CF

Course Content:

1. Federal and State regulations for those with severe disabilities.
2. Family and professional relationships
3. Meaningful assessment for those with severe disabilities.
4. Positive behavioral support for those with severe disabilities.
5. Health Care Procedures
6. Characteristics of Motor Disabilities
7. Characteristics of Self-Care Skills
8. Peer relationships among those with severe disabilities.
9. Characteristics of Communication skills among those with severe disabilities (2)(b)2.(i); CF 1 & 5
10. Access to the General Curriculum for those with severe disabilities.
11. Those with severe disabilities in the home and community settings.
12. Functional Academics for those with severe disabilities.

Course Requirements and Assignments.

1. 10 article critiques are required for the class. Each article must address characteristics of individuals with severe disabilities; be a recent publication in a referred journal (no older than one decade); and be a substantial contribution to the candidate’s realm of content. Each article will be submitted via live text and is may be resubmitted if the student submitted the article critique on time on the initial due date. A short “how to critique an article” will be provided on the first night of class. (2)(b)2. (i) (CF 1 & CF 5). (These articles may “double” with the presentation requirements.

2. Each candidate will assess an individual with severe disabilities using at least 3 assessment measures (communication, (2)(b)2.(i)CF 1 & CF 3 & CF 5 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.) After assessment, the student will recommend at least 3 major goals for instruction based upon the assessment. The candidate will also list and briefly explain via live text 10 characteristics determined during the assessment. (These 10 characteristics may or may not be directly reflected in the goals determined through assessment).

Share with classmates via live text. ( #4 only)

3. a) Each candidate will comprise a list of 10 assistive devices for communication skills, self-help, and motor skills. (10 total rather than 10 each) This list will be submitted via live text. (2)(b)2.(i)CF 1 & CF 5

   b) Each candidate will comprise a list of 10 items that may be used for instruction of functional or typical academics for those with severe disabilities. This list will be submitted via live text. CF 1 & CF 5; (2)(b)2.(i)

   c) Each candidate will comprise a list of positive behavioral supports (within 7 given scenarios for individuals with severe disabilities. This list will be submitted via live text. CF 1 & CF 5; (2)(b)2.(i)

   Each list may be resubmitted if submitted on time on the initial due date.

4. Each candidate will design in writing an in depth description of the major characteristics for a specific significant disability. Each student will also present all
findings to the class including a copy of the written assignment. Each paper is to follow APA style and referencing format. (The components for each paper and presentation are listed below: (2)(b)2.(i

- Name of syndrome/disability and brief history
- Etiology
- Incidence and prevalence of syndrome/disability
- Characteristics of persons with syndrome/disability (include academic, physical, social, perceptual, motor, communication, emotional, behavioral, vocational, etc.)
- Associated defects or syndromes that are comorbid
- Meaningful assessment for persons with syndrome/disability
- Access to appropriate education for persons with syndrome/disability
- Positive behavioral supports for persons with syndrome/disability
- Major instructional methods/strategies that are most effective (2)(b)2.(i)
- Health care plan for persons with syndrome/disability
- Vocational outcome or prognosis
- Other (if needed for a specific syndrome)

A minimum of three different references is required for each section. Use APA style for citations and referencing.

6. A mid term examination that includes objective and essay questions. (2)(b)2. (i). CF 1 & CF 5

7. A Final examination that includes objective and essay questions. (2)(b)2. (i) CF 1 & 5

**Evaluation and Grading**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>Midterm Examination</td>
<td>1/5</td>
<td>A = 93-100</td>
</tr>
<tr>
<td>Final Examination</td>
<td>1/5</td>
<td>B = 92-85</td>
</tr>
<tr>
<td>Articles &amp; lists in livetext</td>
<td>1/5</td>
<td>C = 84-77</td>
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<tr>
<td>Assessment of Individual with Severe Dis.</td>
<td>1/5</td>
<td>D = 76-69</td>
</tr>
<tr>
<td>Disability paper</td>
<td>1/5</td>
<td>F = 68 and below</td>
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