Credit: 3 graduate semester hours
Class time – Mondays 5:00- 7:45
Room – SH 419
Course Description:

Instructional strategies, materials, and curriculum useful in the effective instruction of students with physical and multiple severe cognitive and behavioral disabilities.

Required Textbook:


Consultative textbooks:


In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University of North Alabama offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students requiring assistance should contact Disability Support Services at 256-765-4214.
<table>
<thead>
<tr>
<th>Conceptual Framework Reference</th>
<th>Alabama Standard Collaborative Teacher</th>
<th>Standard</th>
<th>Assessment Livetext rubrics for following assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>F 2, 4, &amp; 5</td>
<td>290-3-3-.34 (2)(g)2.(iii)</td>
<td>Assistive technology, including assessment for and use of assistive technology devices.</td>
<td>Livetext assignment Powerpoint for technology device(LT)</td>
</tr>
<tr>
<td>CF 1 &amp; 5</td>
<td>290-3-3-.35 (1)(a)</td>
<td>Individual learning differences. The candidate shall demonstrate knowledge of physical, sensory, communication, cognitive, and behavioral disabilities and their impact on learning and curriculum needs.</td>
<td>Unit plan (LT)</td>
</tr>
<tr>
<td>CF 1 &amp; 5</td>
<td>290-3-3-.36 (1)(a)</td>
<td>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>Article critique 10 management for medically fragile(LT)</td>
</tr>
<tr>
<td>CF 1 &amp; 3 &amp; 5</td>
<td>290-3-3-.34 (2)(b)2.(ii)</td>
<td>Resource agencies that provide personnel and services for improving and strengthening educational programs for exceptional students.</td>
<td>10 resource agencies (LT)</td>
</tr>
<tr>
<td>CF 1 &amp; 5</td>
<td>290-3-3-.34 (2)(b)2.(iii)</td>
<td>Medications, administration of medications and school healthcare procedures that have been determined educationally relevant.</td>
<td>10 health care procedures (LT)</td>
</tr>
</tbody>
</table>
Course Objectives:

Upon completion of this course, the student will:

1. Demonstrate knowledge of the following disabilities and their impact on learning and curriculum development: physical, sensory, communication, cognitive, and behavioral disabilities. CF 1&5; (1)(1)a.
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.
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 student needs 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 educational program for instruction; and
6. Demonstrate the knowledge 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.
7. Demonstrate knowledge of technology through lecture, demonstration, and instructional modules about the various technologies that are responsive to diversity of learners, learning styles, and special needs for all students CF2, 4, & 5; (2)(g)2. (iii)
8. Demonstrate knowledge of the needs and management techniques for those students who have communicable diseases and medical diagnosis that are considered medically fragile and the adverse effects of the condition upon the family. CF 1 & 5;(2)(b)2.(ii)
9. Demonstrate knowledge of local, state, and federal agencies that provide educational services for those with severe disabilities. (CF 1 & 3) (2)(a)2. (ii).
10. Demonstrate knowledge of administration procedures of medications and other healthcare procedures that have been determined relevant CF 1 (2)(b)2.(iii)

Course content

1. Definitions of persons with severe disabilities
2. Categories of persons with severe disabilities
3. Characteristics of learners with severe disabilities: physical, sensory, cognitive, affective, and social/emotional behavioral manifestations.
4. Philosophy and best practices for education of those with severe disabilities
5. The role of the teacher in collaboration with parents, professionals, and para-professionals
6. Planning and conducting assessment for those with severe disabilities
7. Teaching students with severe disabilities to acquire new skills
8. Teaching students with severe disabilities to maintain and generalize skills
9. Monitoring and evaluating progress
10. Inclusive educational environments for those with severe disabilities
11. Teaching Communication Skills
12. Managing challenging behaviors
13. Managing sensory and motor disabilities
14. Teaching and managing self-care skills for those with severe disabilities
15. Teaching leisure and recreational skills for those with severe disabilities
16. Teaching appropriate academic skills to those with severe disabilities
17. Teaching community and domestic skills to those with severe disabilities
18. Transition planning and adult needs
19. Needs of young children with severe disabilities
20. Trends and Issues for those with severe disabilities
21. Medically fragile children CF 1 & 5; (2)(b)2.(ii)
22. Alternative and extended standards for those with severe disabilities
23. Inclusion and those with severe disabilities
24. Assistive technologies CF 2, 4, & 5; (2)(g)2. (iii)
25. Instructional modules and strategies
26. Resource agencies associated with those with severe disabilities CF 1, 3 & 5; (2)(a)2. (ii)
27. Health care procedures; administration of medication CF 1 & 5; (2)(b)2. (iii)

Course Requirements and Assignments

1. Develop a formal research paper in APA style that investigates a method or methods of effective instruction for those with severe disabilities. The paper is to be at least 10 pages long (not counting the cover page or reference page. At least 20 -25 different and recent references are required. There will no formal presentation of the methods, but there will be an opportunity to share a two page synopsis of your paper with your classmates. Submit in live text.

2. a. Develop a packet of information for parents of children with severe disabilities that will be coming into your classroom. The format and components are the responsibility of the EEX 642 student. You must include at least 5 resource personnel or agencies in your parent plan. CF 1 & 3; (2)(b)2.(ii) Submit in live text.

b. Develop a packet of information for para-professionals who are assigned to your classroom. The format and the components are the responsibility of the EEX 642 student. You must include an ongoing plan for education and
awareness of characteristics for those with severe disabilities for your paraprofessionals. CF 1; (2) (b) 2.(ii) Submit in live text.

c. Present in power point (5-10 slides) an assistive technological device for augmentative communication for those with severe disabilities. Include the following components:

1. An actual picture of the device
2. The name of the company that produces the device
3. The cost of the item
4. Availability of software updates
5. Limitations of the device
6. Advantages of the device
7. What populations may most benefit from the device (at least 3?)
8. What training is required for the parents, student, and teachers in order to implement the device in an effective manner.
9. Where can full or supplemental funding be found to purchase the device?
10. How does the device promote independence for the individuals who use it?

Make a copy of each power point slide show for your classmates and for the professor. Use the components above for your rubric. CF 2, 4, & 5; ((2)(g)2.(ii)) Submit in livetext.

3. Other Live text assignments

a) One article critique per week (total of 10) is required. Critiques are to be 3-5 sentences and are to be submitted via live text. Article critiques may be resubmitted until 10 points (perfect score) are achieved. These articles may serve as references for the research paper; however, one article must address each of the following:
   - practices for those who are medically fragile CF 1& 5; (2)(b)2.(ii)
   - a resource agency that provides services for improving educational programs for those with severe disabilities. CF 1, 3 & 5 ; (2(a)2.)iii)
   - Strategies for home and community skills for an adult or secondary level student
   - Administration of medications within the public school system. CF 1& 5;(2)(b)2.)iii)

b) List in livetext template 10 health care procedures that are educationally relevant. Two of the 10 procedures must address procedures for the administration of medication. CF 1 & 5; (2)(b)2.(iii)

c) List in livetext template 10 resource agencies that target the improvement of education for those with severe disabilities. You must present a mixture local, state, and federal agencies. The mixture is to be determined by the
candidate. CF 1, & 5:(2)(a)2.(ii)

d). List in livetext template 10 management techniques for those children who are medically fragile. CF 1 & 5 :( 2) (b) 2. (ii)

 e. A unit plan implementing research based strategies. Each lesson plan will be submitted in live text. A total of seven days of lesson plans are required. Choose a specific domain appropriate for those with severe disabilities such as motor skills, feeding, toileting, or several self help skills; functional academics, social skills, communication skills. All seven plans must address the chosen area. Use the college of education lesson plan template for your unit plans. In addition, the unit will include an overview for the unit plan. Use the COE lesson plan template also for the overview. Some areas of the overview lesson plan template may be left blank such as the instruction, guided practice sections, the closure section, and the reflection sections. You will include all standards, all objectives, and all assessments (that represent the 7 lesson plans) in the overview section. 

((1)(1)a; CF 1 & 5.

Evaluation and Grading Scale

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93-100</td>
<td>A</td>
</tr>
<tr>
<td>92- 85</td>
<td>B</td>
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<tr>
<td>84- 77</td>
<td>C</td>
</tr>
<tr>
<td>76-68</td>
<td>D</td>
</tr>
<tr>
<td>67</td>
<td>F</td>
</tr>
</tbody>
</table>

APA Paper 1/7
All Other live text assignments (43) 1/7
Parent Packet (1) +
Para-professional Packet (1) 1/7
Unit 1/7
Articles and Presentation 1/7
Midterm Exam (1) 1/7
Final Exam (1) 1/7

All assignments must be satisfactorily completed in order to pass this class.

Assignment and Exam Synopsis

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Method of Evaluation</th>
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<tbody>
<tr>
<td></td>
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<tr>
<td>Assignment</td>
<td>Date</td>
<td>Rubric</td>
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</tr>
<tr>
<td>Research Paper (LT)</td>
<td>Mon. Nov. 26</td>
<td>Rubric</td>
</tr>
<tr>
<td>Parent Packet (LT)</td>
<td>Thurs. Sept. 13</td>
<td>Rubric</td>
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<tr>
<td>Paraprofessional Packet (LT)</td>
<td>Thurs. Sept. 27</td>
<td>Rubric</td>
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<tr>
<td>Presentation of AAC (LT)</td>
<td>Thurs. Oct. 4</td>
<td>Rubric</td>
</tr>
<tr>
<td>10 articles (LT)</td>
<td>One per week</td>
<td>Rubric</td>
</tr>
<tr>
<td>10 Health Care Procedures (LT)</td>
<td>Nov. 14</td>
<td>Rubric</td>
</tr>
<tr>
<td>10 Resource Agencies (LT)</td>
<td>Thurs Oct. 25</td>
<td>Rubric</td>
</tr>
<tr>
<td>10 management techniques for Medically Fragile (LT)</td>
<td>Wed. Nov. 14</td>
<td>Rubric</td>
</tr>
<tr>
<td>Unit Plan</td>
<td>Tues. Nov. 27</td>
<td>Rubric</td>
</tr>
<tr>
<td>Midterm Examination Angel</td>
<td>Tues. Oct. 16</td>
<td>Objective Essay (Rubric)</td>
</tr>
<tr>
<td>Final Examination Angel</td>
<td>Mon. Dec. 10</td>
<td>Objective +Essay (rubric)</td>
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