

DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION

COURSE PREFIX: SED COURSE NUMBER: 409 CREDIT HOURS: 3

I. TITLE: Instructional Procedures - Students with MSD

II. COURSE DESCRIPTION AND PREREQUISITE(S): This course involves preparation in the use of special methods needed to teach children and youth with physical and sensory disabilities. Adaptations, prosthetic devices and technology used in educational programming as well as communication systems and self-care techniques will be included. Field experiences required.

Prerequisite(s): admission to Teacher Education

III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Teacher Performance Standards and Certification (KTPS), the Interstate Teacher Assessment and Support Consortium (InTASC), and the Council for Exceptional Children (CEC) standards addressed by that objective. Upon successful completion of this class, the student will be able to

- A.** demonstrate knowledge of national and Kentucky definitions, etiologies, and incidence/prevalence data related to the population with moderate to severe disabilities (KTPS/InTASC #1,2,4,7; CEC #1.3.6);
- B.** discuss motor and/or sensory disabilities and their impact on designing instructional programs for students with moderate to severe disabilities (KTPS/InTASC 1,2,4,7; CEC #1,2,3,5);
- C.** discuss how cognitive, motor, social, communication, and safety objectives are incorporated into instructional programs (KTPS/InTASC # 1,2,4,7; CEC #1,2,4,5);
- D.** evaluate the appropriateness of instructional programs based on the current best practices for students with moderate to severe disabilities (KTPS/InTASC #1,2,4,7; CEC #1,4,6);
- E.** make recommendations as to how a particular program can be revised and/or adapted for use with students with moderate to severe disabilities (KTPS/InTASC #1,2,4,7; CEC #1,2,3,4,6);
- F.** design functional, chronologically age appropriate individualized education programs for students with moderate to severe disabilities (KTPS/InTASC #1,2,4,7,9,10; CEC # 1,2,3,4,6);
- G.** describe techniques of physical positioning and management to ensure participation in academic and social environments; understands the use of positioning techniques that decrease inappropriate tone and facilitate appropriate postural reactions to enhance participation (KTPS/InTASC # 1,2,4,7; CEC # 1,4,6);
- H.** apply appropriately the continuum of placement and services available for individuals with severe and multiple disabilities, including the concept of least restrictive environment (KTPS/InTASC #1,2,4,7,9; CEC # 2,7);

- I.** understand how to use instructional methods to strengthen and compensate for deficits in attention, perception, comprehension, memory and retrieval for students with multiple and severe disabilities (KTPS/InTASC #1,2,4,7,9; CEC #1,3, 6);
- J.** understand the need to collaborate with other professionals, seek multiple InTASC perspectives from families and public agencies on the strengths and needs of students with severe and multiple disabilities (KTPS/InTASC #1,4,7,9; CEC # 1,4,7);
- K.** understand how to select, adapt, and modify assessments to accommodate the unique abilities and needs of students and the use of exceptionality-specific assessment instruments (KTPS/InTASC #1,2,4,6,9; CEC #1,3,4,6);
- L.** demonstrate knowledge of professional development opportunities at the local, state, and national levels (KTPS/InTASC #1,4,7,9; CEC #6,7);
- M.** evaluate professional behavior using a professional ethics document (e.g., CEC Code of Ethics and Standards for Professional Behavior) (KTPS/InTASC # 6,9; CEC #6); and
- N.** write professionally for the field of special education (KTPS/InTASC # 1,2,3,4,7; CEC #6).

The COE Theme of Educator as Reflective Decision Maker is addressed in this course by requiring students to reflect through the course activities of a program evaluation of an appropriate educational program for students with multiple and severe disabilities, journal reviews of research based best practices, and planning appropriate instruction based on assessments.

The EPSB Themes of Assessment and Closing the Achievement Gap are explored in the course through various chapters within the text such as Curriculum and Instruction, Alternate Assessments, and Instructional Adaptations.

Learned societies from each discipline should be referenced by the preservice/in-service teacher. Kentucky documents, including SB1 Initiatives (e.g., Kentucky Core Academic Standards) will be resources for all teacher candidates.

IV. CONTENT OUTLINE:

- A.** Common characteristics and needs of students with multiple and severe disabilities
- B.** Historical and philosophical perspectives on the education of individuals with moderate to severe disabilities
- C.** Addressing medical diagnoses of students with multiple and severe disabilities
- D.** Educational outcomes for students with moderate to severe disabilities
- E.** Addressing typical and atypical motor development of students with multiple and severe disabilities along with motor interventions
- F.** Positioning and handling of students with multiple and severe disabilities and adaptive equipment to meet their needs
- G.** Cognition and communication programming for students with multiple and severe disabilities and identifying intervention strategies

- H. Accessing information for program development and implementation
- I. Ethical and Professional Behavior
- J. Working with families of children with moderate to severe disabilities
- K. Addressing special health care needs
- L. Maximizing independence in self-care needs for students with multiple and severe Disabilities
- M. Senate Bill 1 Initiatives

V. INSTRUCTIONAL ACTIVITIES:

- A. Lecture and discussion
- B. Small group discussion
- C. Simulations
- D. Cooperative learning activities
- E. Reading Material
- F. Chapter quizzes and exams
- G. Written assignments
- H. Individual and/or group presentations
- I. Video and other media
- J. Research assignments

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

Two (2) hours of interaction with families of children with moderate to severe disabilities. **To earn a grade in this course, students must successfully complete the required field experiences and record the hours and related components on the LiveText FEM site. Students are also expected to record field experiences in KFETS.**

VII. TEXT(S) AND RESOURCES:

Orelove, F. P., Sobsey, D., & Silberman, R. K. (2004). *Educating children with multiple disabilities: A collaborative approach*. 4th ed. Baltimore, MD: Paul Brookes.

LiveText

Other readings as assigned by the instructor.

- A. Waterfield Library
- B. Blackboard
- C. Self-selected books and articles
- D. RACERtrak, ERIC, and the Internet
- E. Professional publications

VIII. EVALUATION AND GRADING PROCEDURES:

- A. Course Requirements

| | |
|-------------------------|--------------------------|
| Multimedia project | 50 pts |
| Material adaptation | 50 pts |
| Journal article reviews | 50 pts = 2 @ 25 pts each |
| Reflections | 50 pts = 5 @ 10 pts each |
| IEP Development Project | 50 pts |

MAP Project 50 pts
Exam 50 pts

B. Grading Scale

A = 90 - 100%

B = 80 - 89%

C = 70 - 79%

D = 60 - 69%

E = 0 - 59%

* Any student with special learning needs should contact the instructor. Any student not progressing well in the course should contact the professor for an appointment to discuss how to improve understanding.

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

Attendance and participation in this class is critical. You are expected to read the required readings for each class ahead of time and come to class prepared to participate. If you must miss a class, notify the instructor prior to the scheduled class. Excessive absences will result in a lowered grade in the course.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of

academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES: Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment or application for employment, admissions, or other provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities.

In particular and without limiting the preceding and pursuant to consistent with the requirements of Title VI of the Civil Rights Act of 1964 and its regulations 34 CFR 100 et seq.; Section 504 of the Rehabilitation Act of 1973 and its regulations 34 CFR 104; Title IX of the Education Amendments of 1972, 20 USC 1681 et seq., and its regulations 34 CFR 106 et seq; and the Age Discrimination Act of 1975 and its regulations 34 CFR 110, Murray State University does not discriminate on the basis of race, color, national origin, sex, handicap, or age in its educational programs and activities. This non-discrimination in education programs and activities extends to employment and admissions and to recruitment, financial aid, academic programs, students services, athletics, and housing. Murray State is required by Title IX and 34 CFR part 106 not to discriminate on the basis of sex and the prohibition against sex discrimination specifically includes a prohibition of sexual harassment and sexual violence. Examples of prohibited sexual harassment and sexual violence can be found in the "Policy Prohibiting Sexual Harassment" which can be accessed via the link referenced in Appendix 1.

For more information concerning the application of these provisions may be referenced to:

1) the Executive Director of Institutional Diversity, Equity, and Access/ Murray State University Title IX Coordinator, Murray State University, 103 Wells Hall, Murray, KY 42071. Telephone: (270) 809-3155 (voice) Fax: (270) 809-6887; TDD: (270) 809-3361; Email: msu.titleix@murraystate.edu

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice), 270-809-5889 (TDD).

XII. FLAG SYSTEM/CONTINUOUS ASSESSMENT:

Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student's progress towards program completion. **NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.**