

Murray State University
COURSE SYLLABUS

Revised Spring 2011

DEPARTMENT: ACS COURSE NUMBER: SED 654 CREDIT HOURS: 3

I. TITLE: Classroom Management of Individuals with Moderate to Severe Disabilities

II. COURSE DESCRIPTION:

Study of the techniques and methods necessary for the organization and operation of educational programs for individuals with moderate to severe disabilities. Included are specialized teaching techniques such as precision teaching and behavior management applied to the learning environment as well as scheduling approaches, curriculum models, and commercially available materials.

III. PURPOSE:

The course focuses on systematic instructional techniques appropriate for children and youth with moderate to severe disabilities.

IV. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. These objectives are understood to be reflective of, but not limited to those behaviors advocated by the Kentucky Education Reform Act (KERA) guidelines. Following each objective, and enclosed in parentheses, are numbers, which reference the Kentucky Teacher Standards (KTS) for Preparation and Certification. Upon successful completion of this class, students will be able to:

- A. design effective instructional programs based on both formal and informal assessments for school, home, and community settings. (3,4,7,8)
- B. apply near-errorless learning strategies, prompting procedures, and other systematic instructional procedures (e.g., time delay, system of least prompts, most to least prompting, simultaneous prompting, graduated guidance, naturalistic teaching strategies, milieu teaching strategies, and incidental teaching strategies) in school and nonschool settings using a variety of instructional grouping arrangements (e.g., individual, small group, large group; multi-age, multi-ability grouping; cooperative learning formats, etc.) (4,5,7)
- C. collect data strategies to evaluate student progress in instructional programs (8)
- D. make instructional decisions based on continuous program data (4)
- E. identify and use of age-appropriate reinforcers for students (5)
- F. plan effective strategies for the fluency, maintenance and generalization of skills (4, 5, 7)
- G. develop and adapt instructional materials (4, 7)
- H. develop thematic activity-based approaches to instruction (4, 5, 7)
- I. design and implement individual and group behavior management programs individually and with other professionals through collaborative efforts with consistent use of reinforcement strategies (1, 5)
- J. monitor and analyze behavior individually and/or with other professionals to plan appropriate interventions (1, 4, 8)

- K. collect ongoing intervention data and modifying programs based on data (8)
- L. assist others in designing and implementing behavior management programs (1, 5, 7)
- M. develop student-centered instructional programs and strategies which result in active participation with peers and person without disabilities, positive social outcomes, and enhanced status (4, 7)
- N. incorporate family, multicultural, and setting-specific needs in the design, implementation, and evaluation of social skills instructional programs (1, 4)
- O. design, and evaluate instructional programs that enhance the student's social participation in valued activities in family, school, and community settings (1, 4, 7)
- P. facilitate participation of student, family members, and same age peers (with and without disabilities) in student centered planning (1)
- Q. effectively plan for CBI (e.g., transportation, supervision, funding, insurance, and liability) (1)
- R. identify of negotiation strategies for use with families and students regarding the highest priorities for community-based instruction (1)
- S. develop community vocational training experiences that sample the range of available job opportunities (1)
- T. develop community-based job training leading to post-school employment (1)
- U. identify opportunities for student involvement in extracurricular activities (clubs, sports, friendships) and develop support for inclusion in such activities (1)
- V. assess, train, and evaluate instructional assistants and strategies for including these individuals in planning (1, 6)
- W. make curricular determinations based on age (4, 5)
- X. use functional embedded skills approach in all environments (4, 5)
- Y. collaborate effectively with general education (1)

V. CONTENT OUTLINE:

- A. Inclusion and education reform
- B. Instructional planning, implementation, and collaboration
- C. Effective behavioral management plans
- D. Vocational and community preparation skills
- E. Analysis and assessment of community options and services
- F. Supporting families in the transition process
- G. Individualized intervention plans

VI. INSTRUCTIONAL ACTIVITIES:

The class format will include lectures/discussions/demonstrations, videotapes, simulations, and assigned readings.

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

None

VIII. RESOURCES:

Transparencies
Videotapes

Simulation Activities
Guest Speakers

IX. GRADING PROCEDURES:

Three examinations and a final will be given. Equal weight will be placed on each. Based on the average of the examination scores, the following scale will be used to determine the final grade for the course:

A = 90 - 100%
B = 80 - 89%
C = 70 - 79%
D = 60 - 69%
E = 0 - 59%

X. ATTENDANCE POLICY:

This course adheres to the attendance policy stated in the current MSU *Undergraduate Bulletin*. Attendance is expected in this class. Students absent from class must obtain instructor approval prior to being allowed to make-up quizzes, assignments. The instructor reserves the right to adjust the grade or refuse to accept late assignments.

XI. ACADEMIC HONESTY POLICY:

This course adheres to the academic honesty policy stated in the current MSU *Undergraduate Bulletin*.

XII. TEXT AND REFERENCES:

Snell, M. (1993). *Instruction of students with severe disabilities* (4th ed.). New York: Merrill.

Ault, M., J., Woler, M., Doyle, P. M., & Gast, D. C. (1989). *Review of comparative studies in instruction of students with moderate and severe handicaps*. Exceptional Child, 55, 346 - 356.

Brown, L., Schwarz, P., Udairi-Solner, A., Kampsehroer, E., Johnson, F., Jorgenson, J., & Gruenwald, L. (1991). *How much time should students with severe disabilities spend in regular education classroom and elsewhere?* Journal of the Association of Persons with Severe Handicaps, 16, 39-42.

Clark, G., & Kolstoe, O. (1990). *Career development and transition education for adolescents with disabilities*. Boston: Allyn & Bacon.

Goetz, L. & Sailor, W. (1990). *Much ado about labels, murky bath water, and trickle down politics: A reply to Kauffman*. The Journal of Special Education, 24, 334-339.

Grossman, JH. I., & Tarjan, G. (1987). *American medical handbook on mental retardation*. Chicago: American Medical Association, Division of Clinical Science.

Haring, T. G., & Kennedy, C. H. (1990). *Contextual control of problem behavior in students with severe disabilities*. Journal of Applied Behaviors, 23, 235-243.

Schuster, J. W., & Griffin, A. K. (1991). *Using time delay with task analysis*. Teaching Exceptional Children, 22(4), 49-53.

Wacker, D. F., Wiggins, B., Fowler, M., & Berg, W. F. (1988). *Training students with profound or multiple handicaps to make requests via microswitches*. Journal of Applied Behavior Analysis, 21. 331-343.

Other readings as assigned by the instructor.

XIII. PREREQUISITES:

None

XIV. NON-DISCRIMINATION 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, 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. For more information, contact Director of Equal Opportunity, Murray State University, 103 Wells Hall, Murray, KY 42071-3318. Telephone: 270-809-3155 (voice), 270-809-3361 (TDD).