

MURRAY STATE UNIVERSITY
Course Syllabus Outline

DEPARTMENT: Special Education
COURSE NUMBER: SED 554
PREREQUISITE: None

CREDIT HOURS: 3

I. TITLE:

Classroom Management of Individuals with Moderate to Severe Disabilities

II. CATALOG 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. (Prerequisite: None)

III. PURPOSE:

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

IV. COURSE OBJECTIVES:

The student will demonstrate the following:
(Numbers in parenthesis refer to Experienced Teacher Standards that each objective meets.) <http://www.kde.state.ky.us/otec/epsb/standards/>

- A. design of effective instructional programs based on both formal and informal assessments for school, home, and community settings. (2,3,5,6,)
- B. effective application of 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.) (3,4,5)
- C. appropriate data collection strategies to evaluate student progress in instructional programs (6)
- D. making instructional decisions based on continuous program data (3)
- E. identification and use of age-appropriate reinforcers for students (4)

- F. planning effective strategies for the fluency, maintenance and generalization of skills (3,4,5)
- G. development, and adaptation of instructional materials (3,5)
- H. developing thematic activity-based approaches to instruction (3,4,5)
- I. design and implementation of individual and group behavior management programs individually and with other professionals through collaborative efforts with consistent use of reinforcement strategies (4,8)
- J. monitoring and analyzing behavior individually and/or with other professionals to plan appropriate interventions (3,6,8)
- K. collecting ongoing intervention data and modifying programs based on data (6)
- L. assisting others in designing and implementing behavior management programs (4,5,8)
- 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 (3,5)
- N. incorporate family, multicultural, and setting-specific needs in the design, implementation, and evaluation of social skills instructional programs (3,8)
- O. design, and evaluate instructional programs that enhance the student's social participation in valued activities in family, school, and community settings (3,5,8)
- P. facilitate participation of student, family members, and same age peers (with and without disabilities) in student centered planning (8)
- Q. effectively plan for CBI (e.g., transportation, supervision, funding, insurance, and liability) (8)
- R. identification of negotiation strategies for use with families and students regarding the highest priorities for community-based instruction (8)
- S. develop community vocational training experiences that sample the range of available job opportunities (8)
- T. develop community-based job training leading to post-school employment (8)
- U. identify opportunities for student involvement in extracurricular activities (clubs, sports, friendships) and develop support for inclusion in such activities (8)
- V. assessment, training, and evaluate instructional assistants and strategies for including

these individuals in planning (8,9)

W. make curricular determinations based on age (3,4)

X. use functional embedded skills approach in all environments (3,4)

Y. collaborate effectively with general education (8)

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:

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:

Cheating, plagiarism (submitting another person's mater as one's own), or doing work for another person which will receive academic credit are all impermissible. This includes the use of unauthorized books, notebooks or other sources in order to secure or give help during an examination, the unauthorized copying of examinations, assignments, reports, or term papers or the presentation of unacknowledged material as if it were the student's own work. Disciplinary action may be taken beyond the academic discipline administered by the faculty member who teacher the course in which the cheating took place.

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

Revised Spring 2000