I. TITLE: Instructional Methods for Students with Moderate to Severe Disabilities

II. CATALOG DESCRIPTION: This course involves preparation in the use of special methods needed to teach children and youth with physical and sensory disabilities. Adaptations, prosthethic devices and technology used in educational programming as well as communication systems and self-care techniques will be included. (Prerequisite: None)

III. PURPOSE: The purpose of this course is to prepare special educators to meet the educational and training needs of individuals with moderate to severe disabilities. Information is provided on the physical and medical management of these students in educational settings. Increasing student participation in school and community activities through the design or provision of instructional adaptations is emphasized. Curriculum selection, IEP development, and the delivery of instruction in school and community settings will be a focus.

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 guidelines and initiatives. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Experienced Teacher 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. (2)
B. discuss motor and/or sensory disabilities and their impact on designing instructional programs for students with moderate to severe disabilities. (1, 2)
C. discuss how cognitive, motor, social, communication, and safety objectives are incorporated into instructional programs. (1, 2)
D. evaluate the appropriateness of instructional programs based on the current best practices for students with moderate to severe disabilities. (1, 2)
E. make recommendations as to how a particular program can be revised and/or adapted for use with students with moderate to severe disabilities. (1, 2)
F. design functional, chronologically age appropriate individualized education programs for students with moderate to severe disabilities (1, 2, 8, 9)
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
H. apply appropriately the continuum of placement and services available for individuals with severe and multiple disabilities, including the concept of least restrictive environment. (2, 3, 4, 5)

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. (2, 3, 4, 5, 6)

J. understand the need to collaborate with other professionals, seek multiple perspectives from families and public agencies on the strengths and needs of students with severe and multiple disabilities. (2, 8)

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. (2, 6, 7)

L. demonstrate knowledge of professional development opportunities at the local, state, and national levels. (2, 9)

M. evaluate professional behavior using a professional ethics document (e.g., CEC Code of Ethics and Standards for Professional Behavior). (7, 9)

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.

V. 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
VI. 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

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
None

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

IX. GRADING PROCEDURES:
A. Course Requirements
   Instructional plan 50 pts
   Multimedia project 50 pts
   Material adaptation 50 pts
   PQMT Assessment 100 pts
   Journal article reviews 50 pts = 2 @ 25 pts each
   Quizzes 50 pts = 5 @ 10 pts each
   IEP Development Project 100 pts
   Final exam for undergraduates 50 pts
   Graduate Students Inservice Project 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.
X. ATTENDANCE POLICY:
This course adheres to the academic policy stated in the current MSU Undergraduate/Graduate Bulletin.

XI. ACADEMIC HONESTY POLICY:
This course adheres to the academic honesty policy stated in the current MSU Undergraduate/Graduate Bulletin.

XII. TEXT AND REFERENCES:

Other readings as assigned by the instructor.

XIII. PREREQUISITE:
None

XIV. STATEMENT OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY
Murray State University does not discriminate on the basis of race, color, national origin, sex, religion, marital status, age, or disability in employment, admission or the provision of services, educational programs and activities, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities and equal opportunity to participate in all programs and activities. For information regarding nondiscrimination policies contact the Office of Equal Opportunity, 270-809-3155.

XV. 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.**