

+SPD 460 STUDIES IN COGNITIVE AND LOW INCIDENCE DISABILITIES

Course Number is a required course for Special Education Certification.

College of Education**Department of Language Literacy and Special Populations**

Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment.

Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of our communities' diverse learners.

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Text: Westling, David L. and Fox, Lise. (2004). *Teaching students with severe disabilities*. 3rd Ed. Pearson-Merrill Prentice Hall, UpperSaddle River: NJ.

Course Description: This course includes a study of the nature and causes of mental retardation and other developmental disabilities. The characteristics, needs and life span issues of individuals with cognitive impairments, physical and health impairments and low incidence disabilities are explored. The course is taught as part of the Special Education block comprised of two courses (SPD 460/480) for a total of six (6) credit hours and is required in the degree plans of candidates seeking EC-12 Special Education certification. SPD 460 presents the theories and research based practices recommended for effective instruction and collaborative support of individuals with cognitive and low incidence disabilities. Through the field experiences and portfolio assignments required in SPD 480- Collaborative Partnerships across the Lifespan, candidates then apply knowledge of these theories and practices through directed classroom and community based activities. It is recommended candidates take the Special Education block at the end of the SPD course sequence and in the semester preceding their TExEs certification examination.

Course Format: Through lecture presentations, class activities and discussions, and text readings, the candidates and instructor will work collaboratively to meet course objectives.

Expectations: Specific expectations are included in descriptions of the course requirements. Candidates are expected to complete school and community observations and participate in class discussions and group instructional tasks.

4. Knowledge of current issues in special education and issues related to the inclusion of students with significant impairments.
5. Knowledge of the factors influencing special education that are related to diversity issues, medical issues, family issues, social skills, and transition.
6. Knowledge of how to plan and implement assessments, teaching methods, pacing, generalization, learning across environments, technology in learning, modifications and adaptations in lesson plans, and the evaluation of programs for students with cognitive and low incidence disabilities.
7. Knowledge of the concepts of FAPE, LRE, collaboration, inclusion, L.I.F.E. SKILLS training, functional academics, community-based instruction, community-based vocational instruction, employment, and transition.
8. Knowledge of the relationship between communication and behavior and between behavior and learning.
9. Knowledge and understanding of the essential components and procedures for conducting systematic instruction of students with low incidence disabilities.
10. Knowledge of confidentiality procedures and other ethical considerations and will apply professionalism during interactions with students, parents, community members and other educators.

Course Requirements:

1. **Attendance.** Regular attendance and participation in assigned class and field experience activities are expected. Unexcused absences will result in grade reduction or course failure. Please see the instructor regarding any extenuating circumstances.
2. **Texts and Tests.** Three tests will be given. Related chapters from the text are noted on the course schedule for various instructional topics and field based assignments. Candidates are to read the assigned chapters prior to the designated lecture dates and completion of the related field based assignments. Text information is supplemental to lecture notes. Candidates are responsible for this information and knowledge of the material will be necessary for successful performance on tests and completion of the portfolio assignments during field experiences.
3. **Field Experience:** A minimum of 50 hours of fieldwork is required for the SPD 460/480 Block. Failure to complete all required hours may result in a grade reduction or failure of the courses. The field experiences and portfolio assignments completed during the SPD 480 portion of the SPD block are designed to provide opportunities for direct application of the theories and concepts presented in the

SPD 460 course and will contribute to the performance-based assessment of curriculum objectives and outcomes.

4. **Special Education Standards Review and Practice Exam:** Near the conclusion of the course and required field experiences, candidates will participate in a review of special education certification standards and knowledge and skill competencies and will demonstrate proficiency on a state certification practice examination.

Evaluation:

<u>Points</u>		<u>Grade Distribution</u>	
Three tests @ 100 pts.	300	A=	93%
Field Experience Hours	<u>50</u>	B=	85%
TOTAL POINTS	350	C=	75%

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

DISABLED STUDENT POLICY

It is the policy of Sam Houston State University that no otherwise qualified disabled individual shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Disabled students may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair

of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

Americans with Disabilities Act

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until you register with the Counseling Center.

Additional information about these policies is available at the following site:
(<http://www.shsu.edu/mailler/coursesyllabus.pdf>),

Bibliography:

- Heller, K. W., Forney, P. E., Alberto, P. A., Schwartzman, M. N., Goeckel, T.M., (2000). *Meeting physical and health needs of children with disabilities: Teaching student participation and management*. Belmont, CA: Wadsworth/Thompson Learning.
- Ryndak, Diane L. and Alper, Sandra. (2003). *Curriculum and instruction for students with significant disabilities in inclusive settings*. Allyn & Bacon, Boston:MA.
- Bigge, June L., Best, S., & Heller, K.(2005). *Teaching individuals with physical, health, or multiple disabilities* (5th ed.) Upper Saddle River, NJ:Merrill/Prentice Hall.