

**SPD 562: Study of Cognitive and Low-Incidence Disabilities
Spring, 2008**

College of Education

Department of Language, Literacy, and Special Populations

*SPD 562 is a required course for the Master's Degree in Special Education with
Educational Diagnostician Certification and
for the Low-Incidence Disabilities and Autism Program*

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Text/Readings:

Snell, M. & Brown, F. (2006). *Instruction of Students with Severe Disabilities*, 6th Ed.
New York: Merrill-Prentice Hall, ISBN # 0-13-114335-2. (Required)

Browder, D.M. (2001). *Curriculum and Assessment for Students with Moderate and
Severe Disabilities*. New York: Guilford Publishing. ISBN # 1-57230-615-7. (Required
readings on electronic reserves)

(2001). *Publication Manual for the American Psychological Association* (5th edition).
Washington, D.C.: APA

Course Description: This course is designed to provide an in-depth study of research-based best practices for persons with cognitive and low-incidence disabilities. Topics addressed include etiology, family partnerships, educational needs, inclusive programs, and transition issues across the lifespan.

Performance-Based Assessment

Objective	Assessment	Activity	Reference
Describes characteristics of students with disabilities, educational implications, life effects, etiology	Mid-term exam	Classroom Powerpoint presentation	4.1k, 4.4k, 4.5k, 4.6k, 4.2s
Makes decisions related to laws and policies related to special health care needs	Midterm exam	Presentation by dyad	K1.6 <u>K1.5, S5.1</u>
Makes decisions related to principles of normalization	Midterm exam	Presentation by dyad	<u>K1.6</u>
Describes types and transmission routes of infectious diseases; etiologies and medical aspects of conditions; medical support services; medical self-management	Midterm exam	Presentation by dyad	K2.6 <u>K2.3, K2.5,</u> <u>K3.1, S7.7, 4.13k,</u> 4.14k, 4.15k

Objective	Assessment	Activity	Reference
Use research-supported instructional methods; modify instructional pace; integrate adaptations & technology; integrate structures & relationships across curricula	Evaluation of Case Study with Rubric	Group activity: Case study	S4.1, S4.6, S4.9 6.6k, 6.2s, 6.3s, 6.4s
Use resources & techniques to transition students into post school & out-of school environments	Evaluation of Transition Plan with Rubric	Group Activity: Transition Plan	S4.8, S10.4, <u>K4.4</u> , <u>9.1s, 9.2s, 9.2k,</u> <u>9.3k, 9.4k9.6k</u>
Evaluates accessibility of environments; adapt the physical environment	Written product: Checklist	Analysis of class building for accessibility & adaptations	K5.1, K5.2, <u>K5.3</u> , <u>K5.4</u>
Assess needs for assistive technology	Evaluation of Assistive Technology Plan	Assistive Technology Plan	S5.2, S8.4 <u>S5.2</u> , <u>S8.5, S8.7, S10.1</u> , 8.1k, 8.2k, 8.3k, 8.1k, 8.2k 8.3k
Develops communication alternatives for individuals who are nonspeaking; Develops instruction for use of AAC	In Class Case Study; Evaluation Rubric	Develop communication overlay integrated with instructional activities	K6.1, K6.2, K6.3, S6.5 <u>K6.1, K6.2, S6.3</u> , 7.11k
Design instructional programs to address independent living, career education, medical self-management, social participation; Develop classroom schedule	Evaluation of Case Study with Rubric	Case Study	S5.6, S7.6, S7.7, S7.8 <u>S5.12, S7.6, S7.4</u> , <u>S7.6, S7.8, 3.7s</u> , 6.9s, 6.10s, 6.12s, 7.8k, 7.7s, 10.8k, 10.9s, 10.11s, 10.13s, 10.14s, 10.15s
Interpret sensory, mobility and reflex information	Final Exam	Presentation by dyad	S7.5
Select, plan, & coordinate related services	Evaluation of Integrated Related Service Plan	Integrated Related Service Plan	S10.2, <u>S10.3</u> , 3.3k, 6.16s, 6.172, 10.10s
Physical management, positioning, body mechanics	Return demonstration	Demonstration with partners	<u>S5.7, S5.8, S5.9</u> , <u>6.18s, 10.12s</u>

Web address for state standards: <http://www.sbec.state.tx.us>

Web address for Council for Exceptional Children: <http://www.cec.sped.org/>

Web link to Conceptual Framework: <http://www.shsu.edu/~ncate/concept.html>

Web address for Behavior Analysis Certification Board Task List: http://www.bacb.com/becom_frame.html

Course Format:

The content of this course is delivered using Powerpoint presentations, in-class activities, student presentations of research, and Blackboard instructional activities. In addition, course concepts are learned through self-study, collaborative study, and small group discussions. Evaluation consists of two tests (mid-term and final), and professor assessments using rubrics for products and presentations.

In this course our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential:

- 1) Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

Important:

- 1) Gaining factual knowledge (terminology, classifications, methods, trends)
- 2) Learning to apply course material
- 3) Learning fundamental principles, generalizations, or theories

Course Content

- * The Culture of Disability
- * The Nature of Significant Disabilities
- * Family-Professional Partnerships
- * Meaningful Evaluation
- * Designing and Implementing Instructional Programs
- * Positive Behavioral Support
- * Special Health Care Needs
- * Motor Disabilities
- * Self-Care Skills
- * Peer Relationships
- * Assistive Technology
- * Communication Skills
- * General Curriculum Access
- * Community Living
- * Vocational Preparation
- * Transition Planning

Course Requirements

- 1) **Professionalism/Participation.** It is expected that graduate students be active, enthusiastic, and collegial participants during class. In addition, it is expected that course work is completed in a timely and professional manner on the schedule posted. Points are lost if these expectations are not fulfilled.
- 2) **Complete All Assignments:**
 - A. **Readings-** Chapter readings and online reserves are expected to be read prior to class.
 - B. **Research Presentation** – a PowerPoint presentation on a research article
 - C. **TEKS Project-** Students will write objectives at the Presymbolic, Early Symbolic, and Expanded Symbolic levels for students with significant disabilities in specified content areas
 - D. **Course Project-** Students will develop a Mini-Proposal or conduct a literature review for an individual research question.

E. In-Class Responses: In-class responses will be developed on a weekly basis in response to specific questions and assignments.

3) Attendance: Consistent with University Policy, you will not be penalized for 3 hours of class absences. You will not receive credit for this course if you are absent for more than 20% of the classes.

4) Students seeking any certification for teaching or Educational Diagnostician must submit their Course Project to TK-20.

Evaluation

Because your active participation is so important, it is imperative that all assignments be submitted on dates due. Assignments will be considered "on time" if submitted in class on the date specified in the syllabus.

Late assignments with rubrics lose a percentage of the points for that assignment: After one day -- one-third of the points; Two days -- one-half of the points. No assignments earn points after the second day, but must be completed.

Grading

Activity	Date	Points
Mid-Term Exam	March 3	100
In Class Responses	Weekly	Up to 24
Research Article Presentation	Presented as scheduled	10
TEKS Project	April 28	10
Mini-Proposal/Literature Review	May 5	25
Final Exam	May 12	100

Evaluation:

A = 92% B = 82% C = <82%

The professor reserves the right to alter course requirements to better meet the learning needs of graduate students.

Expectations:

Technology requirements. It is expected that graduate students have the following computer skills: accessing Blackboard, sending/receiving email, attaching documents to email, creating tables, creating PowerPoint presentations, conducting an online search, using the library research databases, and using library electronic reserves. Microsoft Word is the word processing program that is necessary to complete assignments. **Students are expected to check SAM Mail daily.**

ATTENDANCE

Students are expected to attend class weekly. In accordance with University Policy, there is no penalty for 3 hours of class absence. Following 3 hours of class absence, your grade may be lowered. Students with class absences for more than 20% of the course will not receive credit for this class.

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY

The Texas Education Code Section 51.911(b) requires that an institution of higher education excuse a student from attending classes 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 and may make up any assignments.

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.

STUDENTS WITH DISABILITIES POLICY

It is the policy of Sam Houston State University that no otherwise qualified individual with disabilities 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. Students with disabilities 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. Students with disabilities that may affect adversely their work in this class should register with the SHSU Counseling Center and talk with their University supervisor and classroom mentor teachers about how they can help. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until registration with the Counseling Center is complete.

COURSE PROJECT

Mini Proposal

This is a proposed study related to learners with severe disabilities. You will need to schedule a meeting with your instructor will discuss methodology for your proposal.

Literature Review: summary of 5+ pertinent research articles (5)

Summary of research articles: The summary of each article should provide the following information: researchers, year, research questions, subjects, methods, procedures, instrumentation, findings

Definition of Terms (2)

Research Question (2)

Method (4)

Procedures (4)

Instrumentation (5)

Introduction/Mechanics/APA Format (3)

OR

Literature Review and Research Question

(strongly recommended for those pursuing the thesis option)

You will select a research question related to Autism and/or Severe Disabilities and conduct a comprehensive literature review of existing research related to the question posed. You will need to summarize a minimum of 10 research articles that report previous research related to your research question.

Research Question (2)

Mechanics/APA Format (3)

Summary of 10+ Pertinent Research Articles (20)

Summary of research articles: The summary of each article should provide the following information: researchers, year, research questions, subjects, methods, procedures, instrumentation, findings

Reference List of Seminal Readings:

- Brown, L., Branston, MB., Hamre-Neitupski, S., Pumpian, I., Cedrto, N, & Gruenwald, L.(1979). A strategy for developing chronologically age-appropriate and functional curricular content for severely handicapped adolescents and young adults. *Journal of Special Education, 13*, 81-90.
- Butterworth J., Hagner, D., Kiernan, W., Schalock, R.L. (1996) Natural supports in the workplace: Defining an agenda for research and practice. *Journal of the Association for Persons with Severe Handicaps, 21(3)*, 103-113.
- Donnelan, A. The criterion of the least dangerous assumption. *Behavioral Disorders, 9*, 141-150.
- Downing, J. (1988) Active versus passive programming: A critique of IEP Objectives for students with the most severe disabilities. *Journal of the Association for Persons with Severe Handicaps, 13*, 197-210.
- Giangreco, M.E., & Doyle, M.B. (2002). Students with disabilities and paraprofessional supports: Benefits, balances, and band-aids. *Focus on Exceptional Children, 34(7)*, 1-12.
- Horner, R.H. (2000). Positive behavioral supports. *Focus on Autism and Other Developmental Disabilities, 15*, 97-105.
- Hunt, P. & Goetz, L. (1997). Research on inclusive educational programs, practices, and outcomes for students with severe disabilities. *Journal of Special Education, 31*, 3-29.
- Linehan, S.A., Brady, M.P., & Hwang, C. (1991). Ecological versus developmental assessment: Influences on instructional expectations. *Journal of the Association for Persons with Severe Handicaps, 16*, 146-153.
- Meyer, L.H. (2001). The impact of inclusive education on children's lives: Multiple outcomes and friendships in particular. *International Journal of Disability: Development and Education, 48(1)*, 9-31.
- Taylor, S.J. (1988). Caught in the continuum: A critical analysis of the principle of the least restrictive environment. *Journal of the Association for Persons with Severe Handicaps, 13*, 41-53.
- Turnbull, A.P., Pereira, L., & Blue-Banning, M.J. (2000). Teachers as friendship facilitators: Respecto and Personalismo. *Exceptional Children, 32(5)*, 66-70.
- Wehman, P. Revell, W.G., Brooke, V. (2003). Competitive employment: Has it become the first choice yet? *Journal of Disability Policy Studies, 14(3)*, 163-173.
- Wehmeyer, M. I, Agran, M. & Hughes, C. (1998). *Teaching self-determination to students with disabilities: Basic skills for successful transition*. Baltimore: Paul H. Brookes.

Projected Schedule*

Date	Activity
Jan. 28	Chapter 1: Foundational Concepts Chapter 3: Meaningful Assessment Contextual Evaluation
Feb. 4	Chapter 2: Fostering Family-School Partnerships
Feb. 11	Chapter 4: Designing and Implementing Instructional Programs
Feb. 18	Chapter 5: Measurement, Analysis, and Evaluation
Feb. 25	Chapter 7: Special Health Care Procedures
March 3	Mid-Term Exam, Ch. 1-4, 5, 7
March 10-14	Spring Break
March 17	Chapter 6: Positive Behavioral Support (readings and online assignment)
March 24	Chapter 8: Addressing Motor Disabilities Physical Management and Positioning Activity; Feeding Activity
March 31	Chapter 9: Teaching Self-Care Skills
April 7	Chapter 10: Peer Relationships
April 14	Chapter 11: Non-Symbolic Communication Chapter 12: Teaching Functional Communication Skills
April 21	Chapter 13: General Curriculum Access Writing objectives at 3 Symbolic Levels
April 28	Chapter 15: Vocational Preparation and Transition TEKS Project Due
May 5	Chapter 14: Home and Community Chapter 16: The Promise of Adulthood Course Projects Due
May 12	Final Exam

*Subject to modification based on needs of class and student learning.