

**CEDAR CREST COLLEGE
ALLENTOWN, PENNSYLVANIA**

COURSE TITLE

TEACHING STUDENTS WITH LOW INCIDENCE DISABILITIES

Course Number: SPE 548

Semester Hours: Three

Prerequisites:

Limitations on Enrollment: 30

Required:

Catalog Description: Students will be provided an overview of classification, learning characteristics, and time-proven techniques relevant to the education of students with low-incidence disabilities. Emphasis on examining assessment, curriculum development, and various related issues.

Classroom Protocol: Appropriate classroom behavior is implicit in the Cedar Crest College Honor Code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations and any other behavior that might disrupt instruction and/or compromise students' access to their Cedar Crest College education

Furthermore: Students are expected to have prompt and regular classroom attendance in accordance with the policy stated on the syllabus.

Honor Philosophy: The Cedar Crest College Honor Philosophy is based upon the principle that, as a self-governing body, students have the ability to create an atmosphere of trust and support. Within this environment, individuals are empowered to make their own decisions, develop personal regard for the system under which they live, and achieve a sense of integrity and judgment that will guide them through life.

N. B.: In order to ensure full class participation, any student with a disabling condition requiring special accommodations (e.g., tape recorders, special adaptive equipment, special note-taking or test-taking procedures) will be strongly encouraged to contact the professor or instructor at the beginning of the course. For the student's convenience, both the professor's/instructor's office hours and telephone number will be listed on the syllabus. Please note that various services on campus, including The Advising Center.

Academic integrity and ethics remain steadfast, withstanding technological change. CCC academic standards, therefore, apply to all academic work including, but not limited to, handwritten or computer-generated documents, video or audio recordings, and telecommunications. The entire Honor Philosophy and description of the community standards for academic conduct can be found in the Customs Book.

Attendance Policy: This course is discussion and group process oriented. In order to gain the full breadth of this course, it is imperative students attend classes. Students earn points for attendance and participation for attending class and actively participating. Assignments are due on scheduled dates. Absences of greater than two hours will significantly impact a student's grade. Excused and unexcused absences will result in the loss of attendance and participation points. Absences do not alter the date in which assignments are due.

I. Course Objectives:

Students will achieve growth toward becoming informed, dynamic professionals, as evidenced by demonstration of proficiencies in knowledge (K), comprehension (C), value development (V), and skill application (S). This course will guide students through the most current issues and instructional methods used in the education of students with significant challenges. Emphasis will be placed on educating students in the "least restrictive environment" with collaborative teaming among professionals when providing services. Students will:

- A. Discuss the physical, biological, behavioral, and intellectual characteristics. (K)
- B. Outline various etiologies of students with severe disabilities. (K, S)
- C. Compare and contrast the use of traditional and meaningful assessment of students with severe disabilities with an emphasis on functional assessment. (K, S, V)
- D. Observe, describe, and critique the basic educational needs of students with severe disabilities (e.g., positioning, feeding toileting, developing communication systems, managing behaviors). (K, S, V)
- E. Recall traditional program designed for students with severe disabilities. (K)
- F. Describe appropriate programs designed for students with severe disabilities. (K)
- G. List and explain related services, (e.g., physical therapy, occupational therapy, adaptive PE, and transportation) and their importance in the provision of programs for students with severe disabilities. (K, S)
- H. Articulate an understanding of the problems, available support systems and rights of families with children with severe disabilities. (K, S).
- I. Provide an interpretation of the impact of Supported Inclusive Education on the education of students with severe disabilities. (K, S, V)

- J. Give examples of employment and residential opportunities for students with severe disabilities. (K, S)
- K. Develop a hypothesis about the diverse needs of children and families within different cultures, religions, ethnic, and racial groups. (K, S, V)
- L. Describe the various electronic augmentative communication devices used by individuals with severe challenges. (K, S)

II. Course Content

1. Designing Collaborative Educational Services
2. Working with Families
3. Developing Curriculum and Instruction
4. Alternate Assessments
5. Developing Adaptations to Promote Participation In Inclusive Environments
6. Sensorimotor Development: Implications for the Educational Team
7. Physical Management in the Classroom: Handling and Positioning
8. Children with Special Health Care and Educational Programs
9. Integrating Health Care and Educational Programs
10. Children with Sensory Impairments
11. Communication Skills
12. Mealtime Skills
13. Self-Care Skills

III. Methods of Instruction

- A. Teacher-lead Presentation and PowerPoint Presentations
- B. Discussion Format
- C. Cooperative Learning
- D. Videos
- E. Simulations and role playing
- F. Case-study approach readings
- G. Student-lead Presentations
- H. Produce quality written summaries
- I. Interacting with Text

IV. Methods of Evaluation

- A. Interactive discussions
- B. Topic summaries
- C. Presentation
- D. Observation summaries

Suggested Texts:

Orelove, F. P., Sobsey D., & Silberman, R. K. (2004). *Educating children with multiple disabilities: A collaborative approach* (4th ed.). Baltimore: Paul H. Brookes Publishing Co.

I. Following the Calendar

1. Not handing in assignments when due will result in a loss of points.

II. Meetings

Students must attend each class in order to participate in required activities.

III. Grading

Based on percent of points earned.

A 94-100

A- 90-93

B+ 86-89

B 82-85

B- 80-81

C+ 76-79

C 72-75

C- 70-71

D+ 66-69

D 62-65

F below

Instructor: Deborah Hartman

Contacting the Instructor: email: dwhartma@cedarcrest.edu

Office Hours: Immediately follow class or as arranged with the instructor.