

RSED 5060 / 6060

**Introduction to Moderate
and Severe Disabilities**

**Department of Special
Education, Rehabilitation,
Counseling / School
Psychology
College of Education**

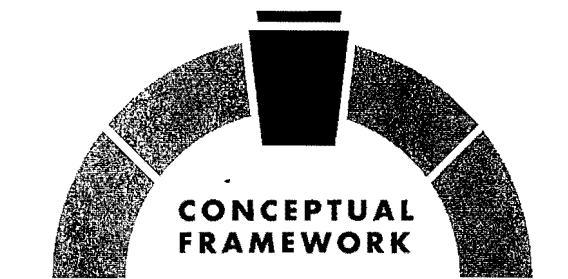
Dr. Alan Miller

Email: cam0024@auburn.edu

Phone: 334-695-2496

Office Hours: By Appointment

COLLEGE OF EDUCATION



**Faculty, staff and students
strive to prepare and be professionals who are:**

Competent

equipped with the knowledge, skills
and technological expertise to help
all individuals learn and develop

Committed

dedicated to the ethical practices and collaboration
that serve as the foundation of a diverse
and intellectually vibrant society

Reflective

devoted to analyzing their own past practices
in ways that fuel ongoing learning
and improve future practices

A Keystone in Building a Better Future for All



**AUBURN
UNIVERSITY**

Auburn University is an equal opportunity institution.

Auburn University
Department of Special Education, Rehabilitation, Counseling/School Psychology

1. COURSE NUMBER: RSED 5060/6060

Title: Introduction to Moderate and Severe Disabilities
Credit Hours: 3 semester hours
Prerequisites: None
Day/Time: Wednesday 6:30 to 9:00 pm
Place: Haley 2435
Instructor: Dr. Alan Miller

Instructor contact information:

Email: cam0024@auburn.edu
Alt. Email: amiller@ecs.k12.al.us
Phone: 334-695-2496
Alt. Phone: 334-616-0810
Office Hours: By appointment

2. DATE SYLLABUS PREPARED: August 2010

3. TEXT:

Collins, B. (2007). *Moderate and Severe Disabilities: A Foundational Approach. 1st Ed.* New Jersey: Pearson Education, Inc.

4. COURSE DESCRIPTION: The purpose of this course is to present the major concepts and issues related to individuals with moderate and severe disabilities. A variety of topics, ranging from historical developments in the field to research-based teaching procedures for individuals with moderate and severe disabilities will be discussed. In-depth analysis of selected topics will be accomplished through lectures, student presentations, and course assignments.

5. COURSE OBJECTIVES: Upon completion of this course, students will be able to:

1. Demonstrate knowledge of physical, sensory, communication, cognitive, and behavioral disabilities and their impact on learning and curriculum development. (1)(a)(1)
2. Demonstrate knowledge of the needs of and management techniques for students who have communicable diseases and medical diagnoses or who are considered medically fragile and the adverse effect of these conditions on learning and family functioning. (1)(a)(6)
3. Demonstrate knowledge of medications, administration of medications and school healthcare procedures that have been determined educationally relevant. (1)(a)(7)
4. Provide definitions, characteristics, incidence, prevalence, and etiology of moderate and severe disabilities including mental retardation, learning disabilities, and emotional or behavioral disorders.

5. Describe the impact of cognitive and affective manifestations of moderate and severe disabilities on learning, curriculum and program development, and needed services and supports.
6. Describe technological advances and their impact on individuals with moderate and severe disabilities.
7. Identify the mandates of PL 94-142 and other legislation and their impact on services provided to individuals with moderate and severe disabilities.
8. Discuss the full continuum of least restrictive environments for individuals with moderate and severe disabilities.
9. Identify resource agencies that provide personnel and services for improving and strengthening educational, community, and vocational programs for individuals with moderate and severe disabilities.
10. Identify cultural and socioeconomic factors and their impact on eligibility and programming.
11. Identify and discuss the kinds and purposes of assessments given to individuals with moderate and severe disabilities.
12. Discuss social and emotional aspects of children and adults with moderate and severe disabilities.
13. Discuss major controversies and future trends in moderate and severe disabilities.

6. TENTATIVE COURSE SCHEDULE

Class	Topics	Reading / Assignments
8/18/10	Course Overview Introduction to Moderate and Severe Disabilities	Chapter 1 (pp. 2 - 22) [Optional Reading]
8/25/10	Working with Persons with Significant Cognitive Disabilities: Educational Issues and Challenges	Chapter 2 (pp. 27 - 43)
9/1/10	Working with Families of Children with Moderate to Severe Disabilities: Sources of Stress and Interventions	Chapter 3 (pp. 47 - 68)
9/8/10	Providing an Appropriate Education for Students with Moderate and Severe Disabilities: A Foundation	Chapter 4 (pp. 73 - 90)
9/15/10	Identifying Functional and Age-Appropriate Skills: A Curriculum for Students with Moderate and Severe Disabilities	Chapter 5 (pp. 95 - 115) First Posting (UG), posted by 6:30 p.m.
9/22/10	Teaching Students with Moderate and Severe Disabilities: Systemic Instruction	Chapter 6 (pp. 119 - 141)
9/29/10	Teaching Students with Moderate and Severe Disabilities in School Settings: Inclusion and Collaboration	Chapter 7 (pp. 147 - 172)
10/6/10	EXAM I (Chapters 1-7)	
10/13/10	Teaching Students with Moderate and Severe Disabilities in Community Settings: Community-Based Instruction	Chapter 8 (pp. 179 - 197)

10/20/10	Working with Students with Medical Needs: Health and Vitality	Chapter 9 (pp. 201 - 221)
10/27/10	Supporting Students with the Most Challenging Behaviors: Functional Assessment and Behavioral Intervention	Chapter 10 (pp. 225 - 246) Second Posting (UG), posted by 6:30 p.m.
11/3/10	Planning for the Life Span: Longitudinal Transition	Chapter 11 (pp. 251 - 272) Interview (UG) due by 6:30 p.m. & Article Approval Deadline
11/10/10	Entering Adulthood: Options for Work and Community Living	Chapter 12 (pp. 277 - 296)
11/17/10	Dealing with Difficult Issues / Facilitating the Future	Chapter 13 (pp. 303 - 330) & Chapter 14 (pp. 337 - 348) Third Posting (UG), posted by 6:30 p.m.
12/1/10	EXAM II (Chapters 8 - 14)	
12/3/10	Classes End	Article Summary (UG) and Research Paper (Grad) due by 6:30 p.m.

7. COURSE REQUIREMENTS:

General Course Requirements (See point values in tables below.)

Each student will be held responsible for **all** of the information in the textbook, lectures, and readings assigned for the course. Students should read assigned material appropriate to the topic to be discussed **prior** to class meetings. **Students will respond to two (2) examinations during the semester.**

Course Assignments for Undergraduate Students

1. **Resource Page:** Students will investigate the community resources available to individuals with moderate to severe disabilities and their families within or near the community in which they plan to teach. Using this information, students will develop and contribute to a class (public) social media page (i.e. facebook). Postings to this page will summarize and/or list these resources. Students will create three postings each, to be placed on the page during three time periods in the semester. Students are expected to have their postings uploaded by the beginning of the class in which it is due. A grading rubric will be provided. Postings should address:
 - Advocacy/support organizations and services provided
 - Recreation and leisure opportunities
 - Transition and employment services
2. **Interview:** Students will interview a person with a moderate or severe disability, a parent or other family member of a person with a moderate or severe disability, or a teacher of individuals with moderate or severe disabilities. The interview should address daily routines and supports

related to physical activities, behavioral interactions, functional/academic tasks, and social/personal activities. Students will submit via Blackboard assignment link, email, or hard copy a **two-page typed summary and reaction paper from this interview**.

3. **Article Summary:** Students will summarize and react to a research article. Summary and reaction papers should be 3 pages and should clearly delineate summary and reaction sections. The APA citation for the article should be listed at the top of the first page. Articles should be dated 2000 to present and should be retrieved from peer reviewed journals, such as: *Education & Training in Developmental Disabilities* or *Focus on Autism or Other Developmental Disabilities*. Summaries and a scanned / printed copy of the entire article will be submitted via Blackboard assignment link, email, or hard copy.

Course Assignments for Graduate Students

1. **Topic Presentation and Discussion/Activity:** each graduate student will be assigned a particular topic related to course content. Each graduate student will research a particular issue, problem, intervention, etc... related to this topic. During the class meeting related to the student's topic, he/she will present his/her findings to the class. After the presentation, he/she will lead a discussion or class activity related to the presentation. A grading rubric will be provided. Copies of presentation and assignment materials will be turned in at the conclusion of the presentation and activity. Presentations will be graded according to:

- Topic's base in research
- Presentation content
- Organization and logical progression of ideas
- Presenter's style and enthusiasm
- Level of engagement associated with discussion/activity

2. **Research Paper:** Students will choose a topic related to individuals with moderate and severe disabilities. Students will find 5 or more journal articles related to their topic and synthesize their findings in a paper. The paper should be at least 5 pages (not including the cover page and reference page) and written according to APA conventions. A hard copy of the articles should accompany the paper. Paper and scanned article will be turned in via Blackboard assignment link, email, or hard copy. Articles should be dated 2000 to present and should be obtained from peer reviewed journals, such as: *Education & Training in Developmental Disabilities* or *Focus on Autism or Other Developmental Disabilities*.

8. **Grading and Evaluation:** Final grades will be based on the following:

Grading Scale:

90-100	= A
80-89	= B
70-79	= C
60-69	= D
0-59	= F

Undergraduate Grading and Evaluation:

2 Exams @ 35 points	70 pts
Resource Page	10 pts
Interview	10 pts
Article Summary	10 pts
Total	100 pts

Graduate Student Grading and Evaluation:

2 Exams @ 35 points	70 pts
Presentation/discussion	10 pts
Research Paper	20 pts
Total	100 pts

9. CLASS POLICY STATEMENTS:

Attendance: Students are expected to attend class and participate in class discussions and activities. According to the Auburn University Bulletin, "Specific policies regarding class attendance are the prerogative of individual faculty members. Faculty shall inform each class in writing at the beginning of the course regarding the effect of absences on the determination of grades."

The Department of Rehabilitation and Special Education attendance policy is that (a) only one (1) absence is permitted for a semester course that meets once a week, and (b) **only two (2) absences are permitted for a semester course that meets two or more times a week.** Failure to meet this standard will result in a grade of "FA" unless the student withdraws from the class prior to the withdrawal date (see university semester calendar). At the discretion of individual instructors, verified absences may be excused under unusual circumstances (see Tiger Cub). **In order for the absence to be considered excusable, however, the instructor must be in receipt of the documentation within seven days from the class in which the absence occurred.**

Assignments: All assignments should be typed and prepared in a professional manner (e.g., neat, correct grammar, spelling), following APA guidelines. Additionally, assignments are due on the date listed in the syllabus at the beginning of class unless otherwise noted. **There is no credit for late assignments; any assignment turned in after the beginning of the class period on the assigned due date will be assigned a grade of 0.** Exceptions are at the discretion of the instructor in cases of verified university approved absences. If a student misses turning in an assignment and has a university approved excuse, he or she will have **one week** from the time he or she returns to class to turn in the assignment. Electronic assignments should be in one of the following formats: .doc, .docx, .rtf. (Microsoft Word is preferred). **It is the student's responsibility to ensure that the format is accessible.**

Make-up Exams: Arrangements to make up missed major examinations (e.g. hour exams, mid-term exams) due to properly authorized excused absences shall be initiated by the student within one week from the end of the period of the excused absence. Normally, a make up exam shall occur within two weeks from the time the student initiates arrangements for it.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

Classroom Behavior and Honesty: Students are expected to read and adhere to all classroom policies in the Auburn University's Tiger Cub regarding classroom behavior and honesty.

Classroom Behavior: "Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal [learning] is considered disruptive and therefore subject to sanctions... Students have the responsibility of complying with behavioral standards... Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chat rooms, telephony, and web activities associated with courses) may include, but are not limited to the following: arriving after a class has begun; use of tobacco products; monopolizing discussion; persistent speaking out of turn; distractive talking including cell phone usage; audio or video recording of classroom activities or the use of electronic devices (including cell phones) without the permission of the instructor; refusal to comply with reasonable instructor directions; employing insulting language or gestures; verbal, psychological, or physical threats, harassment, and physical violence." (See *Tiger Cub*).

Honesty Code: The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class. The Auburn Academic Honesty Code is found in both the Tiger Cub and the Student Government Association's Code of Laws. Students are to read the honor code carefully, making sure they understand the policy, its implications for their work (e.g. tests, reports, papers, projects), and the consequences of code violation. Non-compliance with this policy will result in formal action with the university academic honesty procedures. Among other things, students are responsible for understanding the definition of plagiarism. Individuals are to (a) reference materials they use, and (b) reference only material they access directly. Individuals who copy or use ideas from the works of others without properly acknowledging the author risk grave consequences.

Student Academic Grievance Policy: The purpose of this university policy is to "resolve academic grievances of students, which results from actions of faculty or administration. This resolution should be achieved at the lowest level and in the most equitable way. The burden of proof rests with the complainants." See *Tiger Cub* for steps toward redress.

Electronics: The use of cell phones during class is not permitted. Laptops may only be used for purposes related to the class (i.e. taking notes, not surfing, or tweeting).

Accommodations for Students with Disabilities: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by E-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with The Program for Students with Disabilities, 1244 Haley Center, 844-2096 (V/TT). They will inform you of the procedures to be followed for eligibility consideration.