**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: grelake@yahoo.com

 Phone: 334-616-0810

 Alt. Phone: 334-695-2496

 Office Hours: By appointment

**2. DATE SYLLABUS PREPARED:** August 2011

1. **TEXT:**

Collins, B. (2007). *Moderate and Severe Disabilities: A Foundational Approach. 1nd 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 |
| 8/17/11 | Course OverviewIntroduction to Moderate and Severe Disabilities | Chapter 1 (pp. 2 - 22)[Optional Reading] |
| 8/24/11 | Working with Persons with Significant Cognitive Disabilities: Educational Issues and Challenges | Chapter 2 (pp. 27 - 43)  |
| 8/31/11 | Working with Families of Children with Moderate to Severe Disabilities: Sources of Stress and Interventions | Chapter 3 (pp. 47 - 68) |
| 9/7/11 | Providing an Appropriate Education for Students with Moderate and Severe Disabilities: A Foundation | Chapter 4 (pp. 73 – 90) |
| 9/14/11 | 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.** |
| 9/21/11 | Teaching Students with Moderate and Severe Disabilities: Systemic Instruction | Chapter 6 (pp. 119 - 141)  |
| 9/28/11 | Teaching Students with Moderate and Severe Disabilities in School Settings: Inclusion and Collaboration | Chapter 7 (pp. 147 - 172)  |
| 10/5/11 | **EXAM I (Chapters 1-7)** |  |
| 10/12/11 | Teaching Students with Moderate and Severe Disabilities in Community Settings: Community-Based Instruction | Chapter 8 (pp. 179 - 197) |
| 10/19/11 | Working with Students with Medical Needs: Health and Vitality | Chapter 9 (pp. 201 - 221)  |
| 10/26/11 | 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.** |
| 11/2/11 | Planning for the Life Spann: Longitudinal Transition | Chapter 11 (pp. 251 - 272) **Interview (UG) due by 6:30 p.m. & Article Approval Deadline** |
| 11/9/11 | Entering Adulthood: Options for Work and Community Living | Chapter 12 (pp. 277 - 296)  |
| 11/16/11 | 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.** |
| 11/30/11 | **EXAM II (Chapters 8 - 14)** |  |
| 12/2/11 | **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**.

1. **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
1. **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.*
2. 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 pointsResource PageInterviewArticle Summary | 70 pts10 pts10 pts10 pts |
| Total  | 100 pts |

**Graduate Student Grading and Evaluation:**

|  |  |
| --- | --- |
| 2 Exams @ 35 pointsPresentation/discussionResearch Paper | 70 pts10 pts20 pts |
| Total  | 100 pts |

 CLASS POLICY STATEMENTS:

**Attendance:** Although attendance is not required, students are expected to attend class and participate in class discussions and activities and will be held responsible for any content covered in the event of an absence. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Tiger Cub* for more information on excused absences.

**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, or 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 polices 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.

**Course Contingency:** If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.