A DEPARTMENT OF SPECIAL EDUCATION
SED 500/700  Best Practices, Issues, and Programming for Moderate and Severe Disabilities

B COURSE DESCRIPTION
Prerequisite:
Introduction to teaching students with Moderate and Severe Disabilities (MSD).
Educational needs, issues, legal mandates, family concerns, and best practices for child focused inclusive school and community programs.

C TEXT
Upper Saddle River: Prentice-Hall.
Graduates: Assigned readings from supplemental texts, on-line, and professional journals.

D STUDENT LEARNING OUTCOMES/ OBJECTIVE
Students will:
1. Develop a basic understanding of individuals identified as having mental retardation and severe disabilities.
2. Develop a basic understanding of the characteristics and learning potential related to students with severe disabilities.
3. State a personal philosophy for working with all students including those with moderate and severe disabilities.
4. Discuss family rights, parent involvement, advocacy, and critical issues surrounding families including identifying multicultural issues.
5. Discuss best practices in assessment, planning, and instruction.
6. Understand the importance of inclusion for students with severe disabilities.
7. Gain a basic understanding of transitional, vocational, and residential services for adults with moderate and severe disabilities.
8. Identify organizations, journals, and professional development opportunities in the field.
These student learning outcomes address CEC New Teacher Standards 1, 2, 3, 4, 5, 7, 8, 9.

E COURSE OUTLINE
1. Definitions, descriptions, characteristics, and potential for persons with severe disabilities
2. Philosophy and best practices for educating persons with severe disabilities
3. Collaboration among parents, professionals and paraprofessionals
4. Working collaboratively with parents, families, and professionals
5. Working with families from different multicultural backgrounds
6. Planning instructional programs for students with severe disabilities
   1. Planning and quality of life
   2. IEPs and transition plans
   3. Person-Centered planning
7. Conducting assessments to determine instructional needs
   1. Collecting information and interviewing parents
   2. Conducting ecological inventories
8. Teaching students to acquire new skills
   1. Elements of effective instruction
   2. Good general teaching practices
   3. How behaviors and skills are learned
4. Instructional tactics for teaching new skills
8. Teaching skills for generalizations and maintenance
   1. Applying generalization strategies
   2. Teaching skill maintenance
   3. Writing instructional programs to include generalizations to promote maintenance
9. Monitoring and Evaluating student progress and educational outcomes
   1. Outcome-Based Assessment
   2. Continuous direct assessment
   3. Alternate Portfolio Assessment
10. Creating inclusive educational environments
    1. Facilitating School Acceptance
    2. Collaborative Teaming
    3. Meaningful instructional arrangements
11. Teaching communication skills
    1. Assessment Issues
    2. Augmentive and Alternative communication
    3. Instructional strategies
12. Providing behavioral supports to improve challenging behavior
    1. Defining the problem behavior
    2. Conducting a functional assessment
    3. Behavior support plan development
14. Managing sensory and motor disabilities
    1. The motor system
    2. Positioning and handling
    3. Instructional programming
    4. Sensory impairments
15. Providing support for health and medical needs
    1. Therapeutic management
    2. Nutrition and feeding
    3. Special concerns and Infectious disease
16. Teaching self-care skills
17. Teaching leisure and recreation skills
    1. Recreation and community skills and opportunities
    2. Developing friendships
18. Teaching appropriate academic skills
    1. Program planning using the General Education Curriculum
    2. Teaching literacy skills and Arithmetic
    3. Teaching academics in the General Education Setting
19. Teaching community and domestic skills
20. Meeting the needs of young children
    1. Special education programs and the law
    2. Family-centered approach
    3. Assessment and Instruction in Early Intervention
21. Transitional planning and adult issues
    1. Promoting self-determination and self-competence
    2. Natural supports
    3. Identifying Transition services and resources
    4. Developing the Transition Individualized Education Plan
22. Trends and Issues in the education of students with severe disabilities
   1. Education Reform
   2. Critical life conditions for persons with severe disabilities
   3. Implications for teachers

F  COURSE REQUIREMENTS AND EVALUATION METHODS

Eastern Kentucky University established expectations for class preparations, and these expectations are available in the EKU Student Handbook. SED 535/735 adheres to this policy and the code of conduct. For 500 level courses, three (3) hours and for 700 level courses, four (4) hours of minimum outside preparation and is expected for each hour of class lectures.

1. On Demand Questions and/or Activities and 100 pts Professional Participation
   Student will be given on demand questions and/or activities over material related to content issues in the course. **Graduate students** will be expected to demonstrate more extensive critical analysis of the issues. Learners will be evaluated each seminar meeting as to their professional participation. Professional judgment will be used to determine this portion of a learner’s grade based on his/her response to questions and analysis of assigned readings. **Graduate students** are expected to contribute and to discuss relevant information from current professional literature. The instructor will use a four-point scale to keep track of student participation, at each seminar.
   
   **Scale:**
   4 – Exceptional
   3 - Professional
   2 - Marginal
   1 - Unacceptable/Inappropriate
   0 - No participation; absent

2. Abstracts of Current Research 100 pts
   **Undergraduate students** will select two (2) data-based articles from current professional literature and write narrative summaries of each. Be sure to include information regarding the topic, subjects, settings, dependent and independent variables, data collection system used, experimental design employed, procedures for generalization and maintenance and the results. In addition, add a short critique for the manuscript along with any discussion of the educational implications. A list of appropriate educational journals and a format for completing the abstract will be provided in class.
   **Graduate Students** will write a position paper (5 to 10 type written pages) on an approved topic relating to MSD. A position paper takes one side of an issue or debate and attempts to document the position taken. The paper must be written in APA (5th edition) Publication Manual and use a minimum of 7 (seven) references from referent journals.

3. Develop a Power Point Presentation 100 pts
   **Related to Teaching Students with Severe disabilities**
   Undergraduate students will select a topic and develop a power point presentation to be presented in class and possibly at a conference. Readings may change based on current publications. The topics are:
   **Euthanasia:**


**Medical Intervention:**


**Personal Freedom:**


**School Issues:**


**Sexuality:**


**ADDITIONAL REQUIREMENTS FOR GRADUATE STUDENTS:**

**Graduate Students** will develop a power point presentation on an approved topic that will be used as an in-service project for their school district. The presentation must include handouts and an evaluation instrument to assess your professional performance.

**Final Exam 100 pts**

Students will take a comprehensive final exam covering course readings, lectures, and activities.
Graduate students will be expected to provide a more extensive critical analysis of their response to each exam question.

H  EVALUATION METHODS

1. On Demands 100
2. Abstracts/Position Paper 100
3. Power Point Presentation 100
4. Final Exam 100

400 Total Pts

Department Grading Scale
100 – 90 = A
80 - 89 = B
70 - 79 = C
60 - 69 = D
59 – below = F

I  STUDENT PROGRESS

Students are responsible for monitoring their progress in the course as each assignment is returned to them with written feedback provided by the instructor. At the mid-term a formal evaluation will be conducted by the cooperating teacher in the form provided.

J  ATTENDANCE POLICY

Students are expected to attend all class meetings. It is the student’s own responsibility to be in class, on time and prepared. All assignments must be handed to the instructor during class on the date it is due. It is the student’s responsibility to obtain class notes from classmates, and then see the instructor for clarification if needed. Make-up examinations will be given only if the absence meets university requirements for an excused absence. Absences will affect performance in the course. Three class absences will result in a failing grade.

K  NOTIFICATION OF LAST DAY TO DROP A COURSE

The last day to drop a course is listed in the current Schedule of Classes in the Colonel’s Compass.

L  UNIVERSITY DISABILITY STATEMENT

If you are registered with the Office of Services for Students with Disabilities, please make an appointment with the course instructor to discuss any accommodations you need. If you need academic accommodations are not registered with the Office of Services for Students with Disabilities, please contact the office on the third floor of the Student Services Building, by email at disserv@eku.edu, or by telephone at (859) 622-2933
V/TDD. Upon individual request, this syllabus can be made available in the alternative forms.

M. ACADEMIC INTEGRITY STATEMENT
Students are advised that EKU’s Academic Integrity Policy will strictly be enforced in this course. The Academic Integrity Policy is available at www.AcademicIntegrity.eku.edu. Question regarding the policy may be directed to the Office of Academic Policy.

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### CONCEPTUAL FRAMEWORK ELEMENTS

| CF1: Knowledge | Enables candidates to construct understanding of the complexity and richness of the teaching/learning process. |
| CF2: Pedagogical Skills | Enables the professional educator to facilitate learning for all students. |
| CF3: Dispositions | Includes the professional attitudes, values and beliefs that support student learning and development. |
| CF4: Technology | Focuses on preparing candidates who are able to use educational technology to help all students learn. |
| CF5: Diversity | Reflects the Unit’s commitment to preparing candidates to support learning for all students |

### RELATIONSHIP TO:

College of Education Conceptual Framework

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**Kentucky Teacher Standards – Initial or Advanced**

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**EKU GOALS**
**EKU-G1.** To promote and support an inclusive climate that respects and celebrates diversity by attracting, developing and educating a diverse student, faculty, and staff population.

**EKU-G2.** To continuously assess and improve the services and infrastructure of the University to support and maintain high quality programs.

**EKU-G3.** To promote learning through high quality programs, research, and support services.

**EKU-G4.** To develop and enhance an environment facilitating intellectual curiosity, cultural opportunities and problem-solving abilities for members of the University community.

**EKU-G5.** To increase and enhance external and internal constituency engagement, while maintaining a connection with the southeastern region of Kentucky.

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