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EDSP 370-01 Moderate/ Intense Characteristics and Strategies

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COLLABORATE INNOVATE EDUCATE

XAVIER UNIVERSITY

College of Social Sciences, Health, and Education

Department of Secondary and Special Education

MODERATE/INTENSE CHARACTERISTICS & STRATEGIES

EDSP 370-01 (3 credits)

FALL 2012

Day and Time: *Monday 4:15 to 6:45*

Location *TBA*

Instructor: Dr. Victoria Zascavage
Xavier Special Education Office Phone: 745-3655, 3481
Email: zascavagev@xavier.edu

Office Hours: by appointment, Tuesday 9-11; 12-3

COURSE DESCRIPTION:

This course is designed to provide the candidates with a basic knowledge of mild to moderate disabilities. The course focuses on definitions and diversity in characteristics (including perceptual, cognitive, linguistic, academic, and social/emotional qualities) for individuals with mild to moderate disabilities as well as the major past and present educational and legal issues relevant to those individuals. **Required field experience in diverse settings - 6 hours. Pre-requisite: EDSP Issues and Trends in Special Education & EDFD Human Development.**

REQUIRED TEXT:

1. Browder, D.& Spooner, F.(2011). *Teaching Students with Moderate and Severe Disabilities*. New York: The Guilford Press
2. *Stuck in Neutral* by Terry Trueman
3. Access to Internet at <http://www.nichcy.org/Pages/Home.aspx>NICHY website
4. *What to do when you don't know what to do*- optional extra credit

***** IMPORTANT NOTE*****

Please be sure that you carefully and thoroughly read all the assigned chapters in your text books. The material in you text book may be covered in the PRAXIS tests you will take to qualify for you teaching license. If you do not fully understand certain material addressed in your textbooks and those details specifically covered during class time, it is your responsibility to ask the instructor to clarify that information or suggest possible resources.

COMMUNICATION

This is very important! Like you, I have a responsibility to this learning situation. Please feel free to contact me at any reasonable time at 513-745-3481. If life circumstances interfere with class performance, requirements or attendance, contact me immediately. Individual needs will be addressed. Communication is necessary and expected.

Any student who feels s/he may need an accommodation based on the impact of a documented disability should contact the instructor personally to discuss the specific needs. Please also contact the Learning Assistance Center at 513-745-3280 on the First Floor of Kuhlman Hall to coordinate reasonable accommodations.

CEC Code of Ethics for Educators of Persons with Exceptionalities

We declare the following principles to be the Code of Ethics for educators of persons with exceptionalities. Members of the special education profession are responsible for upholding and advancing these principles. Members of The Council for Exceptional Children agree to judge and be judged by them in accordance with the spirit and provisions of this Code.

1. Special education professionals are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.
2. Special education professionals promote and maintain a high level of competence and integrity in practicing their profession.
3. Special education professionals engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects.
4. Special education professionals exercise objective professional judgment in the practice of their profession.
5. Special education professionals strive to advance their knowledge and skills regarding the education of individuals with exceptionalities.
6. Special education professionals work within the standards and policies of their profession.
7. Special education professionals seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession.
8. Special education professionals do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.

The Council for Exceptional Children. (1993). *CEC Policy Manual*, Section Three, part 2 (p. 4). Reston, VA: Author. Originally adopted by the Delegate Assembly of The Council for Exceptional Children in April 1983.

COURSE OBJECTIVES	COURSE ASSESSMENT
<p>CEC 1. Foundations Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education the education and treatment of individuals with exceptional needs.</p> <p>OSTP: 2.4 Teachers understand the relationship of the knowledge within the discipline to other content areas.</p> <p>CEC 1. Foundations Special educators understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies.</p>	<p>Timeline Activity on Definition of Disability; Case Study One and Case Study Two; Presentation of Exceptionality</p> <p>Mid Term and Final Examination</p> <p>Written reflection on speaker from local adult</p>

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OSTP: 2.5 Teachers connect content to relevant life experiences and career opportunities.

CEC 3.
 Individual Learning Differences The understanding of these learning differences and their possible interactions provides the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with exceptional learning needs.

OSTP 4.5 Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted and students with disabilities.

CEC 4.
 Instructional Strategies
 Special educators select, adapt, and use these instructional strategies to promote positive learning results in general and special curricula and to modify learning environments appropriately for individuals with exceptional learning needs.

OSTP 2. Effective teachers connect the content and skills of their discipline to the Ohio academic content standards and are committed to staying abreast of current research and development within their discipline.

CEC 6. Language
 Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs.

OSTP 4: Effective teachers effectively explore, evaluate and integrate learning tools including technology to make content comprehensible to students.

agencies for individuals with disabilities; nursing student cooperative learning reflection; occupational therapy cooperative learning reflection

Case Study One and Two; Lesson Plan One and Two. Individual Presentations

Unit Plan, Lesson Plan One and Lesson Plan Two

Reflection on Class Activity on Technology and Cooperative Learning Experience with Occupational Therapy; Incorporation of AT into Lesson Plan 2.

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Projected CALENDAR- subject to adjustment where necessary.

COURSE OBJECTIVES		COURSE ASSESSMENT/ ACTIVITIES
	TOPICS	READINGS/ASSIGNMENTS
Aug 20	Introduction/Syllabus Class requirements Case Study LESSON PLANNING	Bring Syllabus, books & material to class;
Aug 27	Educational and Social History Definitions and models LESSON PLANNING	Browder & Spooner, Chapter 1
Sept. 10	Characteristics of Students with Mental Retardation; Alternate Assessment LESSON PLANNING	Lecture notes Browder & Spooner,Chapter 2
Sept. 17	Characteristics of Students with Moderate to Intensive Physical Disabilities in conjunction with Mental Retardation and/or Severe Speech Impairments. Standard Based Individualized Education Plans LESSON PLANNING	Lecture notes Browder & Spooner, Chapter 3
Sept 24	Collaboration with Nursing Students on Medical Aspects of Students with Disabilities <i>Stuck in Neutral</i>	<i>Date may change</i> <i>Browder & Spooner, Chapter 10</i> <i>Book Discussion Board</i>
Oct. 1	Evidence Based Practices MID TERM EXAM	<i>Browder & Spooner ,Chapter 4</i> <i>Case Study One Due- send to OT-rated by OT</i>
Oct. 08	AssistiveTechnology scavenger hunt	<i>Browder & Spooner,Chapter 11</i>
Oct. 15	Characteristics of Students on the Autism Spectrum- moderate to intensive intervention;	<i>Lecture, "Autism is a World"</i>

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	LESSON PLANNING	
Oct. 22	Social Skills and Positive Behavior Support	Browder & Spooner, Chapter 12
	LESSON PLANNING	
Oct 29	AT and the IEP (ppt presentation) Collaboration with OT: <ul style="list-style-type: none"> • Develop IEP goals • Identify AT solutions 	<i>Determine AT for Lesson Plan 1</i>
	LESSON PLANNING	
Nov. 5	Community and Job Skills Transition to Adult Living Possible Speaker or Visit to LADD	Browder & Spooner, Chapter 14 & 15 <i>Lesson Plan One Due with AT recommendations</i>
Nov 12	OT collaboration	OT teaching AT (rating)
Nov 19	Literacy, Math Presentations	Browder & Spooner, Chapter 5 & 6 Case Study Two Due
Nov 26	Presentations .	
Dec.3	Lesson Plan 2 Presentations	
Dec 10	Final Exam	

COURSE ASSIGNMENTS

All Assignments are to be Submitted Electronically on Blackboard

1.PROJECT REFLECTION (ATTACH TO EACH ASSIGNMENT UNLESS NOTED OTHERWISE.)

Each project and course assignment must include a project reflection. These must be typed and turned in to the instructor with the project or before presenting the project. For each project and assignment, the student is to address the following questions.

1. What was your process in completing the project or assignment?
2. What frustrations did you experience in completing the project or assignment?
3. What did you learn from completing this project or assignment? What would you change or do differently?

2. CLASS PARTICIPATION AND ATTENDANCE (10 POINTS)

It is expected that all students will read all assigned materials and professionally contribute / participate in class discussions. **The instructor may not lecture from the assigned readings.** The purpose of these readings is to assist the students in their process of becoming an intervention specialist to discuss professionally the issues and areas of curriculum development and instructional planning/implementation involved with general and special education. Class attendance is required and an essential part of the course. Failing to attend, to be tardy, to leave early, to text, face book ,my space, twitter, browse web and/or not participate in class discussions have an effect on your grade. However, if you are having an emergency that you need to have your cell phone operational please let me know so that I might expect you to leave the classroom.

Attendance and Participation Rubric

10 possible	Unprofessional Quality-0	Needs Improvement-8	Acceptable Quality-9	Professional Quality-10	Your Score
Absent more than 3 times suggested class withdrawal	Absent 3 times &/or 3 tardies (10 minutes); &/or other behaviors such as sleeping and/or inattentive in class; obvious lack of participation in group activities)	Two absences &/or two tardies (10 minutes); &/or frequently disengaged in group discussions, rarely asks questions or volunteers information	One absence; one tardy (10 minutes); and mostly attentive with some hesitation, occasionally asks questions or volunteers information. Participation in group discussion /blog.	No absence; is attentive and participatory in group discussions, frequently asks questions or volunteers information. Participation in group discussion/blog.	

4.Observational CASE STUDY REPORT ON INDIVIDUALS WITH MODERATE/INTENSE DISABILITIES (10 points EACH)

Your observation case studies will be conducted a setting that has been confirmed with your instructor. Each observation will be used for the environmental and demographic information needed to develop a lesson plan.. Your observations will be on a student who has a **moderate/ severe disability**. The first observation will on a child with moderate disabilities, the second on a child with severe disabilities.

Observation: Obtain answers to the questions listed below and use your text, internet sources, field literature, and class notes to effectively relate your findings to theory where necessary, Remember you have been trained to observe in your 110/510 Human Development Classes.

Observation Format and Observational Case Study Questions

1.Introduction:

Provide a copy of the traditional characteristics of a student with this exceptionality either from your notes from previous classes or by going to NICHCY and downloading the information.

2.Demographics:

- Pseudonym of individual, age, gender, SES, race/ethnicity, family background, and any other relevant cultural identities. This is in a descriptive format that paints a picture of the student.
- What are the IEP goals and services for your student? (If the school will allow these to be shared). If not – what kind of activities does the student participate in on a regular basis and what is their educational placement (inclusion, self-contained).

3.Environmental Report:

- Briefly describe the classroom.
- Chart of activities and participants from observational data.
- Be sure to use generic labels for participants – teacher, paraprofessional, etc..

4.Cognitive Perspective:

- What are the student’s cognitive strengths and limitations in:
 - Traditional academic subjects
 - Functional academics
 - Life Skill Activities
- Record their present level of performance from their current IEP- or describe in detail the activities that are occurring and skills being demonstrated in these activities.
- What are the academic IEP goals and services for your student- or what does the teacher emphasize for the student and what are the expectations within the classroom?
- Where is a typical day of academic instruction for your student?
- How much time is allotted to each IEP goal – activity – during your visit? Ask the teacher about the typical academic day and record the response.
- How does your student conform to or diverge from the typical characteristics of this exceptionality?

5.Physical Perspective:

- What is the student’s medical history?
- Observe the student – for fine and gross motor skills.
 - What are the student’s physical strengths and limitations?
 - What (if any) services does the student receive (physical therapy, speech therapy, etc.)?
 - Is your student in the included gym class?
 -

6.Social Emotional Perspective:

- What are the social/emotional needs of a typical student at this age? Is your student typical? If not please describe their social/emotional needs.
- What kind of community interaction is provided to the student? Does your student participate in activities such a sports, scouting or church groups? Is there a dominant cultural group that influences the student’s beliefs?
- While observing you recorded the student’s behavior during activities- how is this **behavior** typical or atypical for the **age level** of the student.

7-9. Legal Perspective:Do you think that the intent of IDEIA, NCLB ,ADA, and 504 are being followed in this classroom- school? Explain. NOTE POINTS

10.Reflection: IF this was your classroom what would you change ; what would you keep; can you see yourself teaching here- why or why no

Observational -Case Study Rubric 10 points each

	UNPROFESSIONAL QUALITY (0POINTS)	NEEDS IMPROVEMENT (6 POINTS)	ACCEPTABLE QUALITY (8 POINTS)	PROFESSIONAL QUALITY (10 POINTS)
CONTENT & DEVELOPMENT	-Content is incomplete and contains few content details	- Content is not comprehensive - Major points are addressed, but not well supported. - has not backed up statements with facts or examples. Six questions answered.	- Content is comprehensive, accurate, and persuasive. - Major points are stated clearly and are well supported. - Content and purpose of the writing are clear. Eight questions answered	-Content is thorough, accurate, persuasive and relates to a specific purpose - Major points are specific, stated clearly, and are well-supported. -course concepts are focused with clear a succinct writing; All ten questions answered.

5. LESSON PLAN I, PRESENTATIONS AND HANDOUTS

Lesson Plans

Using information from observational -case study develop a unit overview (moderate disability only) and related lesson plan. Presentation should be no longer than five minutes. Handout should overview disability status from case study, accommodations and/or modifications necessary to implement plan, and a copy of the instructional portion of your lesson plan.

Lesson Plan and Presentation Rubric 15

<i>15 possible points</i>	UNPROFESSIONAL	NEEDS IMPROVEMENT	ACCEPTABLE	PROFESSIONAL
CONTENT	superficially addressed the assignment objectives: Lesson plan did not follow the correct format, no research on effectiveness of strategies present 0 points	Lesson Plan missing key elements as designated on LP form. Gaps in content knowledge evident. State content standards not present. Research detailing effectiveness of instructional strategies was missing. 8 points	Lesson plan missing minor elements regarding content knowledge and lesson plan format as designated on LP form . State content standards were present. Research detailing effectiveness of instructional strategies was evident for more than ½ of the entries. 9 points	No mistakes were made with regard to content knowledge and lesson plan format . State Content Standards were present for lesson. Research detailing effectiveness of instructional strategies was present 10 points
ORGANIZATION	Illogical presentation format. 0 points	Presentation lacking in cohesion. .5 points	Presentation was fairly organized. Point	Presentation was well organized and executed clearly. 2 points
HANDOUT	Did not create a handout. (0 points)	Handout was created, but it can't even be used by a future teacher. Too confusing or too much un-needed information. 1 point	Gave out a handout, but information was not useful or uninteresting to a future teacher. 2 points	Handout was informative and interesting, definitely will be useful to a future teacher. 3 points

6.Presentation with Class Handout- Optional Partnership

Please choose an exceptionality of interest to you- one that is specific (ex. Williams Syndrome) for presentation. Each topic must address the basic elements of the exceptionality **as well as the social, cultural, and/or civil rights** as it pertains to the population with the exceptionality you have chosen.

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You will have a detailed handout on the exceptionality, a 15 minute presentation, and if possible a hands on activity or a video clip to liven up the presentation.

Make sure to include a reference section on your handout – which should have a minimum of 2 citations.

STUDENTS MAY ELECT TO DO A VIDEO SOCIAL STORY FOR CHILDREN WITH MODERATE DISABILITIES RATHER THAN A PRESENTATION- OPTION WILL BE EXPLAINED DURING CLASS.

Graduate Presentation Rubric -10 points

10 possible points	UNPROFESSIONAL QUALITY (0)	NEEDS IMPROVEMENT QUALITY (7)	ACCEPTABLE QUALITY (8-9)	PROFESSIONAL QUALITY (10)	Score
	Careless, hurried, and unprepared.	Project appears rushed and somewhat careless. Representation of diversity issues not related to individuals with disabilities.No references	Clear information. Coverage of exceptionality current and complete. Engaged audience. Represents diversity issues and relates to individuals with disabilities. Handouts were used. Reference to 1 citations.	Exceptional material- coverage of exceptionality current and complete. Evidence of pride. Represents diversity issue and relates to individuals with moderate/severe disabilities. Handouts were informative and interesting. Presentation included visual props and engaged audience.. Reference to 2 citations.	

8.EXAMS -Midterm and Final (20 points) exams may be an accumulated book quiz grade.

- a. Midterm Exam – 15 points
- b. Final Exam- 15 points

EVALUATION

Observation - Case Study One	10 points
Observation - Case Study Two	10 points
Lesson Plan I and Presentation.....	15 points
Presentation on Exceptionality	15 points
Mid Term	15 point
Lesson Plan II and Presentation).....	10 points
Final Exam.....	15 points
Participation and Attendance	10 points
TOTAL.....	100 points

Undergraduate GRADING SCALE

- 100 – 93 = A
- 92 -90 = A-
- 89 –87 = B+
- 86 –84 = B
- 83– 81 = B-
- 80 –78 = C+
- 77 – 75 = C
- 74 – 72 = C-

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71-69= D

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