SPED 4340 – Individuals with Severe Disabilities
Texas A&M University - Corpus Christi
College of Education
Room – O’Connor 258
Monday – Thursday 2:00 – 3:55 p.m. blended online and face to face class

Instructor: Kimberly Cook
EMAIL: kimberly.cook@tamucc.edu
OFFICE HOURS: by appointment
Phone 361 960 0730

I. Course Description
This course is an introductory study of the adaptations, approaches, and supports necessary to meet the educational needs of students who have communication, intellectual, motor, sensory, and/or medical impairments. There are no prerequisite courses required to enroll in this course.

II. Rationale
This course is designed to provide students with information in how to coordinate and deliver specialized instructional services and supports for students with severe and or multiple disabilities.

III. State Adopted Proficiencies for Teachers
The state adopted proficiencies covered in this course include the following:
1. Learner-Centered Knowledge. The teacher possesses and draws a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.

2. Learner-Centered Instruction: To create a learner-centered community, the teacher collaboratively identifies needs and interests of students, then plans, implements, and assesses instruction using technology and other resources.

3. Equity in Excellence for All Learners. The teacher responds appropriately to diverse groups of learners. The administrator promotes equity in excellence for all by acknowledging, respecting, and responding to diversity among students and staff while building on shared values and other similarities that bond all people.

IV. TExES DOMAINS, TExES Standards, and CEC National Standards

DOMAIN I – UNDERSTANDING INDIVIDUALS WITH DISABILITIES AND EVALUATING THEIR NEEDS

DOMAIN II – PROMOTING STUDENT LEARNING AND DEVELOPMENT
DOMAIN III – PROMOTING STUDENT ACHIEVEMENT IN ENGLISH LANGUAGE ARTS AND READING AND IN MATHEMATICS

DOMAIN IV – FOUNDATIONS AND PROFESSIONAL ROLES AND RESPONSIBILITIES

Standard 1: The special education teacher understands the philosophical, historical, and legal foundations of special education.

Standard 2: The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Standard 3: The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.

Standard 4: The special education teacher understands and applies knowledge of the characteristics and needs of students with disabilities.

Standard 5: The special education teacher understands formal and informal assessment and evaluation procedures and knows how to evaluate student competencies to make instructional decisions.

Standard 6: The special education teacher understands and applies knowledge of procedures for planning instruction and managing the teaching and learning environment, including procedures related to the use of assistive technology.

Standard 7: The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.

Standard 8: The special education teacher understands assistive technology as defined by state and federal regulations.

Standard 9: The special education teacher understands and applies knowledge of transition and issues and procedures across the life span.

Standard 10: The special education teacher promotes students’ academic performance in all content areas by facilitating their achievement in a variety of settings and situations.

Standard 11: The special education teacher promotes students’ performance in English language arts and reading.

Standard 12: The special education teacher promotes students’ performance in mathematics.

CEC National Standards
TAMUCC Special Education Program is aligned with the National Council for Exceptional Children (CEC) Standards.

Council for Exceptional Children: Initial Level Content Standards
Beginning special educators demonstrate their mastery of the following standards:

Initial Content Standard 1: Foundations
Special educators understand the field as an evolving and changing discipline based on:

- philosophies and evidence-based principles and theories
- relevant laws and policies
- diverse and historical points of view
- human issues that influence the field and professional practice
- issues of human diversity that can impact families, cultures, and schools
- relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies

**Initial Content Standard 2: Development and Characteristics of Learners**

Special educators:

- know and demonstrate respect for their students first as unique human beings
- understand the similarities and differences in human development
- understand how exceptional conditions can interact with the domains of human development
- use this knowledge to respond to the varying abilities and behaviors of individuals with exceptional learning needs

**Initial Content Standard 3: Individual Learning Differences**

Special educators:

- know and understand the effects that an exceptional condition can have on an individual's learning in school and throughout life
- utilize active and resourceful means in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition
- understand learning differences provide the foundation upon which special educators individualize instruction

**Initial Content Standard 4: Instructional Strategies**

Special educators:

- possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with exceptional learning needs.
select, adapt, and use these instructional strategies to promote positive learning results in general and special curricula

modify learning environments appropriately for individuals with exceptional learning needs

enhance the learning of critical thinking, problem-solving, and performance skills of individuals with exceptional learning needs

promote increased student’ self-awareness, self-management, self-control, self-reliance, and self-esteem

emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the life span.

Initial Content Standard 5: Learning Environments and Social Interactions
Special educators actively:

create learning environments for individuals with exceptional learning needs

foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement

foster environments in which diversity is valued

shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy

help their general education colleagues integrate individuals with exceptional learning needs in general education environments and engage them in meaningful learning activities and interactions

use direct motivational and instructional interventions

teach students to respond effectively to current expectations

intervene with individuals with exceptional learning needs in crisis

coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

Initial Content Standard 6: Language
Special educators:

understand typical and atypical language development

use individualized strategies to enhance language development and teach communication skills

are familiar with augmentative, alternative, and assistive technologies to support and enhance communication
• match communication methods to an individual’s language proficiency and cultural and linguistic differences
• provide effective language models and use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not English.

Initial Content Standard 7: Individualized decision-making and instruction is at the center of special education practice. Special educators:
• develop long-range individualized instructional plans anchored in both general and special education curricula
• systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual’s abilities and needs, the learning environment, and a myriad of cultural and linguistic factors
• emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization.
• modify instructional plans based on ongoing analysis of the individual’s learning progress
• facilitate instructional planning in a collaborative context
• develop a variety of individualized transition plans from preschool to a variety of postsecondary work and learning contexts
• use appropriate technologies to support instructional planning and individualized instruction

Initial Content Standard 8: Assessment
Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments:
• to help identify exceptional learning needs and to develop and implement individualized instructional programs
• to adjust instruction in response to ongoing learning progress

Special educators understand:
• legal policies and ethical principles of measurement, measurement theory and practices
• appropriate use and limitations of various types of assessments

Special educators collaborate with families and other colleagues to:
• assure nonbiased, meaningful assessments and decision-making
• conduct formal and informal assessments of behavior, learning, achievement and environments
• identify supports and adaptations required for individuals
• regularly monitor the progress of individuals
• use appropriate technologies to support their assessments.

Initial Content Standard 9: Professional and Ethical Practice
Special educators are guided by the profession’s ethical and professional practice standards to:
• to practice ongoing attention to legal matters along with serious professional and ethical considerations
Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice to reflect current evidence-based best practices.

Initial Content Standard 10: Collaboration
Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways and promote and advocate the learning and well-being of individuals with exceptional learning needs across a wide range of settings and a range of different learning experiences.

V. Course Objectives/Student Learning Outcomes
Course Objectives::
• Discuss normal, delayed, and disordered communication patterns, including nonsymbolic communication, and the impact of language development in the academic and social skills of individuals with disabilities (Standard 4)
• Explain the medical conditions affecting individuals with disabilities, including the effects of various medications on behavior and functioning and the implications of medical complications for student support needs (e.g., seizure management, tube feeding, catheterization, cardiopulmonary resuscitation [CPR]) (Standard 4)
• Describe the ways in which physical disabilities and health impairments relate to development and behavior, and knows the etiologies and effects of sensory disabilities and other conditions affecting individuals with disabilities (Standard 4)
• Design and use ecological assessments, portfolio assessments, task analyses, and functional assessments (e.g., behavioral, social, communication) to accommodate the unique abilities and needs of individuals with disabilities (Standard 5)
• Explore curricula for developing cognitive, academic, social, language, affective, motor, functional, transition, and career life skills for individuals with disabilities (Standard 6; Standard 10)
• Applies knowledge of issues resources, and appropriate strategies for teaching students with disabilities in specialized settings (e.g., alternative schools, special centers, hospitals, residential facilities), including transitions to and from school- and community–based settings (Standard 6)
• Collaborate with other professionals to interpret and use sensory, mobility, reflex, and perceptual information to create appropriate learning plans (e.g., sensory stimulation, physical position, lifting) (Standard 10)
• Describe how the general or special classroom and other learning environments (e.g., home, job site, cafeteria, transportation, community) impact student learning and behavior, and applies strategies for planning educational environments that promote students’ learning, active participation, communication, self-advocacy, increased independence, and generalization of skills (Standard 6)
• Identify ways in which technology can assist in planning and managing instruction for individuals with disabilities (Standard 6)
• Identify various types of assistive technologies, devices, services, and resources and their role in facilitating students’ educational achievement, communication, position, mobility, and active participation in educational activities and routines (Standard 8)
• Make informed decisions about types and levels of assistive technologies, devices, and services for students with various needs, collect and analyze information about a student’s environment and curriculum to identify and monitor assistive technology needs, and support the use of assistive technologies, devices, and services (Standard 8)
• Applies procedures for participating in the selection and implementation of assistive technologies, devices, and services for students with various needs (Standard 8)
• Applies procedures for coordination activities of related services personnel and directing the activities of paraprofessionals, aids, volunteers and peer tutors (Standard 6)
• Under the direction of related services personnel, applies knowledge of appropriate body mechanics to ensure student and teacher safety in transfer, lifting, positioning, and seating (Standard 6)
• Adapt lessons to maximize the physical abilities of individuals with specialized needs (Standard 10)
• Integrate related services into all types of educational settings (Standard 10)
• Provide community-referenced and community-based instruction as appropriate (Standard 1)
• Design and implement instruction in independent living skills, vocational skills, and career education for students with physical and health disabilities and how to promote the use of medical self-management procedures for students with specialized health care needs (Standard 10)
• Discuss laws, regulations, and policies related to the provision of specialized health care in the educational setting (Standard 1)

Students in the EC-12 Special Education program will:

• demonstrate a depth of knowledge of understanding individuals with disabilities and evaluating their needs;
  (SPED 4310, SPED 4320, SPED 4330, and SPED 4335 are linked to this student learning outcome.)
• demonstrate a depth of knowledge of fostering learning and development for individuals with disabilities;
  (SPED 4320, SPED 4330, and SPED 4335 are linked to this student learning outcome.)
• demonstrate a depth of knowledge of foundations of special education and professional roles and responsibilities of the special education teacher;
  (SPED 4310 and SPED 4330 are linked to this student learning outcome.)
• effectively apply the competencies of a special education teacher in their student teaching experience.
  (SPED 4310, SPED 4320, SPED 4325, SPED 4330, SPED 4335, SPED 4397 and SPED 4398 are linked to this student learning outcome.)

VI. Course Topics
• Physical, Health, and Multiple Disabilities
• Curriculum and IEP Planning
• Task Analysis
• Assistive Technology
• Augmentative and Alternative Communication
• Personal Independence
• Recreation and Leisure
• Self-Determination and Transition
• Access to Academics

VII. Instructional Methods and Activities
• Traditional Experiences (i.e., lecture, discussion, multimedia presentations)
• Online activities and assignments
• Clinical Experiences (i.e., cooperative groups, student presentations, value clarification)

VIII. Evaluation and Grade Assignment
A total of 130 points can be earned in this course.

<table>
<thead>
<tr>
<th>Points</th>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>117 – 130</td>
<td>90 – 100%</td>
<td>A</td>
</tr>
<tr>
<td>104 – 116</td>
<td>80 – 89%</td>
<td>B</td>
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<tr>
<td>91 – 103</td>
<td>70 – 79%</td>
<td>C</td>
</tr>
</tbody>
</table>
78 – 90  60 – 69%  D
59% or lower constitutes an F.

The major requirements of this course include the following assignments:

1. Presentation(s)
2. Book Review
3. Two Exams
4. Attendance & Course Participation
5. Daily Homework Assignments

**Presentation (25 pts.—Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)**
You will work individually, in pairs or small groups to present and teach a chapter topic. Each group will give a 45 – 60 minute presentation that is designed as a “teacher workshop.” All presenters (as well as all materials) should use person-first language. The instructor must receive a hardcopy on the day of the presentation. All hardcopies of presentations must be uploaded to Bb before the presentation. Individuals will also provide a 1-2 pg. handout of “teacher notes” for the instructor and the class. A copy of a PowerPoint presentation does not qualify as teacher notes/handout. See the grading rubric on Blackboard for full details.

You must not only present the information, but you need to TEACH it. Each presentation must include an **activity** (class can practice what they have learned) and an **assessment** (class can demonstrate knowledge of what they have learned). You will assess how well your peers understood the information that you presented. BE CREATIVE but also objective. This assessment will tell you how well you presented your material.

Additionally, each individual/group will submit (to the instructor) four, well written **multiple-choice** questions (and correct responses) regarding their chapter. Some, none, or all of these questions may be used on the exams.

**Chapter Questions/Daily Homework (35 pts.—Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)**
Our text contains complex information regarding medical and instructional content. In order to support your integration and understanding of this material, questions will be assigned for each chapter. You MUST submit your responses online (Bb) to due date deadline as the link will close. Questions will be graded as: exceeds expectations (2 pts.), meets expectations (1 pt.), does not meet expectations (0 pts.). To receive “meets expectations”, all questions must be detailed and well written. Incomplete responses (not answering all items fully), will not be considered for grading. More information will be provided in class.
**Book Review (15 pts.—Standards 4, 6, 8)**
Students will read, independently, the book: Out of My Mind by Sharon M. Draper (as part of your required reading). Each student will submit a book review of the text. Details to be provided in class. Please see the book review criteria on Blackboard. Assignment

**Exams (40 pts.—Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)**
There are two scheduled exams. The exams are based on the information from the text readings, course information, and course discussions. The final exam is cumulative.

**Course Attendance & Participation (15 pts.)**
Each student is expected to participate in course discussions and activities and to complete all assignments as directed. You will be asked questions on your readings and your responses will be considered as part of your participation grades – come to class prepared. Students are expected to be respectful and refrain from private conversations. Refer to Course Policies for additional information.

Attendance is expected. Due to the nature of this course, participation is critical. Please arrive to class on time and be prepared to stay until the class is dismissed. **Arriving late or leaving early twice during our course (any combination), will count as an absence. Each unexcused absence will affect your overall course points.** If you miss a class, it is your responsibility to check in with a classmate for notes, materials and other information you have missed. Please note: There are no extra credit opportunities in this class.

Each student is expected to come to class prepared. All readings/assignments are to be completed and cell phones are to be silenced. No reading or composing texts. Laptops are to be used only for class purposes.

Due to the abbreviated nature of our class, **NO late assignments will be accepted** – unless under extraordinary circumstances. Any accepted late assignment will receive an automatic 30% deduction.

During class sessions, students will be expected to use language consistent with IDEA (emphasizing “person-first” language). Person first language is also to be used in all assignments for this course. Not using the correct terminology will affect your participation/assignment grade.

**IX. Textbook**

**Required:**


Suggested:


It's a New IDEA: The Manual for Parents and Students About Special Education Services in Texas 2012 available at: www.thearcoftexas.org or www.advocacyinc.org

X: Bibliography
The knowledge base that supports course content and procedures include, but is not limited to, the following:


The following professional organizations and their respective publications are important resources for specialists in the disability field:

Council for Exceptional Children:
- Division for Physical and Health Disabilities
- Council of Administrators of Special Education
- Council for Children with Behavioral Disorders
- Division on Developmental Disabilities
- Division for Communicative Disabilities and Deafness
- Division for Learning Disabilities
- Division on Visual Impairments
- The Association for the Gifted
- Teacher Education Division
- Division for Early Childhood
- Council for Educational Diagnostic Services
- Technology and Media Division
- Division on Career Development and Transition
- Division for Research
XII. Course Schedule

SPED 4340  
Instructor: Kimberly Cook  
Phone: 361-960 0730  
EMAIL: kimberly.cook@tamucc.edu  
OFFICE HOURS: by appointment  
COURSE: SPED 4340

This blended course meets Monday – Thursday, 2:00 - 3:55 unless noted below

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<thead>
<tr>
<th>Session</th>
<th>Class Activities</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>Tuesday, May 29</td>
<td>Introduction, Overview, Project Assignments</td>
<td>Introductory Assignment</td>
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<tr>
<td>Wednesday, May 30</td>
<td>Overview of Physical, Health, and Multiple Disabilities</td>
<td>Read Chapter 1, Questions</td>
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<tr>
<td>Thursday, May 31</td>
<td>Curriculum, Planning &amp; the IEP</td>
<td>Read Chapter 5, Questions</td>
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<td>No face to face class meeting</td>
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<tr>
<td>Monday, June 4</td>
<td>Presentation Preparation</td>
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<td>Tuesday, June 5</td>
<td>Presentation Preparation</td>
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<tr>
<td>Wednesday, June 6</td>
<td>Task and Situation Analysis</td>
<td>Read Chapter 6, Questions</td>
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<tr>
<td>Thursday, June 7</td>
<td>Science &amp; Social Studies Instruction</td>
<td>Read Chapter 15, Questions</td>
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<td>No face to face class meeting</td>
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<tr>
<td>Monday, June 11</td>
<td>Physical Disabilities Presentation</td>
<td>Read Chapter 2, Questions</td>
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<tr>
<td>Tuesday, June 12</td>
<td>Cerebral Palsy Presentation</td>
<td>Read Chapter 3, Questions</td>
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<tr>
<td>Wednesday, June 13</td>
<td>Feeding and Swallowing Presentation Guest Speaker</td>
<td>Read Chapter 9, Questions</td>
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<tr>
<td>Thursday, June 14</td>
<td>Mathematics Instruction</td>
<td>Read Chapter 16, Questions</td>
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<td>No face to face class meeting</td>
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<tr>
<td>Monday, June 18</td>
<td>Health Impairments &amp; Congenital Infections Presentation</td>
<td>Read Chapter 4, Questions</td>
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<tr>
<td>Tuesday, June 19</td>
<td>AT &amp; AAC Presentations Guest Speaker</td>
<td>Read Chapters 7 &amp; 8, Questions</td>
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<tr>
<td>Wednesday, June 20</td>
<td>Exam #1</td>
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<tr>
<td>Thursday, June 21</td>
<td>Reading &amp; Writing Instruction</td>
<td>Book Review due Monday 6/25 Chapter 13 &amp; 14, Questions</td>
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No face to face class meeting
Monday, June 25 | Personal Independence Presentation | Read Chapter 10, Questions Book Review
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Tuesday, June 26 | PE, Recreation & Leisure Presentation | Read Chapter 11, Questions
Wednesday, June 27 | Self-determination Presentation | Read Chapter 12, Questions
Thursday, June 28 | No class |  
Friday, June 29 | Final Exam | No face to face class meeting

XII. Course Policies

**Attendance/Tardiness**

**Submission of Work**

All written work turned in must be typewritten. Late work will not be accepted unless prior arrangements have been made in advance with the instructor or documentation is provided of a medical or family emergency.

All online assignments must be submitted no later than 11:59 pm on the due date.

**Academic Integrity/Plagiarism**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure.

**Dropping a Class**

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation **WILL NOT** automatically result in your being dropped from the class. June 15 is the last day to drop a class with an automatic grade of “W” this term.

**Preferred methods of scholarly citations**

Publication Manual of the American Psychological Association, Sixth Edition is the preferred method for citations within papers.
Classroom/professional behavior
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Or Statement of Civility
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Grade Appeals*
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

Disabilities Accommodations*
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in CCH 116.
If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**Statement of Academic Continuity**

In the vent of an unforeseen adverse event, and classes could not be held on the campus of Texas A&M University–Corpus Christi, this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

*Required by SACS*