

LSC Use Only No: LSC Action-Date: UWUCC USE Only No. UWUCC Action-Date: Senate Action Date:  
 03-399 Apr 4/13/04 Apr 4/27/04

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person <b>Joseph Domaracki</b>	Email Address <b>jwdomara@iup.edu</b>
Proposing Department/Unit <b>Department of Special Education &amp; Clinical Services Education of Exceptional Persons Program</b>	Phone <b>X72450</b>

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)
- New Course                       Course Prefix Change                       Course Deletion  
 Course Revision                       Course Number and/or Title Change                       Catalog Description Change

EDEX 435 Methods and Curriculum: Severe and Profound Disabilities

<u>Current Course prefix, number and full title</u>	<u>Proposed course prefix, number and full title, if changing</u>
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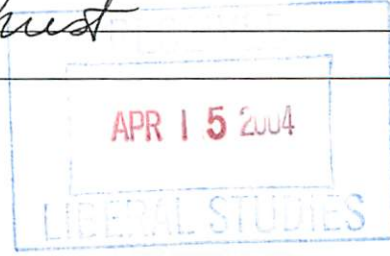
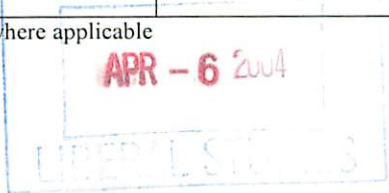
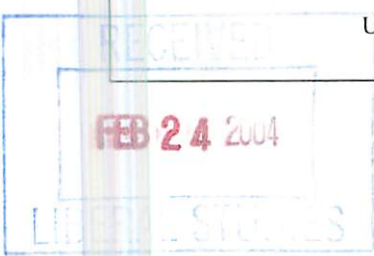
2. Additional Course Designations: check if appropriate
- This course is also proposed as a Liberal Studies Course.                       Other: (e.g., Women's Studies, Pan-African)  
 This course is also proposed as an Honors College Course.

3. Program Proposals
- New Degree Program                       Program Title Change                       Program Revision  
 New Minor Program                       New Track                       Other  
 Catalog Description Change

<u>Current program name</u>	<u>Proposed program name, if changing</u>
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4. Approvals		Date
Department Curriculum Committee Chair(s)	<i>Sharon For Schries</i>	2-3-04
Department Chair(s)	<i>Joseph Domaracki</i>	2-3-04
College Curriculum Committee Chair	<i>Joseph Domaracki, TECC</i>	2-23-04
College Dean	<i>J. Williams</i>	2-23-04
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	<i>Gail S. Schrist</i>	4-13-04

\* where applicable



## **Part II: Description of Curriculum Change**

### **1. New Course Syllabus**

#### **I. CATALOG DESCRIPTION**

##### **EDEX 435 METHODS AND CURRICULUM (SEVERE-PROFOUND DISABILITIES)**

**3c-01-3cr**

**Prerequisites:** EDEX 221, 222, 321, 322, 340, Successful completion of Step I of the Three Step Process

Emphasizes methods designed to facilitate the development of an integrated, functional, and community-based curriculum that will prepare students for participation in a wide variety of post-school environments.

#### **II. COURSE OBJECTIVES**

Students will be able to:

- 1. demonstrate knowledge and understanding of the history, development, terminology, and educational programs for the students with severe and profound disabilities in various educational settings;**
- 2. demonstrate knowledge and understanding of task analysis;**
- 3. organize, plan, and carry out classroom experiences using appropriate techniques, materials and equipment to fulfill educational goals;**
- 4. plan and implement classroom experiences using age-appropriate materials and evaluating the materials according to the criteria for ultimate functioning;**
- 5. design and implement appropriate behavior management techniques for use in educational settings;**
- 6. demonstrate knowledge and understanding of problems faced by parents and siblings;**
- 7. demonstrate knowledge and understanding of communication skills required to conduct parent-teacher and professional conferences;**
- 8. demonstrate skill in the use diagnostic and prescriptive teaching and record-keeping procedures in the educational and community settings;**
- 9. demonstrate skills in developing ecological inventories to support community-based instruction, post-school employment, and residential opportunities;**
- 10. demonstrate knowledge and understanding of the best practices regarding inclusion and integration in accordance with federal and state guidelines;**

### III. COURSE OUTLINE

- Week 1**      **Students with Severe and Profound Disabilities**
1. Characteristics
  2. Classification systems
  3. Adaptive behaviors related to classification
- Week 2**      **Appropriate Education**
1. Rights and responsibilities
  2. Least restrictive environment
- Week 3**      **Parent Education and Participation**
1. Attitudes
  2. Conference and participation in educational goals
  3. Communication and counseling
  4. Organization and resources
  5. School/home interactions and program carryover
- Week 4 & 5**   **Meaningful Assessment and Individual Educational Programming for Persons with Severe And Profound Disabilities**
1. By psychologist
  2. By other team members
  3. By classroom teacher
  4. Available tools
  5. Observation
  6. Data collection
- Week 6**      **Integration of Persons with Severe Disabilities**
1. School
  2. Community
- Week 7**      **Task Analysis**
1. Introduction to task analysis
  2. Marc Gold's phase sequence
  3. Chaining
  4. Using task analysis to design prescriptive educational program plans
- Week 8**      **Community-Based Instruction**
1. Ecological inventories
  2. School, community, and home
  3. Program implementation
  4. Carrying out program
- Week 9**      **Behavior Management**
1. Modifying and shaping behavior
  2. Attending behaviors
  3. Functional analysis
  4. Understanding communicative intent
  5. Positive programming

- Week 10**      **Functional Language Skill Development**
1. Receptive language
  2. Expressive language
  3. Alternative and types of augmentative communication
- Week 11**      **Social Skill Development**
1. Adjustment with peers, family, adults
  2. Interaction skills
  3. Play skills
- Week 12**      **Physical Management and Handling of the Student with Physical Disabilities**
1. Moving
  2. Positioning
  3. Equipment
  4. Resources
- Week 13**      **Functional Self-Help Skills**
1. Eating
  2. Dressing/undressing
  3. Toileting/training
  4. Grooming
- Week 14**      **Functional Domestic and Community Skills**
1. Self-management
  2. Recreation
  3. Vocational
  4. Opportunities
  5. Choice making
- Week 15**      **Culminating activity**

#### **IV. COURSE REQUIREMENTS**

Students will demonstrate mastery of course objectives as demonstrated by successful completion of the following course requirements:

Completion of assigned reading in text and selected journal articles.

Participation in class discussion/activities.

Exams - Three exams consisting of multiple choice, completion and short answer essay items. 100 points each.

Ecological Inventory Project - Each student will conduct three ecological inventory assessments. These will be conducted in the vocational, leisure, community or domestic domains and will lead to the identification of content to be included within the curriculum and targeted for instruction. Each assessment must be conducted in a different domain and should address a different skill area (e.g. self-help, social, communication, money etc...). 100 points.

Instructional Program Project - Each student will develop three instructional programs. The individual programs will address the skill area targeted for instruction in the ecological inventory projects. Instructional programs will include data sheets and graphs. 100 points.

## V. EVALUATION METHODS

The course grade will be interpreted from the total accumulated points and weighted according to the following scale:

90 - 100%	= A	Exams 50%
80 - 89%	= B	Ecological Inventory 25%
70 - 79%	= C	Instructional Programs 25%
60 - 69%	= D	
59% & below	= F	

## VI. ATTENDANCE POLICY

Instructors will provide his or her individual course attendance policy. All attendance policies will be in compliance with the stipulations of the Undergraduate Course Attendance Policy outlined on page 23 of the Undergraduate Catalog.

## VII. REQUIRED TEXT

Snell, M. E. & Brown, F. (Eds.) (2000). Instruction of students' with severe disabilities. (5<sup>th</sup> ed.) Columbus, Ohio: Merrill.

## VIII. BIBLIOGRAPHY

Cipani, E.C. & Spooner, F. (1994.) Curricular and instructional approaches for persons with severe disabilities. Boston; Allyn and Bacon.

Hamill, L. & Everington, C. (2002). Teaching students with moderate to severe disabilities: An applied approach for inclusive environments. Columbus, Ohio: Merrill.

Kennedy, C. & Horn, E. (2004). Including students with severe disabilities. Boston; Allyn and Bacon.

McDonnell, M., Hardman, M. & McDonnell, A. (2003). An introduction to persons with moderate and severe disabilities: Educational and social issues. (2<sup>nd</sup> ed.) Boston; Allyn and Bacon.

Ryndak, D. & Alper, S. (2003). Curriculum and instruction for students with significant disabilities in inclusive settings. (2nd ed.) Boston; Allyn and Bacon.

Wehman, P. & Kregel, J. (Eds) (1997). Functional curriculum for elementary, middle and secondary age students with special needs. Austin, TX; Pro-ed.

Westling, D. & Fox, L. (2000). Teaching students with severe disabilities. (2<sup>nd</sup> ed) Columbus, Ohio: Merrill.

## **2. Summary of Proposed Changes**

The prerequisites for this course are being changed. Current prerequisites are: “Junior status or above and A 3.0 grade point average”. The new prerequisites would be:” Successful completion of Step I of the Three Step Process”. Step I of the Three Step Process requires a 3.0 gpa, passing PRAXIS I Exam scores, a successful Professional Portfolio Review, and completion of a minimum of 48 credits. Within the 48 credits there must be six credits of mathematics, six credits of English, COMM 103 or equivalent and EDSP 102 all passed with a grade of “C” or better.

## **3. Justification for the Revision**

Incorporating Step I of the Three Step Process into the prerequisites for our 400 Level courses will Provide two important benefits. First, it will make entry into those courses more selective. This will assist in enrollment management for a group of courses that are used as curricular options for several graduate and undergraduate programs. Second, it will serve as a mid-point evaluation of candidate competence in which a thorough review of the candidates general and specific knowledge bases, skills, and dispositions can be assessed and decisions regarding the candidates potential to continue or discontinue his/her field of study.

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## **4. Old Course Syllabus**

### **I. CATALOG DESCRIPTION**

EX 435 METHODS AND CURRICULUM (SEVERE-PROFOUND DISABILITIES) 3 s.h.

Prerequisites: EX 221, EX 222, EX 321, EX 322, EX 340

Emphasizes methods designed to facilitate the development of an integrated, functional, and community-based curriculum that will prepare students for participation in a wide variety of post-school environments.

## II. COURSE OBJECTIVES

This course is designed to develop:

1. knowledge and understanding of the history, development, terminology, and educational programs for the students with severe and profound disabilities in various educational settings;
2. knowledge and understanding of task analysis;
3. the ability to organize, plan, and carry out classroom experiences using appropriate techniques, materials and equipment to fulfill educational goals;
4. the ability to plan and implement classroom experiences using age-appropriate materials and evaluating the materials according to the criteria for ultimate functioning;
5. the ability to design and implement appropriate behavior management techniques for use in educational settings;
6. knowledge and understanding of problems faced by parents and siblings;
7. knowledge and understanding of communication skills required to conduct parent-teacher and professional conferences;
8. the ability to use diagnostic and prescriptive teaching and record-keeping procedures in the educational and community settings;
9. skills in developing ecological inventories to support community-based instruction, post-school employment, and residential opportunities;
10. knowledge and understanding of the best practices regarding inclusion and integration in accordance with federal and state guidelines;

## III. COURSE OUTLINE

### A. Students with Severe and Profound Disabilities

1. Characteristics
2. Classification systems
3. Adaptive behaviors related to classification

### B. Appropriate Education



1. Rights and responsibilities
2. Least restrictive environment

### C. Parent Education and Participation

1. Attitudes
2. Conference and participation in educational goals
3. Communication and counseling
4. Organization and resources
5. School/home interactions and program carryover

### D. Meaningful Assessment and Individual Educational Programming for Persons with Severe and Profound Disabilities

1. By psychologist
2. By other team members
3. By classroom teacher
4. Available tools
5. Observation
6. Data collection

### E. Integration of Persons with Severe Disabilities

1. School
2. Community

### F. Task Analysis

1. Introduction to task analysis
2. Marc Gold's phase sequence
3. Chaining
4. Using task analysis to design prescriptive educational program plans

### G. Community-Based Instruction

1. Ecological inventories
2. School, community, and home
3. Program implementation
4. Carrying out program

### H. Behavior Management

1. Modifying and shaping behavior
2. Attending behaviors
3. Functional analysis
4. Understanding communicative intent
5. Positive programming

### I. Perceptual and Motor Development

1. Stimulation and skill development
2. Gross and fine motor
3. Visual and auditory
4. Tactile and haptic
5. Visual-motor

#### J. Functional Language Skill Development

1. Receptive language
2. Expressive language
3. Alternative and types of augmentative communication

#### K. Social Skill Development

1. Adjustment with peers, family, adults
2. Interaction skills
3. Play skills

#### L. Physical Management and Handling of the Student with Physical Disabilities

1. Moving
2. Positioning
3. Equipment
4. Resources

#### M. Functional Self-Help Skills

1. Eating
2. Dressing/undressing
3. Toileting/training
4. Grooming

#### N. Functional Domestic and Community Skills

1. Self-management
2. Recreation
3. Vocational
4. Opportunities
5. Choice making

### IV. COURSE REQUIREMENTS

Students will demonstrate mastery of course objectives as demonstrated by successful completion of the following course requirements:

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Exams - Three exams consisting of multiple choice, completion and short answer essay items. 100 points each.

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Instructional Program Project - Each student will develop three instructional programs. The individual programs will address the skill area targeted for instruction in the ecological inventory projects. Instructional programs will include data sheets and graphs. 100 points.

## V. EVALUATION METHODS

The course grade will be interpreted from the total accumulated points and weighted according to the following scale:

90 - 100%	= A Exams 50%
80 - 89%	= B Ecological Inventories 25%
70 - 79%	= C Instructional Programs 25%
60 - 69%	= D
59% & below	= F

## VI. REQUIRED TEXT

Snell, M. E. (1987). Systematic instruction of severe handicaps. Columbus: Merrill.

## VII. BIBLIOGRAPHY

Azrin, N. H., & Foxx, R. M. (1991). Toileting training persons with developmental disabilities. Champaign, IL: Research Press.

Bieniek, B. J., Cone, J. D., Eddy, D., Hawkins, R. P., & McGinnis, L. D. (1991). The school and home enrichment program for children with severe handicaps. Champaign, IL: Research Press.

Bricker, D., & Filler, J. (1985). Severe mental retardation: From theory to practice. Division on Mental Retardation Council for Exceptional Children, Lancaster: Lancaster Press Inc.

Brickmann, L., & Weatherford, D. L. (1986). Evaluating early intervention programs for severely handicapped children and their families. Austin: Pro-Ed.

Brimer, R. W. (1990). Students with severe disabilities: Current perspectives and practices. Mt View, CA: Mayfield.

Bruininks, R. H., & Lakin, K. L. (1985). Living and learning in the least restrictive environment. Baltimore: Paul H. Brookes.

- Certo, N., Haring, N., & York, R. (Eds.). (1985). Public school integration of severely handicapped students. Baltimore: Paul H. Brookes.
- Cipani, E. (1991). A guide to developing language competence in preschool children with severe and moderate handicaps. Springfield, IL: Charles C. Thomas.
- Falvey, M. A. (1989). Community-based curriculum: Instructional strategies for students with severe handicaps. Baltimore: Paul H. Brookes.
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- Foxx, R. M. (1991). Decreasing behaviors of persons with severe retardation and autism. Champaign, IL: Research Press.
- Gaylord-Ross, R. I., & Holvoet, J. F. (1985). Strategies for educating students with severe handicaps. Boston: Little, Brown, & Co.
- Goetz, L., Guess, D., & Stremel-Campbell, K. (Eds.). Innovative program design for individuals with dual sensory impairments. Baltimore: Paul H. Brookes.
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- Homer, R. H., Meyer, L. H., & Fredericks, H. D. (1986). Education of learners with severe handicaps. Baltimore: Paul H. Brookes.
- Lyon, S. R., Domaracki, J., Lyon, G., & Warsinske, S. (1990). Community memberships preparation for integrated community living and employment: Curriculum and program development. Harrisburg, PA: Mid-State Instructional Support System.
- Wolery, M., Ault, M., & Doyle, P. (1992). Teaching students with moderate to severe disabilities: Use of response prompting strategies. New York: Longman.