

**EDMX 634: Working with Students with Severe Disabilities**  
**Summer Session, 2003 4 credit hours**  
**Tuesdays and Thursdays from 6:00 – 8: 45 p.m. May 27<sup>th</sup> through July 31, CRN#**

**PROFESSOR:** Dr. A. Sandy Parsons

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**Mission Statement of the College of Education, CSU San Marcos**

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity and social justice, exemplified through reflective teaching, lifelong learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.

**CLAD Infusion**

In 1992, the College of Education voted to infuse Cross-cultural, Language And Academic Development (CLAD) competencies across the curriculum. The CLAD competencies are attached to the syllabus and the competencies covered in this course are highlighted.

**COURSE DESCRIPTION:**

This is the capstone course for completion of the credential in moderate-severe Disabilities at CSU San Marcos. Students will enter this course from a variety of backgrounds and with varying levels of teaching experience. Registration is upon consent of the instructor. You will participate in a variety of field experiences requiring observation and teaching of students with moderate-severe disabilities in the schools, and leisure time activities in the community.

**Prerequisites:** Completion of the Preliminary Level I Mild/Moderate Credential Program including successful completion of EDMX 632 (Assistive Technology), EDMX 627 (Curriculum and Assessment), and/or their equivalent or approval of the instructor. Demonstration of a basic understanding and practical use of basic adaptive techniques for addressing the instructional and life-skill needs of learners with mild/moderate disabilities. Completion of student teaching in special education and general education or their equivalents.

**CATALOG DESCRIPTION:**

Focuses on developing skill through hands-on practical experience to work effectively for and with children with moderate-severe cognitive, communication, social/emotional, and physical/health challenges. Emphasis is on transdisciplinary teaming in IEP development and delivery and methods for procuring and managing resources to enable students with specialized health, mobility, sensory, and communication needs to participate in school, and community experiences. Field experience requires observation and teaching of students with moderate-severe disabilities.

**Required Texts:**

Snell, M. E., & Brown, F. (2000) *Instruction of students with severe disabilities (5<sup>th</sup> Ed.)*: Prentice-Hall: Pearson Education. Upper Saddle River, New Jersey.

**RSPD:** Research and Practice for Persons with Severe Disabilities (TASH) journal pack, (4 Issues volume 27). **This also includes a one year student membership in TASH.**

**Parsons' Reader, CSUSM bookstore.**

**Required Materials:**

CSUSM Print Card      Large D-Ring Binder      Zip Diskette      make it take it materials TBA

## Content and Performance Goals

The table below indicates the CTC Level I standards and level of competence addressed by EDEX 634 and the level (i.e., knowledge, application) at which each standard is demonstrated.

M/M/S 13	M/M/S 24	M/S 25	M/S 26	M/S 27
A	K/A	K/A	K/A	K/A

Key:

M/M/S = Common Mild/ Moderate and Moderate/Severe Education Specialist Competency  
(number indicates CTC standard addressed)

M/M = Mild/Moderate Education Specialist Competency (number indicates CTC standard addressed)

M/S = Moderate/Severe Education Specialist Competency (number indicates CTC standard addressed)

K = Competence at **knowledge** level

A = Competence at **application** level

### Competencies in Working with Learners with Severe Disabilities

Through coursework and practicum experiences, each participant will:

- 1) demonstrate knowledge of legal mandates and regulations governing specialized health care services and how the services may be delivered,
- 2) demonstrate knowledge and skills to work with families and allied school and health personnel (e.g., nurses, physicians, communication specialists, teachers) as a member of a transdisciplinary team,
- 3) demonstrate knowledge and skills to interact safely (e.g., proper handling and positioning methods, equipment use, health considerations) with students with sensory, health care and mobility issues,
- 4) demonstrate knowledge and skills to assess and determine the needs of students with moderate-severe disabilities in academic, functional life skill, cognitive, social/emotional, motor, communication and behavioral domains,
- 5) demonstrate knowledge and skills to implement various approaches for educating students with Autism,
- 6) demonstrate skill in arranging learning environments to accommodate sensory, mobility, and specialized health care needs so as to maintain student dignity and optimize student independence,
- 7) demonstrate knowledge and skills to develop and implement IEPs for students with moderate-severe disabilities,
- 8) demonstrate knowledge and skills to develop and implement accommodations and modifications to enable students' participation in school and community (i.e., home, recreation, vocational) experiences.
- 9) demonstrate knowledge of legal mandates and regulations governing specialized health care services and how the services may be delivered,

- 10) demonstrate knowledge and skills to provide and procure support to families of children with multiple health, educational, and social needs,
- 11) demonstrate knowledge and skills to implement various positive behavioral change approaches (e.g., TEACCH, pivotal responses, discrete trial, floor time, social stories ),
- 12) demonstrate skill in arranging learning environments to accommodate sensory, mobility, and specialized health care needs so as to maintain student dignity and optimize student independence,
- 13) demonstrate knowledge and skills to develop and implement IFSPs, IEPs, and ITPs for students with moderate-severe disabilities,
- 14) demonstrate knowledge and skills to develop and implement accommodations and modifications to curriculum and instruction to enable students' participation in school and community (i.e., home, recreation, vocational) experiences,
- 15) demonstrate knowledge and skills to determine the needs of students with moderate-severe disabilities in academic, functional life skill, cognitive, social/emotional, motor, communication and behavioral domains,
- 16) demonstrate knowledge and skills in developing and implementing functional curriculum and instruction to promote:
  - a) personal care skills and address sexuality issues,
  - b) functional academics and language skills,
  - c) functional nonverbal communication skills,
  - d) domestic and daily living skills,
  - e) community skills through community-based instruction,
  - f) employment skills and employment options,
  - g) integrated community recreation and leisure opportunities,
  - h) transition to adulthood and supports to promote quality life experiences as an adult,
  - i) post-secondary education options.

## Administrative Requirements

**Coe Attendance Policy:** A good student is one who adheres to standards of dependability and promptness. This course is comprised of 12 F2F class sessions across a 10-week period. Students who miss more than two of the ten F2F class sessions of this course; or who are late for, or leave early from three or more F2F sessions of this course, will be unable to receive a grade of (A). Students missing more than three F2F class sessions, or who are late or leave early from four or more F2F sessions will be unable to receive a passing grade for this course (C+ or better).

Students are required to keep up with the Web Based Instruction (WBI) component of this course. **Due to the fast pace of this course, DB prompt MUST be posted in the week they are due. Late postings will not receive full points.** Be sure to check the Discussion Board for the prompts and assignments for each week of class. The work for each week is to be completed prior to attending class on Wednesday night. The specific due dates are listed in the syllabus course schedule.

**Assignment Policy:** Each assignment is due on the date indicated on the syllabus. **Keep a hard copy of each assignment turned in. Burden of proof of assignment completion is upon the student.**

- Plagiarism of any type will result in a failing grade. Students making unauthorized copies of copyrighted microcomputer software will receive a failing grade.
- Students are required to keep a copy of all work in case any work becomes lost. All proof of work accomplished is the responsibility of the student.
- It is strongly advised that students keep up with the assignments from week to week.

**Web Based Instruction Policy:** There are two components to the WBI Discussion Board portion of this course. **Posting your own response** to each of the prompts posted by the professor, and **posting responses to the posting of peers** when indicated in the professor's prompt. These must be thoughtful posts and not just "I agree with my classmate", or "ditto", or "I think the very same thing". Responses to peers should be in complete thoughts and constructed of several sentences. You may want to compose off line in Word and then copy and paste your well thought out responses into the message area of your reply before posting.

**Discussion Board Postings:** Students must post responses to the Weekly Discussion Board prompts before the end of that week of class (by the Monday prior to the next Tuesday evening F2F session). These specific dates are listed on your syllabus. Every student is also required to read and respond to at least one posting of peers in the class each week as indicated.

**Evaluation of Postings:** Student postings of responses are well thought out, well written, address every portion of the professor's prompt, and are posted on time. When asked to respond to the posting of a peer, these are also well formed and professional.

**Note:** If you have extraordinary circumstances in your life which impact upon your attendance or assignments, please let us know. If you have any questions or concerns, please contact the instructor.

**Academic Requirements**  
**EDMX 634 (4 credits)**  
**Assignments And Points For Meeting Course Objectives**

<b>Face 2 Face Components (F2F)</b>	<b>340</b>
Collaboration/Participation (12 F2F Sessions)	120 ( <i>ten points per class meeting</i> )
Study Guides (7)	70 ( <i>10 points for each Study Guide</i> )
Resource Area Report for File (group)	100
Power Point Presentation on RAP	20
*Individual Class Binder Check Off:	30

<b>Field Based Components (FBC)</b>	<b>150</b>
Practicum Participation Log	
These 110 points include the following products:	
Daily Reports:	50 (5 @ 10 = 50) for five days in the field
Leisure Time Reports	60 (2 @ 30 = 60) for two community-based activity visits
Synthetic Course Reflection	20
Risk Forms	10
Time Sheet (signed)	10

<b>Web Based Instruction (WBI) Components</b>	<b>140</b>
Participation in weekly discussions	
Response to Instructor's Prompts	80
(ten points per week)	
Response to postings of peers	40
(five points per week)	
<b>Course Reflection</b> posted to DB	20
<b>TOTAL POINTS:</b>	<b>630</b>

\* All work for this course will be organized into a large binder to be checked off by Dr. Parsons on the second to the last night of the course.

**Note:** you should devote/plan on six hours of work outside of class time for the completion of the F2F related and work in this class.

**Collaboration/Participation (ten points per class session)**  
**(If you have extenuating circumstances/emergencies, please speak with Dr. Parsons)**

**Purpose:**

This course is comprised of 12 F2F class sessions across a 10-week period. Students who miss more than two of the 12 F2F class sessions of this course; or who are late for, or leave early from three or more sessions of this course, will be unable to receive a grade of (A). Students missing more than three class sessions, or who are late or leave early from four or more sessions will be unable to receive a passing grade for this course (C+ or better).

Experts in the education community are scheduled for each class so make ups for missed class sessions are all but impossible. The field of working with individuals with moderate - severe disabilities requires knowledge of many and varied resources and agencies. The purpose of the F2F portion of the course is to provide participants with a weekly opportunity to demonstrate their understanding of critical aspects of this course and application of these ideas to professional practice while interacting with a professional learning community. Do not miss class on campus nights. If an emergency situation arises, please contact Dr. Parsons about your absence.

**Description:**

Be sure to read COE attendance policy stated above under administrative requirements. This course meets in an intensive time period. While this is an advantage to student's summer schedules, it requires very dedicated and consistent attendance during the course. These points are awarded on the basis of arriving on time, having assignments completed and ready, staying the entire time of the class. collaborating and cooperating with fellow students and the professor, and overall professional attitudes demonstrated while in class .

Much work for this course is collaborative. In real life, all team members must collaborate and participate in order to accomplish any completed project. Team members are expected to be considerate and group minded in scheduling working sessions to complete course assignments.

**Criteria for Grading Participation:**

Participation points will be assigned on the following criteria: collaborative cooperation in all class activities and group assignments; enthusiasm for the content and activities; respect for the speakers; patience and flexibility with the technology/materials. Arrive on time with **all reading completed**, and stay the full time of the class session.

When in the computer lab, appropriate use of the lab, hardware and software. Respect for the lab environment and equipment, e.g. **absolutely not food or drink in the lab.**

**Study Guides on the Text:**

The questions to be addressed for each of the Study Guides are provided prior to the due date. These Study Guides are also posted on the course web site under the Documents section.

**Purpose:**

To assure that all readings are completed with critical thought and reflection before the class period in which they are discussed. Because group activities and other active learning procedures are used to introduce and reinforce substantial amounts of material covered in this course, **the assumption that the readings have been completed prior to class is essential to effective course learning.**

**Description:**

Participants will provide typed responses to specific questions provided by the professor on each of the reading assignments during this course. Together, these questions will provide a summary of your readings. The responses to these seven Study Guides must be typed. This assignment must be turned in at the beginning of class the night each is due. Due dates are specified on the course schedule in this syllabus.

These are to be placed in a section for Study Guides in your Class Binder. Participants must also be present in class and prepared to discuss the reading assignments in order to receive full credit for this assignment.

**Criteria for Evaluation:**

Study Guides completed and turned in on time on each due date.

Study Guides are complete, address all materials and questions, and are well thought out and well written.

Late assignments will receive reduced credit.

**Sections for the Individual Class Binder:**

**Table of Resources: titles of each section with description of content.**

Resource Area Reports (group assignment)

Handouts of Guest Speakers by topic (e.g. parents, agencies, TEACCH, etc.)

Handouts from lectures, other resources

**Practicum Participation Log on practicum work in the field: (keep these in a folder):**

- Daily Reports (5) (these are due **one week** after completion of the practicum)
- Leisure Time Reports (2)
- Synthetical Summary of Field Experiences (1)
- Time Sheet with signatures
- Master Teacher Evaluation Form
- Risk Forms

**CALCULATION OF COURSE GRADE**

Points will be totaled for all assignments and percentages will be calculated. Grades are then computed according to the following

**GRADING SCALE: (represents percentages of total points)**

A	93	A-	90
B+	87	B	83
B-	80	C+	77
C	73	C-	70

**Criteria for Course Grading:** (CSUSM General Catalog for 1996-97, page G-3)

A (Excellent): Performance of the student has been at the highest level, showing sustained excellence in meeting all course requirements and exhibiting an unusual degree of intellectual initiative.

B(Good): Performance of the student has been at a high level, showing consistent and effective achievement in meeting course requirements.

C (Satisfactory): Performance of the student has been at an adequate level, meeting the basic requirements of the course.

**NOTE: The minimum acceptable grade for courses in the professional education sequence is C+, but a B average must be maintained.**

D (Passing): Performance of the student has been less than adequate, meeting only the minimum course requirements.

F (Failing): Performance has been such that minimal course requirements have not been met.

## EDMX 634 Course Schedule, 2003

<b>Week #</b>	<b>Topics</b>	<b>Readings/Study Guides Prep</b>	<b>Assignments Due</b>
<b>Week # 1</b> 5/27 *F2F *WBI	<b>Introduction to the course and field placements</b> Overview of WBI Components Week One Discussion Board	<b>RPSD V 27 (4) 227-238 6/03</b> Chapters 8 and 16 (SG 1) for 6/03 Prepare Study Guide #1 this week Complete WBI Prompts	Class Attendance, <b>EDMX 634 Survey due</b> <b>WBI postings by 6/02</b>
<b>Week #2</b> 6/03 F2F WBI	<b>Case Coordination and Agencies:</b> UCP, Regional Centers, CA Children's Services Week Two Discussion Board	<b>RPSD V 27 (2) 125-140 6/10</b> Chapter 1 & 6 (Austim Reflection) for 6/10 Readings/Reflections on Autism this week Complete WBI Prompts	<b>Study Guide #1 due</b>  <b>WBI postings by 6/09</b>
<b>Week #3</b> 6/10 F2F WBI	<b>Autism Spectrum</b> Issues in Autism Week Three Discussion Board	<b>RPSD V 27 (1) read intro &amp; choose one featured article (pages 8 – 69) 6/17</b> Chapters 2 & 14 (SG 2) for 6/17 Prepare Study Guide #2 this week Complete WBI Prompts	<b>Autism Reflection on</b> <b>chapt 1 &amp; handouts</b> <b>WBI postings by 6/16</b>
<b>Week #4</b> 6/17 F2F WBI	<b>Parents and Families</b> Exceptional Family Resource Center (EFRC) Week four Discussion Board	<b>RPSD V 27 (4) 239-249 6/24</b> Chapters 11 and 12 (SG 3) for 6/24 Prepare Study Guide #3 this week Complete WBI Prompts	<b>Study Guide #2 due</b>  <b>WBI postings by 6/23</b>
<b>Week #5</b> 6/24 F2F WBI	<b>Communication Systems</b> Mayer-Johnson Make it Take it workshop Week five Discussion Board	<b>RPSD V 27 (3) 165-174 6/26</b> Chapters 3 & 5 (SG 4) for 6/26 Prepare Study Guide #4 this week Complete WBI Prompts	<b>Study Guide #3 due</b> <b>communication lab is due</b> <b>WBI postings by 6/25</b>
<b>Week #6</b> <b>6/26 THURSDAY CLASS MEETING The CAPA</b> WBI	Assessment of Individual with Severe Disabilities Ms. Jaime Tate: SDCOE Week six Discussion Board	<b>RPSD V 27 (4) 250-260 7/08</b> Chapter 4 & 13 (SG 5) for 7/08 Prepare Study Guide # 5 7/08  Complete WBI Prompts	<b>Study Guide #4 due</b>  <b>WBI postings by 7/01</b>



## EDMX 634 Course Schedule, 2003

Week #	Topics	Readings/Study Guides	Assignments Due
<b>Week 7</b> 7/01 F2F No WBI this week	<b>Approaches to Teaching            TEACCH, and Autism Spectrum</b>	<b>RSPD V 27 (3) 165-174 7/08</b> Bring shoebox materials  <b>No WBI this week Happy Fourth!</b>	<b>Study Guide #5 due            Check Point on Resource            Area Reports</b>
<b>Week #8</b> 7/08 F2F WBI	<b>Curriculum Planning (SEACO materials)</b> Writing Goals and Measurable Objectives Addressing Core Curriculum Standards	Chapters 7 & 9 (SG #6) for 7/15 Prepare Study Guide #6 this week Bring SEACO binders if you have one	<b>Check Point on            Resource Binder due</b>
<b>Week #9</b> 7/15 F2F WBI	<b>Orthopedic and Health Impairments</b> Wand Crews, Vista USD School Nurse Week nine Discussion Board WBI	<b>RPSD V 27 (3) 188-203 7/22</b> <b>RPSD V 27 (2) 141-152 7/22</b> Chapter 15 (SG #7) for 7/22 Prepare Study Guide #7 Complete WBI Prompts	<b>Study Guide #6 due            Resource Binder due            WBI postings by 7/21</b>
<b>Week #10</b> 7/22 F2F	<b>ILS and Vocational Prep</b>	In class work on SEACO goals	<b>Study Guide #7 due            *Resource Area Rpt. due</b>
<b>Week #11</b> 7/29 F2F WBI	<b>Group Resource Area Presentations</b>  Week 10 Course Reflection posting	<b>Resource Area presentations</b>  Complete WBI Reflection	<b>Attendance Required             Post Course Reflection            By 7/30</b>
<b>Week #12</b> 7/31 F2F	<b>Group Resource Area Presentations</b> <b>THURSDAY CLASS MEETING</b>	<b>Resource Area presentations</b> Final night of class	<b>Attendance Required            Course Wrap Up</b>

### Legend:

**RSPD** Research and Practice for Persons with Severe Disabilities (The Journal of TASH)

\***F2F** Face-to-Face in class session on campus at CSUSM

\***WBI** Web-Based Instruction components accessed at WEBct EDMX 634 Course site.

\* **Resource Area Reports are due on July 22, so that they can be read, graded, and returned on 7/31, NO EXCEPTIONS!**