

Ashland University
Dwight Schar College of Education
Department of Curriculum and Instruction
Course Syllabus

Graduate: Undergrad: X
Credit Hours: 3
Field/Clinical Hours: 0/0

Course Number: EDCI 257

Course title for the catalog: Sensory Motor: Intervention Specialist Moderate/Intensive

Catalog description:

This course is designed to provide curriculum models, specialized methods, materials and equipment to teach students with moderate and intense special needs in the areas of vision, hearing, sensory motor, physical and health needs. A transdisciplinary approach is emphasized.

The prerequisite (s) for this course is (are):

EDEC 215 or EDCI 250, taken concurrently with EDCI 230 IS, 253
FCS 270 waived for ECIS

The Intervention Specialist team has chosen the Taskstream system to support the comprehensive program outcomes of the licensure programs. Taskstream is a subscription online portfolio system that provides students with lesson, unit, and portfolio building tools through their website, www.taskstream.com.

Please note there will be required Taskstream class assignments and program portfolios that will be due during students' course of study at Ashland University. While some classes will not have Taskstream assignments, students are responsible for maintaining their completed assignments for possible future use in the online program portfolio.

The enrollment restriction (s) for this course is (are):

25

Course and field/clinical experience objectives (including knowledge, skills, and dispositions):

Teacher education students will have assistance from specialist(s) in the field to evaluate and plan appropriate educational experiences. The AU Intervention Specialist II is not designed to be a teacher for students with vision and hearing challenges, although there are some KPDs with address these areas.

KNOWLEDGE:

The teacher education student will have knowledge of:

1. Transdisciplinary teaming practices.
2. Theory, philosophy and models of practice.
3. Orthotic, prosthetic, and adaptive equipment.
4. Information and services available from the community at large.
5. Assessment tools and their limitations.
6. School setting adaptations necessary to accommodate the needs and abilities of students with moderate/intensive needs.
7. Effects of physical, health and sensory problems on early development and future learning.
8. Medical complications and implications for student support needs, including seizure management, tube feeding, catheterization, and CPR.
9. Types and transmission routes of infectious diseases.
10. Consumer and professional organizations, publications, and journals relevant to individuals with significant sensory and/or motor challenges.

SKILLS:

The teacher education student will have skills to:

1. Collaborate with service providers regarding acquisition, development, modification, and evaluation of assistive technology, procedures, and curricula to assist in meeting functional, social, educational, and technological needs of students.
2. Identify and use assessment tools appropriately to evaluate sensory and motor performance.
3. Interpret reports written by support personnel and incorporate their findings into daily planning.
4. Sequence, implement and evaluate individual disability related and academic learning objectives.
5. Design learning environments that are multisensory and that encourage active participation.
6. Create a learning environment that encourages self-advocacy and independence.
7. Manage and direct the activities of paraprofessionals and/or peer tutors who work with students.
8. Coordinate activities of related services personnel to maximize direct instruction time for students with moderate/intensive educational needs.
9. Demonstrate appropriate body mechanics to ensure student and teacher safety in transfer, lifting, positioning, and seating.
10. Use appropriate adaptive equipment such as wedges, seat inserts, and standers to facilitate positioning, mobility, communication and learning.
11. Use positioning techniques to decrease inappropriate tone and facilitate appropriate postural reaction to enhance participation.
12. Develop the secondary senses when the primary sense is impaired.
13. Practice recommended universal precautions to maintain healthy environments.

14. Design and implement sensory stimulation program.

DISPOSITIONS:

The teacher education student will:

1. Value adequate instruction and supervision before performing support services for which the teacher education student has not been prepared previously.
2. Value the team process which includes the student, parents, regular education teachers, school and community support personnel, and paraprofessionals.
3. Value and foster partial participation when a student cannot be independent.
4. Value and foster inclusion of students with disabilities into regular learning environments.

Suggested texts and/or references:

Medical dictionary

Rainforth, B., & York-Barr J. (1997). Collaborative teams for students with severe disabilities: integrating therapy and educational services. Baltimore, MD: Paul H. Brookes

Suggested instructional strategies:

Team teaching with related service professionals
Video
Simulation
Observation
Lecture
Discussion
Field trips

Description of field/clinical experiences:

FIELD EXPERIENCE

CLINICAL EXPERIENCE

Evaluation of Students:

Observation
Examination
Journal writing
Discussion
Lesson plans
Projects

Faculty who frequently teach the course:

Patricia Edwards; teamed with related professionals—physical therapist, occupational therapist, vision and hearing specialists, nurse, etc.

Licensure programs in which course is required:

Intervention Specialist Moderate/Intensive

If the course is offered for either undergraduate or graduate credit identify the respective difference in expectations:

Research related project, assist in teaching the course

Bibliography (Learned Societies, Etc.)

Books and Journal Articles

Alexander, R., Boehme, R., & Cupps, B. (1993). Normal development of functional motor skills. Tucson, AZ: Psychological Corp.

Bagnato, S. J., Neisworth, J. T., & Munson, S. M. (1989). Linking developmental assessment and early intervention: Curriculum-based prescriptions (2nd ed.). Rockville, MD: Aspen Publications.

Batshaw, M.L., & Perret, Y. (1997). Children with disabilities: A medical primer. (4th ed.). Baltimore: Paul H. Brookes.

Bergen, A.F., Presperin, J., & Tallman, T. (1990). Positioning for function. Valhalla, NY: Valhalla Rehabilitation Publications

Bigge, J. L., Best, S. J., & Heller, K. W. (2001). Teaching individuals with physical, health, or multiple disabilities. (4th ed.). Columbus, OH: Merrill.

Bradley, D. F., King-Sears, M. E., Tessier-Switlick, D. M. (1997). Teaching students in inclusive settings: From theory to practice. Boston: Allyn and Bacon.

Connolly, B. H., & Montgomery, P. C. (1993). Therapeutic exercise in developmental disabilities. (2nd ed.). Chattanooga, TN: Chattanooga Group.

Cook, A. M., & Hussey, S. M. (1995). Assistive technologies: Principles and practice. St. Louis: Mosby.

Dettmer, P., Thurston, L.P., & Dyck, N. (2002). Consultation, collaboration and teamwork for students with special needs. (4th ed.). Boston, MA: Allyn and Bacon.

DeWine, S. (2001). The consultant's craft: Improving organizational communication. (2nd ed.). Boston: Bedford/St. Martin's Press.

Dormans, J.P. & Pellegrino, L. (1998). Caring for children with cerebral palsy. Baltimore, MD: Paul H. Brookes

Falvey, M.A. (ed.). (1995). Inclusive and heterogeneous schooling: Assessment, curriculum, and instruction. Baltimore: Paul H. Brookes.

Geralis, E. (ed.) (1998). Children with cerebral palsy: A parent's guide. Bethesda, MD: Woodbine House.

Graff, J.C., Mulligan, A., Guess, D. Taylor, M. & Thompson, B. (1990). Health care for students with disabilities: An illustrated medical guide for the classroom. Baltimore: Paul H. Brookes

Haslam, R.H. & Valletutti, P.J. (ed.) (1996). Medical problems in the classroom: The

teacher's role in diagnosis and management. (3rd ed.). Austin, TX: Pro-Ed.

Heller, K.W., Alberto, P.A., Forney, P.E., & Schwartzman, M.N. (1996). Understanding physical, sensory, and health impairments: Characteristics and educational implications. Pacific Grove: Brookes/Cole Publications.

Holvoet, J.F., & Helmstetter, E. (1989). Medical problems of students with special needs: A guide for educators. Boston: College-Hill Press

Janney, R., & Snell, M. (2000). Teacher's Guide to inclusive practices: Modifying schoolwork. Baltimore, MD: Paul H. Brookes.

King, T. W. (1999). Assistive technology: Essential human factors. Needham Heights, MA: Allyn and Bacon.

Norris, G.H. (1995). Welcoming students who are deaf-blind into typical classrooms. Northridge, CA: California State University

Orlove, F.P. & Sobsey, D. (1996). Educating children with multiple disabilities: A transdisciplinary approach. (3rd ed.). Baltimore: Paul H. Brookes.

Peschel, E., Peschel, R., Howe, C.W., & Howe, J.W. (Eds.). (1992). Neurobiological disorders in children and adolescents. San Francisco: Jossey-Bass.

Prentke Romich Company. (1992). Changing lives. Wooster, OH: Author.

Ryndak, D. L., & Alper, S. (1996). Curriculum content for students with moderate and severe disabilities in inclusive settings. Boston: Allyn and Bacon.

Scherer, M.J. (2000). Living in the state of stuck: How assistive technology impacts the lives of people with disabilities. (3rd ed.). Cambridge, MA: Brookline Books.

Snell, M., Brown, F. (2000). Instruction of students with severe disabilities. (5th ed.). New York: Merrill.

Staub, D., Spaulding, M., Peck, C.A., Gallucci, C., & Schwartz, I.S. (1996). Using nondisabled peers to support the inclusion of students with disabilities. TASH, 21 (4), 194-205.

Trefler, E., Hobson, D., Taylor, S.J., Monahan, L., & Shaw, C.G. (1993). Seating and mobility for persons with physical disabilities. Tucson, AZ: Therapy Skill Builders.

Films

Educating Peter [Video] HBO

Employability: Integrating people with developmental disabilities into the workplace. [Video] Woolworth Corporation.

Hand in hand [Video] AFB Press

Jensema, C. (1996). Bridges beyond sound [Video]. Center for Disabilities Research and Training.

Planning alternative tomorrows with hope. [Video] Inclusion Press

The story of a stranger. [Video] Axis Consultation & Training.

Journals

Academic Therapy

American Journal of Mental Deficiency

American Journal on Mental Retardation / AJMR

ASHA

Education and Training in Mental Retardation

Educational Research Journal
Exceptional Children
Exceptionality
Exceptional Parent
Focus on Exceptional Children
Intervention in School and Clinic
Journal of Applied Behavior Analysis
Journal of Autism and Developmental Disorders
Journal of Emotional and Behavioral Problems
Journal of Learning Disabilities
Journal of Special Education
Journal of Speech and Hearing Disorders
Journal of the Association for Persons with Severe Handicaps
Journals of the American Deafness and Rehabilitation Association
Mental Retardation
Remedial and Special Education
RE:View
TASH
Teaching Exceptional Children
Technology and Learning
The Volta Review

World Wide Web Sites

The Alexander Graham Bell Association for the Deaf [<http://www.agbell.org/>]

American Association on Mental Retardation (AAMR) [<http://www.aamr.org/>]

The American Foundation for the Blind [<http://www.afb.org>]

American Speech-Language-Hearing /Association Home Page [<http://www.asha.org/>]

The Arc (formerly Association for Retarded Citizens of the United States)
[<http://thearc.org/welcom.html>]

Assistive Technology
[<http://Peabody.Vanderbilt.edu/itc/hasselbringt/resource.html>]

Council for Exceptional Children (CEC) [<http://www.cec.sped.org/home.htm>]

CEC Technology and Media Division (TAM) [<http://www.tamcec.org>]

ERIC Clearinghouse on Disabilities and Gifted Education (ERIC EC)
[<http://www.ericec.org>]

Federal Resource Center for Special Education [<http://dssc.org/frc/>]

Journal of Applied Behavior Analysis

[<http://www.envmed.rochester.edu/wwwrap/behavior/jaba/jabahome.htm>]

National Clearinghouse for Professions in Special Education [<http://www.specialedcareers.org>]

National Information Center for Children and Youth with Disabilities [<http://www.nichcy.org>.]

National Institute on Deafness and Other Communication Disorders [<http://www.nidcd.nih.gov/>]

The National Institute of Life Planning for Persons with Disabilities [<http://www.sonic.net/nilp/>]

Special Education Resources on the Internet (SERI) [<http://www.seriweb.com>]

Speech Technology Hyperlinks Page

[<http://www.fortis.speech.su.oz.au/comp.speech/SpeechLinks.html>]

State Education Agency--Ohio

[<http://www.ode.state.oh.us/>]

Learned Societies and Professional and Related Organizations

Alexander Graham Bell Association for the Deaf

American Deafness and Rehabilitation Association

American Psychological Association

American Physical Therapy Association

American Speech-Language-Hearing Association

The ARC of the United States

Assistance Dog Institute

The Autism Society

The Council for Exceptional Children

The Deaf Research Foundation

Easter Seals

Federal Resource Center for Special Education

Hearing Information Center

The International Center on Deafness

Multiple Sclerosis Society

National Association for School Psychologists

National Council on Disability

National Federation of the Blind

National Information Center on Deafness

National Institute on Mental Health

National Organization for Rare Disorders

National Rehabilitation Information Center

Office of Special Education and Rehabilitative Services (OSERS)

Ohio Association for the Deaf
Ohio Professionals Working with the Deaf and Hard of Hearing
Rehabilitation Services Administration
U.S. Office of Special Education Programs (OSEP)